



CPCAB's approach to mitigation for regulated qualifications during the COVID-19 situation

Guidance for centres

May 2020

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Context and purpose of mitigation approaches

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

We at CPCAB hope that you and your loved ones are staying well and safe during this unprecedented situation. We are aware of the significant impact of the COVID-19 pandemic upon the delivery of courses, the running of centres, and the candidates who were engaging in studies at the point at which government direction was received to close spaces where public gatherings were taking place, including private training centres and colleges.

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.

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

On the 9th April Ofqual received Ministerial Direction from the Secretary of State for Education instructing that they put into place a framework to ensure that wherever possible candidates who were expecting to complete Vocational and Technical Qualifications (VTQs) this side of summer are able to do so. This was issued following an earlier Ministerial Direction in March 2020, relating solely to general qualifications, such as GCSEs, AS Level and A Levels.

Ofqual and the other regulators therefore undertook the complex task of setting out an Extraordinary Regulatory Framework (ERF) for VTQs that aims to be responsive to the diversity and richness of VTQs. After a 2-week consultation period this was formally implemented on the 22nd May.

The framework sets out a prioritised hierarchy of key principles towards which AOs are required to work:

- Principle 1 - issue results to as many learners as possible in spring/summer 2020, provided that those results are based on evidence which ensures that they are sufficiently valid and reliable
- Principle 2 - ensure that each result it issues is as reliable as possible
- Principle 3 - ensure that its approach minimises burden and maximises deliverability as far as possible
- Principle 4 - maintain standards, as far as possible, within the same qualification in line with previous years
- Principle 5 - maintain standards, as far as possible, across similar qualifications made available by the awarding organisation and by other awarding organisations

On the basis of this framework Ofqual currently believe that Awarding Organisations should be able to provide mitigation routes by which an estimated 80% of candidates should be able to complete in the expected time period.

Ofqual have also provided an interactive tool for centres and candidates to view which qualifications are in scope and the primary mitigation approach. Please be advised that this guidebook provides additional information beyond just the primary mitigation approach and acknowledges where a blended approach is required.

https://analytics.ofqual.gov.uk/apps/AllQualifications/summer2020tool_Link1/

CPCAB's commitment

Alongside our regulators CPCAB are committed to upholding the five principles. We aim to work collaboratively with our centres, in good faith, to support them throughout these unusual times. Our qualification suite is diverse and multi-faceted in its styles of delivery and assessment, and this has made developing a robust and flexible range of mitigation approaches a significant challenge.

We also understand that our centres are diverse, have adapted our qualifications to suit their audiences, and are at various stages through the delivery of each course. Therefore, there is no 'one size fits all' solution and we encourage centres to engage with us to find a way through.

Our key message to you at this time is - "Get in touch, stay in touch, we are here to help".

We, like you, want to support candidates to get the results they deserve. We are all in this together, and we want to work alongside you throughout this.

That said, we are also required to set clear and specific timeframes to enable this to happen. Therefore, we will be asking centres to fully engage with this process and work hard to meet these timeframes wherever possible. Our staff will be available by phone and email Monday-Friday throughout this time to respond to your queries. There is no such thing as a silly question – just call.

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 reasonable adjustments should be taken into consideration through the provision of any calculated or adapted assessments. It is acknowledged that where mitigation approaches do not facilitate completion this side of summer, future arrangements will be put into place to support these candidates to continue their studies.

How to use this guidebook

This guidebook is provided to help CPCAB's regulated centres through each step of the mitigation approach for the qualifications they offer. It is designed to give clear direction to centres to identify candidates 'in scope' for mitigation, and provide a staged process to follow to take these candidates through to completion.

Important; please note that only CPCAB's regulated qualifications are 'in scope'. Tailormade (Bespoke) qualifications and any CPD endorsed programmes are not required to follow this process.

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, consistency of information and an informed participation in the process by all parties, CPCAB 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, and we suggest working through them one by one. There is also a bibliography, glossary of terms, and quick reference flow charts for some of the trickier processes, in the appendices.

If you are unsure about any of the guidance please contact us to ask. 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 mitigation approaches

Qualification-specific guidance

Qualification	No mitigation required	Mitigation will be required	Parameters	Outcome
Level 2 Award in Effective Listening Skills ELSK-L2	Where Internal Assessment is already completed, or is being completed through remote delivery in the usual timeframe	Where Internal Assessment is unable to be completed due to Covid-19	But where enough assessment evidence exists to meet CPCAB's minimum evidential threshold requirements (MET)	A Calculated result can be applied
Level 2 Award in Introduction to Counselling Skills ICSK-L2	Where Internal Assessment is already completed, or is being completed through remote delivery in the usual timeframe	Where Internal Assessment is unable to be completed due to Covid-19	But where enough assessment evidence exists to meet CPCAB's minimum evidential threshold requirements (MET)	A Calculated result can be applied
Level 2 Award in Understanding Substance Misuse USM-L2	Where Internal Assessment is already completed, or is being completed through remote delivery in the usual timeframe	Where Internal Assessment is unable to be completed due to Covid-19	But where enough assessment evidence exists to meet CPCAB's minimum evidential threshold requirements (MET)	A Calculated result can be applied

Qualification	No mitigation required	Mitigation will be required	Parameters	Outcome
Level 2 Certificate in Counselling Skills CSK-L2	Where Internal Assessment is already completed, or is being completed through remote delivery in the usual timeframe; However, Mitigation will be required for all External Assessment outcomes	Where Internal Assessment is unable to be completed due to Covid-19 And/or Where the candidate was due to sit in an External Assessment Window cancelled by CPCAB due to Covid-19	But where enough assessment evidence exists to meet CPCAB's minimum evidential threshold requirements (MET)	A Calculated result can be applied to either Internal Assessment, External Assessment, or both
Level 3 Certificate in Counselling Studies CST-L3	Where Internal Assessment is already completed, or is being completed through remote delivery in the usual timeframe; However, Mitigation will be required for all External Assessment outcomes	Where Internal Assessment is unable to be completed due to Covid-19 And/or Where the candidate was due to sit in an External Assessment Window cancelled by CPCAB due to Covid-19	But where enough assessment evidence exists to meet CPCAB's minimum evidential threshold requirements (MET)	A Calculated result can be applied to either Internal Assessment, External Assessment, or both
Level 3 Certificate in Life Coaching Studies LCS-L3	Where Internal Assessment is already completed, or is being completed through remote delivery in the usual timeframe; However, Mitigation will be required for all External Assessment outcomes	Where Internal Assessment is unable to be completed due to Covid-19 And/or Where the candidate was due to sit in an External Assessment Window cancelled by CPCAB due to Covid-19	But where enough assessment evidence exists to meet CPCAB's minimum evidential threshold requirements (MET)	A Calculated result can be applied to either Internal Assessment, External Assessment, or both

Qualification	No mitigation required	Mitigation will be required	Parameters	Outcome
Level 4 Diploma in Therapeutic Counselling TC-L4	External Assessment N/A Mitigation will be required for all External Assessment outcomes; see next column.	External Assessment Where the candidate was due to sit in an External Assessment Window cancelled by CPCAB due to Covid-19	And where the centre can support candidates to complete a remote external assessment	An Adapted form of External Assessment will be provided by CPCAB. It will be possible to complete this through remote means. If it is not possible for a centre to facilitate this CPCAB will provide a deferment to the next available assessment window
	Internal Assessment Where Internal Assessment is already completed, or is being completed through remote delivery in the usual timeframe.	Internal Assessment Where Internal Assessment/placement hours are unable to be completed due to Covid-19	And where it is ethical to do so - See CPCAB's 'Addendum Contract' for placement hours	CPCAB will provide the adapted option to accrue placement hours via remote/online means CPCAB will support centres to complete internal assessment wherever possible, or provide a further automatic extension to placement hours and/or internally assessed portfolio work

Qualification	No mitigation required	Mitigation will be required	Parameters	Outcome
Level 4 Diploma in Life Coaching LC-L4	External Assessment Where External Assessment can be facilitated remotely in the usual timeframe	External Assessment If External Assessment cannot be facilitated remotely by the centre		If it is not possible for a centre to facilitate this CPCAB will provide a deferment to the next available assessment window
	Internal Assessment Where Internal Assessment is already completed, or is being completed through remote delivery in the usual timeframe.	Internal Assessment Where Internal Assessment/ placement hours are unable to be completed due to Covid-19	And where it is ethical to do so	CPCAB will provide the adapted option to accrue placement hours via remote/online means CPCAB will support centres to complete internal assessment wherever possible, or provide a further automatic extension to placement hours and/or internally assessed portfolio work
Level 5 Diploma in Psychotherapeutic Counselling PC-L5	External Assessment Where External Assessment can be facilitated remotely in the usual timeframe	External Assessment If External Assessment cannot be facilitated remotely by the centre		If it is not possible for a centre to facilitate this CPCAB will provide a deferment to the next available assessment window
	Internal Assessment Where Internal Assessment is already completed, or is being completed through remote delivery in the usual timeframe.	Internal Assessment Where Internal Assessment/ placement hours are unable to be completed due to Covid-19	And where it is ethical to do so	CPCAB will provide the adapted option to accrue placement hours via remote/online means CPCAB will support centres to complete internal assessment wherever possible, or provide a further automatic extension to placement hours and/or internally assessed portfolio work

Qualification	No mitigation required	Mitigation will be required	Parameters	Outcome
Level 5 Diploma in Cognitive Behavioural Counselling CBT-L5	External Assessment Where External Assessment can be facilitated remotely in the usual timeframe	External Assessment If External Assessment cannot be facilitated remotely by the centre		If it is not possible for a centre to facilitate this CPCAB will provide a deferment to the next available assessment window
	Internal Assessment Where Internal Assessment is already completed, or is being completed through remote delivery in the usual timeframe.	Internal Assessment Where Internal Assessment/placement hours are unable to be completed due to Covid-19	And where it is ethical to do so	CPCAB will provide the adapted option to accrue placement hours via remote/online means CPCAB will support centres to complete internal assessment wherever possible, or provide a further automatic extension to placement hours and/or internally assessed portfolio work
Level 6 Certificate in Therapeutic Counselling Supervision TCSU-L6	External Assessment Where External Assessment can be facilitated remotely in the usual timeframe	External Assessment If External Assessment cannot be facilitated remotely by the centre		If it is not possible for a centre to facilitate this CPCAB will provide a deferment to the next available assessment window
	Internal Assessment Where Internal Assessment is already completed, or is being completed through remote delivery in the usual timeframe.	Internal Assessment Where Internal Assessment/placement hours are unable to be completed due to Covid-19	And where it is ethical to do so	CPCAB will provide the adapted option to accrue placement hours via remote/online means CPCAB will support centres to complete internal assessment wherever possible, or provide a further automatic extension to placement hours and/or internally assessed portfolio work

Centre and candidate participation in mitigation

CPCAB expect that, like us, centres are keen to enable candidates to complete and will, if at all possible, engage in this process to allow this to happen. We want to reassure centres that when due care and attention is paid to each step of the mitigation process, any result received by a candidate will be valid and reliable. CPCAB will be undertaking significant quality assurance steps at our end to ensure that candidates are not advantaged nor disadvantaged against any candidate taking this qualification at any other point in time.

CPCAB would anticipate that only significant logistical/practical barriers to completion would prevent a centre from taking part in the mitigation process. We ask centres to be mindful that if mitigation requests are not completed for their candidates, this will prevent them from gaining a result prior to the summer break.

The importance of due diligence and objectivity

In many cases the mitigation approach involves the professional judgement of the tutor or tutors (e.g. calculation of a result). Ofqual's emergency framework has currently suspended appeals that are based solely on challenges to the professional judgement of the tutor, but is permitting them on the grounds of due process not having been followed.

It is therefore important that centres follow the steps of mitigation very closely, and that all decisions are reviewed and ratified by the Head of Centre (or in the case where the tutor is also the Head of Centre, by a sufficiently responsible person, ideally one involved in the internal quality assurance programme for the centre).

If a tutor is concerned that there may be any challenge around their levels of objectivity, e.g. where a complaint may be in process, CPCAB suggest that centres implement further quality assurance and review to supplement the accuracy of the tutor judgement. For example, the tutor may seek supervision or line management support around their decision-making process which should be clearly documented.

It is particularly important that centres also uphold the word and spirit of equalities legislation. They should take into account any reasonable adjustments that have (or would have been) applied when supporting the mitigation process. It is important that the mitigation processes do not significantly disadvantage particular groups of candidates because this consideration has not taken place.

Malpractice and Maladministration

In this unusual situation the regulators, and we at CPCAB, must ensure that the Extraordinary Regulatory Framework and its associated mitigation approaches do not permit opportunities for malpractice or maladministration to take place undetected. For example, this could be a centre entering candidates for a result where they had not expected to take their assessment in this period, or someone other than the tutor responsible for the group submitting calculated results, or results being submitted where the candidate has not achieved the minimum evidential threshold.

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.

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 Extraordinary Regulatory Framework (ERF) is currently in force to cover the period of time between 20th March and 31st July 2020. This includes some CPCAB qualifications where the assessment would take place in that period although the results are issued in August or September.

Ofqual have noted that should the COVID-19 situation continue beyond this point they can extend the applicable period of the framework. This may mean that CPCAB also extend these mitigation processes beyond the current date and more candidate groups will fall 'in scope'. We will issue further guidance if this is the case.

Once the threat of COVID-19 has passed the ERF will be 'switched off', and CPCAB will then be able to put back into place the normal processes for its qualifications. It is acknowledged that this may be a staged/blended process as restrictions may remain in place for at-risk groups for a longer period of time.

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

Thank you for reading this far and we hope it has been helpful.

CPCAB May 2020

ELSK-L2, ICSK-L2, USM-L2: Mitigation 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)

Category of qualifications: 2 - A qualification where the primary purpose is progression within an educational route, or general acquisition of skills and knowledge.

Mitigation Approach: Adaptation followed by Calculation.

- Adaptation of delivery method and internal assessment where possible.
- Where not possible a calculated result can be applied.

These 3 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. The mitigation process for the qualifications will be dependent upon the current status of the centre and the point that teaching and learning has reached within the timeframe set by Ofqual for generating candidate results; 20th March to 31st July 2020.

CPCAB have put into place a range of acceptable adaptations which should be considered a first option wherever possible. However, if adaptation does not enable completion of internal assessment or is not possible then candidates will be eligible for a calculated result if they have met the Minimum Evidential Threshold.

Delay in issuing results must only be considered where all other options are not possible.

A flow chart showing the mitigation process for Internal Assessment is available in **Appendix A** of this document.

Summative table:

ELSK-L2, ICSK-L2, USM-L2 Mitigations	
Qualification component	Permitted mitigation - adaptation
Course delivery	Remote/online delivery of course GLH
Internal Assessment: portfolio work	Remote/online assessment of candidate work
Or where these adaptations are not possible, or do not overcome barriers to completion of internal assessment:	
Internal Assessment: portfolio work	Generation of a calculated result – validated by CPCAB

Detailed breakdown of adaptations:

Course Delivery - Adaptation to remote/online delivery

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

CPCAB qualifications are usually delivered fully in a classroom-based environment and we value the interpersonal development that comes from such level of interaction. However, it has become necessary during the COVID-19 emergency to permit centres to convert delivery to remote/online means. It is possible to deliver the requisite aspects of the ELSK-L2, ICSK-L2, USM-L2 through remote technology; however, this must be assessed in terms of its viability for centres and accessibility for all candidates.

Stipulations

Centres must have received CPCAB approval to deliver remotely.

Support Available

CPCAB have developed [CPCAB's Guidance on Remote Course Delivery for Centres](#) which details various aspects of qualification delivery and how these can be carried out using remote technology and distance learning techniques. CPCAB are also continuing to develop video tutorials and can respond to requests for help in overcoming delivery issues.

Outcomes

In cases where delivery has been successfully converted, the process of **adaptation** of course delivery is considered fulfilled. Centres have been asked to inform CPCAB if conversion to remote delivery will marginally delay the end date of their course, but will still enable it to conclude before July 31st.

Where centres have been unable to convert to remote delivery or some aspects of the qualification delivery have not been possible and have been withheld pending the re-opening of centres, this will not be viewed as a failure on the part of the centre. Should this move the end date of their course beyond the 31st July, this is acknowledged as an unavoidable delay to candidate completion. Delay is regarded by the regulators as a last resort and all efforts must be made to enable candidates to complete before 31st July where possible.

Internal Assessment: Portfolio work - Adaptation to remote/online assessment

Centres are also 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 and final sign-off of portfolios wherever possible.

It is possible to complete the required aspects of the ELSK-L2, ICSK-L2, USM-L2 Internal Assessment using remote technology; however, this must be assessed in terms of its viability for centres and accessibility for all candidates.

Stipulations

Centres must have received CPCAB approval to deliver the training remotely in order to continue internal assessment of course work remotely.

Support Available

CPCAB have developed [CPCAB's Guidance on Remote Course Delivery for Centres](#) which details various aspects of qualification delivery and how these can be carried out using remote technology and distance learning techniques. CPCAB are also continuing to develop video tutorials and can respond to requests for help in overcoming delivery issues.

Outcomes

In cases where Internal Assessment has been successfully converted, the process of **adaptation** of Internal Assessment is considered fulfilled. Centres have been asked to inform CPCAB if the process of conversion to remote internal assessment will marginally delay the end date of their course delivery, but will still enable it to conclude before July 31st.

Where centres have been unable to convert to remote assessment or some aspects of the qualification assessment have not been possible and have been withheld pending the re-opening of centres, this will not be viewed as a failure on the part of the centre. Should this move the end date of their course beyond the 31st July this is acknowledged as an unavoidable delay to candidate completion. Delay is regarded by the regulators as a last resort and all efforts must be made to enable candidates to complete before 31st July where possible.

Quality Assurance

All records of assessment for candidate groups where delivery and/or assessment took place remotely should be retained to be viewed by the CPCAB External Verifier at the next schedule visit.

Results

Where delivery and all internal assessments are able to be carried out remotely and all aspects of the qualification are deemed complete then centres will **not** be expected to participate in the process of 'Calculation' (see below).

Instead they will be asked to upload their Internal Assessment results to the CPCAB Portal in the usual way. They will also be asked to complete the first section of the Candidate Mitigation Request Form (CMRF) to state that no further mitigation (calculation) is required. Certificates for the group will be generated in the usual way.

Internal Assessment: Portfolio Work - Calculated Results

Where centres have paused/ceased delivery and/or the final aspects of Internal Assessment are unable to take place, centres should respond to CPCAB's Mitigation process to calculate the final assessment results for their candidates.

A calculated result should provide a candidate with the outcome they most likely would have achieved had they been able to attend the full guided learning hours of the qualification and been able to take part in their assessments during spring-summer 2020 as planned.

A calculated result should assume that any reasonable adjustments that would have been sought for a candidate would have been in place during their qualification and throughout the period where assessments were taking place.

Minimum Evidential Threshold (MET)

Regulatory guidance requires that we identify a source of trusted evidence upon which to base a calculated result. In the case of ELSK-L2, ICSK-L2, and USM-L2 the source of evidence is the internally assessed work of the candidate to date, coupled with the tutors holistic experience of the candidate's performance to date, including practical demonstrations in class, and aptitude for the skills and knowledge of the qualification.

CPCAB are required to identify a point in the delivery and assessment of the qualification at which it is reasonable to judge that a candidate has had the opportunity to demonstrate their aptitude. Candidates must show enough evidence of their learning so far, to make a tutor's estimation of their final outcome accurate and reliable. This is what is considered the 'Minimum Evidential Threshold' (MET) and it must be reached by a candidate in order for them to be eligible to receive a calculated result.

In the case of ELSK-L2, ICSK-L2 and USM-L2 the minimum evidential threshold is therefore as follows:

- The centre's qualification delivery has met a minimum of 66% (two thirds) of the total Guided Learning Hours (GLH), either through classroom based, or remote delivery, at the time of the calculated grade.
- The candidate has achieved a set amount of evidence towards the qualification assessment criteria at the time of the calculated grade as detailed below.

Qualification	66% of GLH	Evidence
ICSK-L2	20 hours (66% of 30)	11 pieces of evidence (66% of 17 assessment criteria)
USM-L2	20 hours (66% of 30)	11 pieces of evidence (66% of 16 assessment criteria)
ELSK-L2	10 hours (66% of 15)	A holistic picture of the candidate's submitted assessment evidence so far

Candidates in scope

Candidates in scope for a calculated result are those for whom their qualification delivery and associated internal assessment would have been completed between March 20th and July 31st 2020, BUT where the COVID-19 situation has prevented their delivery and assessment from taking place.

If your candidate group was originally expected to complete after 31st July 2020, those candidates are not currently in scope and will not be included in this round of calculation.

Should the COVID-19 situation extend beyond this time period then a later calculation opportunity will be set.

Deferred candidates: if your candidate group had completed prior to this time period, but you have marked some candidates as 'Deferred' on the CPCAB portal you will be contacted to confirm if these candidates are still active and were expected to complete their deferred internal assessments during

the 'in scope' period, or if you now wish to mark them as Not Proficient. If they are still active and expected to complete in this given timeframe but Internal Assessment has ceased, then they will become eligible for a calculated result.

If you receive a data collection request, or mitigation request for any candidates you believe to be outside of the scope, for example where their qualification end date is outside the time period stated, please contact exams@cpcab.co.uk

Centre requirements for calculation

In order for CPCAB to quality assure the process of calculated results a centre must be able to confirm that the following is in place:

- The candidate assessment evidence has been viewed by the tutor(s) and will be held on file at the centre and subject to future CPCAB External Verification scrutiny.
- The group tutor(s) have met the requirement to attend CPCAB standardisation at least once in the previous 2 years, or have received cascaded standardisation from a tutor who has attended. If this has not yet taken place (e.g. where a tutor is new and has not yet had this opportunity) then the centre must have carried out internal quality assurance (IQA) processes to ensure the accuracy of tutor assessment.
- The calculation forms can be reviewed and validated by the Head of Centre (or where the Head of Centre is also the tutor, a member of centre staff in a position of authority related to quality assurance).

The process of calculation

On the 1st June CPCAB will send to centres two blank forms which must be returned by the 19th June 2020. This timeframe has been outlined by Ofqual and centres must adhere to it unless there are unavoidable reasons for delay; if you cannot fulfil the requirements in that time period please contact exams@cpcab.co.uk immediately.

The tutor responsible for each group must complete a form for every candidate in the group (Candidate Mitigation Request Form, see below for details), and a summative form for the whole group containing a set of rankings (Group Rankings Form).

Candidate Mitigation Request Form (CMRF)

A single form must be completed for each candidate in the group. In this form you will be asked to specify:

- if the candidate is eligible for a calculated result based on being 'in scope' and having achieved the MET.
- how many GLH were completed before delivery was paused. This is based upon the delivery to the whole group and does not need to be calculated per candidate based on attendance records.
- how many pieces of evidence have been achieved by the candidate towards the assessment criteria of the course, i.e. how many pieces of work submitted and assessed by you as a tutor have met individual assessment criteria. The CMRF will tell you how many pieces of evidence are required to meet 66% of the criteria for the particular qualification.
- And finally, there is a **Tutor declaration**. You will be asked what is your realistic judgment of the result the candidate would have most likely achieved if they had been able to complete

all aspects of this qualification. Your judgment must be based upon the assessment evidence and take into account the candidate's performance over the course of study to date.

The calculated result will be:

Proficient - if your judgment is that had the course continued and the internal assessment continued that the candidate would have achieved proficiency.

Not Proficient - if your judgment is that even had the course continued and internal assessment had taken place that the candidate would not have achieved proficiency.

Deferred - if your judgment is that had the course continued and internal assessment had taken place that the candidate would not yet have achieved proficiency, and/or may have had to overcome some contraindications in order to complete.

- You will also be asked to note whether there are any other relevant contraindications which prevent you from providing this particular candidate with a calculated result at this time, regardless of them having achieved the MET. For example, although the delivery had passed the 66% of GLH point the candidate's attendance was significantly lower and this inhibits a calculation from being reliable.

It is important to note the difference between Not Proficient and Deferred. Deferred is where the candidate may still achieve proficiency with further teaching, support, or time. Not Proficient is where there is clear indication that the candidate will NOT competently complete the Internal Assessment at any point.

Group Rankings Form (GRF)

For CPCAB to standardise the results across groups, centres and nationally it is important that tutors provide a 'ranked set of data' for each registered group. In this we require you to list every candidate in the group in order of expected degree of competence in this qualification, from the most likely to achieve competence at rank 1, to least likely at the highest number. This applies even if you have given a calculated result of Proficient for every candidate in the group.

See an example below:

Ranking	Candidate Name	Candidate Number	Calculated EA Result
1 <i>(most likely to achieve proficiency)</i>	Joe Green	101202	Proficient <i>(this result should match the result you have calculated on the individual candidate request form)</i>
2	Susan Brown	121212	Proficient
3	Jane White	131232	Proficient
4	David Blue	141343	Not Proficient
5 <i>(least likely to achieve proficiency)</i>	Sarah Black	151454	Not Proficient
Etc...			

Please do not include candidates you are not providing a calculated result for, or whom you have requested be deferred. The ranking sheet will include a separate section for you to note candidates who will be deferred.

In this example, although you have calculated that Joe, Susan and Jane should have Proficient outcomes, you feel that Joe is the **most** likely to be proficient out of the group. Although you have calculated a Not Proficient outcome for both David and Sarah, you feel that Sarah is the **least** likely to achieve proficiency in the group.

You will be provided with a blank ranking grid and will need to complete this for each group of candidates and return it to CPCAB with the completed set of candidate forms.

We understand that this may feel uncomfortable for you to do. However, these rankings are for CPCAB to be able to ensure an accurate and unbiased set of outcomes for all candidates, as required by the new regulatory framework and the associated quality assurance guidance.

We will be utilising prior attainment data from individual centres, a centre's risk rating based upon our External Verification processes, and considering national averages for the qualification to ascertain if the calculated results provided by the centre are sufficiently robust, free from bias, and do not deviate significantly from the expected parameters for the qualification overall.

Therefore, the final result issued to candidates may be different to that submitted to CPCAB by centres. Candidates are advised to understand that their calculated result is a combination of the best estimate provided by centres and a process of standardisation applied at Awarding Organisation level.

Validation and completion of the return to CPCAB

The results information, whether mitigation is required or not, and the group rankings sheet must be signed off by the tutor(s) who are responsible for the group and who have the ability to make a valid judgement of a candidate's status.

This must then be checked by the Head of Centre (or where the tutor is the Head of Centre there must be a suitable person allocated to this responsibility, ideally the individual responsible for quality assurance or managerial role within the centre).

Submissions that are not co-signed will not be processed.

Again, if for any reason you cannot fulfil the requirements in the specified time period please contact exams@cpcab.co.uk immediately.

If neither adaptation nor calculation are possible

CPCAB understand that there may be situations specific to centres where delivery and assessment cannot be adapted to remote delivery, but also where the provision of a calculated result is not possible, for example:

- Where the tutors responsible for the groups are unavailable
- Where the centre has closed all operations and communications for the duration of COVID-19
- Where candidates have not achieved the MET

- Where a centre cannot meet the centre requirements to provide a calculated result, e.g. assessment evidence is locked in a building and cannot be reviewed, no form of internal quality assurance has or can be carried out on candidate work.

In these circumstances CPCAB ask that you contact us directly so that we can discuss the circumstances and see if there is any support we can provide. In some cases where neither adaptation nor calculation is possible candidate results will be delayed until a later date but, as previously explained, this must be considered as a last resort.

The commitment to enable as many candidates as possible who were expected to receive a result during the timeframe outlined, to be issued with that result, has come directly from central Government, via our regulators. We acknowledge that it may be more comfortable to delay delivery and results or wait until the familiar format is back in place, but we ask for your support in enabling candidates to be certificated and progress to the next stages of their lives where possible.

Appeals and Data Protection

Appeals against calculated results themselves have been suspended by Ofqual under the Extraordinary Regulatory Framework. Candidates may only request a review to ensure that the published process of applying the MET, tutor calculations, centre sign off and AO level quality assurance was followed in order to arrive at their final result. This will not alter the final result unless the process has not been duly followed.

Centre calculated outcomes and rankings will remain confidential to protect the decision-making process of tutors. Therefore, any documentation which references rankings or tutor calculations will be considered exempt from a Subject Access Request. In this case, the exemption under paragraph 25(2) and (3), of schedule 2 to the Data Protection Act 2018 is applicable to information being processed for the purposes of determining the results to be awarded this year.

What next?

Where a candidate has received a calculated result of **Proficient** which has been validated by CPCAB, their result will be updated on the CPCAB Portal by the CPCAB External Assessment team. Certificates will be generated in the usual way and will be sent to centres if there are staff available to receive them.

Where a candidate has received a calculated result of **Not Proficient** which has been validated by CPCAB this will also be updated on the CPCAB Portal by the CPCAB External Assessment team and will be considered their final result.

CPCAB recommend that where a candidate has gained a calculated result, but some teaching and learning may be missing from their expected course experience, that the centre considers all possible options for supplementing the missing information. This may be through reviewing any missing assessment criteria and offering a pack of course materials (slides, handouts, etc), future mop-up teaching sessions, or a reading list of suggested core texts to supplement the missing learning.

While CPCAB cannot obligate a centre to provide teaching beyond the provision of a final result, we support centres to consider what may inhibit a candidate's development if they aim to progress to a further qualification and how this might be reconciled.

Where a candidate or group have **not yet achieved the MET**, or have been marked as **deferred**, course delivery and assessment will be continued by the centre at a later stage to ensure that they are

provided with an opportunity to complete. It is acknowledged that their results will be delayed beyond the expected period.

Quality Assurance

All records of assessment for candidate groups where any calculated results were provided should be retained to be viewed by the CPCAB External Verifier at the next scheduled visit.

CSK-L2, CST-L3, LCS-L3: Mitigation 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)

Category of qualifications: 2 - *A qualification where the primary purpose is progression within an educational route, or general acquisition of skills and knowledge.*

Mitigation Approach:

External Assessment - Calculation.

Calculation of External Assessment results where possible. Where not possible a delay may be unavoidable.

Internal Assessment - Adaptation followed by Calculation.

Adaptation of delivery method and Internal Assessment where possible. Where not possible a calculated result can be applied.

These 3 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. The mitigation process for the qualifications will be dependent upon the current status of the centre and the point that teaching and learning has reached within the timeframe set by Ofqual for generating candidate results; 20th March to 31st July 2020.

In all cases where a candidate expected to sit their External Assessment in the April, or July 2020 windows for CSK-L2 & CST-L3, or June 2020 window for LCS-L3, a calculated result will be the first resort.

CPCAB have put into place a range of acceptable adaptations for course delivery and Internal Assessment which should be considered a first option wherever possible. However, if adaptation does not enable completion of Internal Assessment or is not possible then candidates will be eligible for a calculated result if they have achieved the Minimum Evidential Threshold. Delay in issuing Internal or External assessment results must only be considered where all other options are not possible.

A flow chart showing the mitigation process for Internal Assessment of these qualifications is available in **Appendix B** of this document.

A flow chart showing the mitigation process for External Assessment of these qualifications is available in **Appendix C** of this document.

Summative table:

CSK-L2, CST-L3, LCS-L3 Mitigations	
Qualification component	Permitted mitigation - adaptation
Course delivery	Remote/online delivery of course GLH
Internal Assessment: portfolio work	Remote/online assessment of candidate work
Or where these adaptations are not possible, or do not overcome barriers to completion of Internal Assessment:	
Internal Assessment: portfolio work	Generation of a calculated result - validated by CPCAB
Qualification component	Permitted mitigation - calculation
External Assessment	Generation of a calculated result - validated by CPCAB

Detailed breakdown of adaptations:

Course Delivery - Adaptation to remote/online delivery

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

CPCAB qualifications are usually delivered fully in a classroom-based environment and we value the interpersonal development that comes from such level of interaction. However, it has become necessary during the COVID-19 emergency to permit centres to convert delivery to remote/online means. It is possible to deliver the requisite aspects of the CSK-L2, CST-L3, LCS-L3 through remote technology; however, this must be assessed in terms of its viability for centres and accessibility for all candidates.

Stipulations

Centres must have received CPCAB approval to deliver remotely.

Support Available

CPCAB have developed [CPCAB's Guidance on Remote Course Delivery for Centres](#) which details various aspects of qualification delivery and how these can be carried out using remote technology and distance learning techniques. CPCAB are also continuing to develop video tutorials and can respond to requests for help in overcoming delivery issues.

Outcomes

In cases where delivery has been successfully converted, the process of **adaptation** of course delivery is considered fulfilled. Centres have been asked to inform CPCAB if conversion to remote delivery will marginally delay the end date of their course, but will still enable it to conclude before July 31st.

Where centres have been unable to convert to remote delivery or some aspects of the qualification delivery have not been possible and have been withheld pending the re-opening of centres, this will not be viewed as a failure on the part of the centre. Should this move the end date of their course

beyond the 31st July, this is acknowledged as an unavoidable delay to candidate completion. Delay is regarded by the regulators as a last resort and all efforts must be made to enable candidates to complete before 31st July where possible.

Internal Assessment: Portfolio work - Adaptation to remote/online assessment

Centres are also 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 and final sign-off of portfolios wherever possible.

It is possible to complete the required aspects of the CSK-L2, CST-L3, LCS-L3 Internal Assessment using remote technology; however, this must be assessed in terms of its viability for centres and accessibility for all candidates.

Stipulations

Centres must have received CPCAB approval to deliver the training remotely in order to continue Internal Assessment of course work remotely.

Support Available

CPCAB have developed [CPCAB's Guidance on Remote Course Delivery for Centres](#) which details various aspects of qualification delivery and how these can be carried out using remote technology and distance learning techniques. CPCAB are also continuing to develop video tutorials and can respond to requests for help in overcoming delivery issues.

Outcomes

In cases where Internal Assessment has been successfully converted, the process of **adaptation** of Internal Assessment is considered fulfilled. Centres have been asked to inform CPCAB if the process of conversion to remote Internal Assessment will marginally delay the end date of their course delivery, but will still enable it to conclude before July 31st.

Where centres have been unable to convert to remote assessment or some aspects of the qualification assessment have not been possible and have been withheld pending the re-opening of centres, this will not be viewed as a failure on the part of the centre. Should this move the end date of their course beyond the 31st July this is acknowledged as an unavoidable delay to candidate completion. Delay is regarded by the regulators as a last resort and all efforts must be made to enable candidates to complete before 31st July where possible.

Quality Assurance

All records of assessment for candidate groups where delivery and/or assessment took place remotely should be retained to be viewed by the CPCAB External Verifier at the next scheduled visit.

Results

Where delivery and all Internal Assessments are able to be carried out remotely and all aspects of the qualification are deemed complete then centres will **not** be expected to participate in the process of 'Calculation' for Internal Assessment (see below). However, they will likely be expected to participate in the process of 'Calculation' of External Assessment results and should refer to that section of this guide.

Where Internal Assessment has been completed through normal or remote delivery, centres will be asked to upload their Internal Assessment results to the CPCAB Portal in the usual way. They will also be asked to complete the first section of the Candidate Mitigation Request Form (CMRF) to state that no further mitigation of Internal Assessment (calculation) is required. Once combined with an External Assessment outcome certificates for the group will be generated in the usual way.

Internal Assessment: Portfolio Work - Calculated Results

Where centres have paused/ceased delivery and/or the final aspects of Internal Assessment are unable to take place, centres should respond to CPCAB's mitigation process to calculate the final assessment results for their candidates.

A calculated result for Internal Assessment should provide a candidate with the outcome they most likely would have achieved had they been able to attend the full guided learning hours of the qualification and been able to take part in their ongoing assessments during spring-summer 2020 as planned.

A calculated result should assume that any reasonable adjustments that would have been sought for a candidate would have been in place during their qualification and throughout the period where assessments were taking place.

Minimum Evidential Threshold (MET)

Regulatory guidance requires that we identify a source of trusted evidence upon which to base a calculated result. In the case of the CSK-L2, CST-L3, LCS-L3 the source of evidence is the internally assessed work of the candidate to date, coupled with the tutor's holistic experience of the candidate's performance to date, including practical demonstrations in class, and aptitude for the skills and knowledge of the qualification.

CPCAB are required to identify a point in the delivery and assessment of the qualification at which it is reasonable to judge that a candidate has had the opportunity to demonstrate their aptitude. Candidates must show enough evidence of their learning so far, to make a tutor's estimation of their final outcome accurate and reliable. This is what is considered the 'Minimum Evidential Threshold' (MET) and it must be reached by a candidate in order for them to be eligible to receive a calculated result.

In the case of the CSK-L2, CST-L3, LCS-L3 the minimum evidential threshold is therefore as follows:

- The centre's qualification delivery has achieved a minimum of 66% (two thirds) of the total Guided Learning Hours (GLH), either through classroom based, or remote delivery, at the time of the calculated grade.
- The candidate has achieved a minimum of 66% (two thirds) of pieces of evidence towards the qualification assessment criteria at the time of the calculated grade.

Qualification	66% of GLH	66% of Evidence
CSK-L2	60 hours (66% of 90)	30 pieces of evidence. (There are 23 assessment criteria which require 2 pieces of evidence each - meaning a total of 46 pieces of evidence). Therefore 66% is 30 pieces of evidence.
CST-L3	60 hours (66% of 90)	36 pieces of evidence. (There are 27 assessment criteria which require 2 pieces of evidence each - meaning a total of 54 pieces of evidence). Therefore 66% is 36 pieces of evidence.
LCS-L3	60 hours (66% of 90)	30 pieces of evidence. (There are 23 assessment criteria which require 2 pieces of evidence each – meaning a total of 46 pieces of evidence). Therefore 66% is 30 pieces of evidence.

Candidates in scope

Candidates in scope for a calculated result for Internal Assessment are those for whom their qualification delivery and associated Internal Assessment would have been completed between March 20th and July 31st 2020, BUT where the COVID-19 situation has prevented their delivery and assessment from taking place.

If your candidate group was originally expected to complete after 31st July 2020, those candidates are not currently in scope and will not be included in this round of calculation.

Should the COVID-19 situation extend beyond this time period then a later calculation opportunity will be set.

Deferred candidates: if your candidate group had completed prior to this time period, but you have marked some candidates as ‘Deferred’ on the CPCAB portal you will be contacted to confirm if these candidates are still active and were expected to complete their deferred Internal Assessments during the ‘in scope’ period, or if you now wish to mark them as Not Proficient. If they are still active and expected to complete in this given timeframe but Internal Assessment has ceased, then they will become eligible for a calculated result.

If you receive a data collection request, or mitigation request for any candidates you believe to be outside of the scope, for example where their qualification end date is outside the time period stated, please contact exams@cpcab.co.uk

Centre requirements for calculation

In order for CPCAB to quality assure the process of calculated results a centre must be able to confirm that the following is in place:

- The candidate assessment evidence has been viewed by the tutor(s) and will be held on file at the centre and subject to future CPCAB External Verification scrutiny.
- The group tutor(s) have met the requirement to attend CPCAB standardisation at least once in the previous 2 years, or have received cascaded standardisation from a tutor who has attended. If this has not yet taken place (e.g. where a tutor is new and has not yet had this opportunity) then the centre must have carried out internal quality assurance (IQA) processes to ensure the accuracy of tutor assessment.
- The calculation forms can be reviewed and validated by the Head of Centre (or where the Head of Centre is also the tutor, a member of centre staff in a position of authority related to quality assurance).

The process of calculation

On the 1st June CPCAB will provide two blank forms for calculation which must be returned by the 19th June 2020. This timeframe has been outlined by Ofqual and centres must adhere to it unless there are unavoidable reasons for delay; if you cannot fulfil the requirements in that time period please contact exams@cpcab.co.uk immediately.

The tutor responsible for each group must complete a form for every candidate in the group (Candidate Mitigation Request Form - CMRF), see below for details), and a summative form for the whole group containing a set of rankings (Group Rankings Form - GRF).

Candidate Mitigation Request Form (CMRF)

A single form must be completed for each candidate in the group. In this form you will be asked to specify:

- if the candidate is eligible for a calculated result based on being 'in scope' and having achieved the MET.
- how many GLH were completed before delivery was paused. This is based upon the delivery to the whole group and does not need to be calculated per candidate based on attendance records.
- how many pieces of evidence have been achieved by the candidate towards the assessment criteria of the course, i.e. how many pieces of work submitted and assessed by you as a tutor have met individual assessment criteria. The CMRF will tell you how many pieces of evidence are required to meet 66% of the criteria for the particular qualification.
- And finally, there is a **Tutor declaration**. You will be asked what is your realistic judgment of the Internal Assessment result the candidate would have most likely achieved if they had been able to complete all aspects of this qualification. Your judgment must be based upon the assessment evidence and take into account the candidate's performance over the course of study to date.

The calculated result will be:

Proficient - if your judgment is that had the course continued and the Internal Assessment continued that the candidate would have achieved proficiency.

Not Proficient - if your judgment is that even had the course continued and Internal Assessment had taken place that the candidate would not have achieved proficiency.

Deferred - if your judgment is that had the course continued and Internal Assessment had taken place that the candidate would not yet have achieved proficiency, and/or may have had to overcome some contraindications in order to complete.

- You will also be asked to note whether there are any other relevant contraindications which prevent you from providing this particular candidate with a calculated result at this time, regardless of them having achieved the MET. For example, although the delivery had passed the 66% of GLH point the candidate's attendance was significantly lower and this inhibits a calculation from being reliable.

It is important to note the difference between Not Proficient and Deferred. Deferred is where the candidate may still achieve proficiency with further teaching, support, or time. Not Proficient is where there is clear indication that the candidate will NOT competently complete the Internal Assessment at any point.

Group Rankings Form (GRF)

For CPCAB to standardise the results across groups, centres and nationally it is important that tutors provide a 'ranked set of data' for each registered group. In this we require you to list every candidate in the group in order of expected degree of competence in this qualification, from the most likely to achieve competence at rank 1, to least likely at the highest number. This applies even if you have given a calculated result of Proficient for every candidate in the group.

See an example below:

Ranking	Candidate Name	Candidate Number	Calculated EA Result <i>(this result should match the result on the individual candidate request form)</i>
1 <i>(most likely to achieve proficiency)</i>	Joe Green	101202	Proficient
2	Susan Brown	121212	Proficient
3	Jane White	131232	Proficient
4	David Blue	141343	Not Proficient
5 <i>(least likely to achieve proficiency)</i>	Sarah Black	151454	Not Proficient
Etc...			
<i>Please do not include candidates in the rankings where you are <u>not</u> providing a calculated result for them, or whom you have requested be deferred. The GRF sheet will include a separate section for you to note candidates who will be deferred.</i>			

In this example, although you have calculated that Joe, Susan and Jane should have Proficient outcomes, you feel that Joe is the **most** likely to be proficient out of the group. Although you have

calculated a Not Proficient outcome for both David and Sarah, you feel that Sarah is the **least** likely to achieve proficiency in the group.

You will be provided with a blank rankings grid and will need to complete this for each group of candidates and return it to CPCAB with the completed set of candidate forms.

We understand that this may feel uncomfortable for you to do. However, these rankings are for CPCAB to be able to ensure an accurate and unbiased set of outcomes for all candidates, as required by the new regulatory framework and the associated quality assurance guidance.

We will be utilising prior attainment data from individual centres, a centre's risk rating based upon our External Verification processes, and considering national averages for the qualification to ascertain if the calculated results provided by the centre are sufficiently robust, free from bias, and do not deviate significantly from the expected parameters for the qualification overall.

Therefore, the final result issued to candidates may be different to that submitted to CPCAB by centres. Candidates are advised to understand that their calculated result is a combination of the best estimate provided by centres and a process of standardisation applied at Awarding Organisation level.

External Assessment - Generation of a calculated result - validated by CPCAB

Where candidates were booked in for an External Assessment window which has been cancelled due to the COVID-19 situation they are eligible to receive a 'Calculated result' if they have achieved the Minimum Evidential Threshold (MET) for the qualification. Centres should respond to CPCAB's Mitigation process to calculate the External Assessment results for their candidates.

A calculated result for External Assessment should provide a candidate with the outcome they most likely would have achieved had they been able to sit the standard CPCAB External Assessment for the qualification during spring-summer 2020 as planned.

A calculated External Assessment result should assume that any reasonable adjustments that would have been sought for a candidate would have been in place during their External Assessment.

Minimum Evidential Threshold (MET)

Regulatory guidance requires that we identify a source of trusted evidence upon which to base a calculated result. In the case of the CSK-L2, CST-L3, LCS-L3 the source of evidence is the internally assessed work of the candidate to date, **any mock external assessment outcomes that have taken place** (although not having completed a mock external assessment is not a contraindication to providing a calculated result), coupled with the tutor's holistic experience of the candidate's performance to date, including practical demonstrations in class, and aptitude for the skills and knowledge of the qualification.

CPCAB are required to identify a point in the delivery and assessment of the qualification at which it is reasonable to judge that a candidate has had the opportunity to demonstrate their aptitude. For CSK-L2, CST-L3, LCS-L3 CPCAB normally require that candidates should have completed two-thirds of the course prior to sitting their External Assessment and therefore this is considered an appropriate benchmark. Candidates must also show enough evidence of their learning so far, to make a tutor's estimation of their final outcome accurate and reliable. This is what is considered the 'Minimum Evidential Threshold' (MET) and it must be reached by a candidate in order for them to be eligible to receive a calculated result.

In the case of the CSK-L2, CST-L3, LCS-L3 the minimum evidential threshold is therefore as follows:

- The centre’s qualification delivery has met a minimum of 66% (two thirds) of the total Guided Learning Hours (GLH), either through classroom based, or remote delivery, at the time of the calculated grade.
- The candidate has achieved a minimum of 66% (two thirds) of pieces of evidence towards the qualification assessment criteria at the time of the calculated grade.

Qualification	66% of GLH	66% of Evidence
CSK-L2	60 hours (66% of 90)	30 pieces of evidence. (There are 23 assessment criteria which require 2 pieces of evidence each - meaning a total of 46 pieces of evidence). Therefore 66% is 30 pieces of evidence.
CST-L3	60 hours (66% of 90)	36 pieces of evidence. (There are 27 assessment criteria which require 2 pieces of evidence each - meaning a total of 54 pieces of evidence). Therefore 66% is 36 pieces of evidence.
LCS-L3	60 hours (66% of 90)	30 pieces of evidence. (There are 23 assessment criteria which require 2 pieces of evidence each – meaning a total of 46 pieces of evidence). Therefore 66% is 30 pieces of evidence.

Candidates in scope

Candidates in scope for a calculated result are those for whom their original External Assessment was booked for either the April or July 2020 windows for CSK-L2 and CST-L3 and the June window for LCS-L3, BUT where the COVID-19 situation has prevented these windows from being facilitated safely thus necessitating their cancellation by CPCAB.

If your candidate group was originally expected to complete their External Assessment in any other window those candidates are not currently in scope and will not be included in this round of calculation.

Should the COVID-19 situation extend beyond this time period then a later calculation opportunity will be set.

Re-sit candidates: if your candidate group had completed delivery and Internal Assessment prior to this time period, but you have candidates who were Not Proficient in their original External Assessment and were expecting to sit their re-sit EA in any of the affected windows then they are also considered ‘in scope’. If they are still active and were either booked in for their first or second re-sit, or you intended to book them in for their re-sit then they will become eligible for a calculated result. Please contact exams@cpcab.co.uk if you are unsure if your candidate re-sits have been booked.

If you receive a data collection request, or mitigation request for any candidates you believe to be outside of the scope, for example where their qualification end date is outside the time period stated, please contact exams@cpcab.co.uk

Centre requirements for calculation

These are the same as for Internal Assessment calculation (see pages 26-30 above).

The process of calculation

This is the same as for Internal Assessment calculation (see pages 26-30 above).

Forms for CSK-L2, CST-L3, LCS-L3 will include **separate** sections for calculation of Internal and External Assessment results. Each section must be considered independently and tutors should be mindful to consider the two assessment processes as individual components. It is not unusual for example, that a candidate who achieves proficiency in Internal Assessment may not reflect this in the External Assessment, or vice versa.

When calculating a result for the External Assessment tutors should consider how a candidate's knowledge would have been reflected in the format of the External Assessment for the qualification. They should take into account the challenge level of the paper (using the mock paper as a standard example of an EA paper), the candidate's comprehension of the knowledge base for the qualification so far, and the likelihood of them being able to convey this understanding in writing.

Timeframes are the same as for Internal Assessment. Forms will be provided to centres on the 1st June and must be returned by the 19th June. If you cannot fulfil the requirements in that time period please contact exams@cpcab.co.uk immediately.

The tutor responsible for each group must complete a form for every candidate in the group (Candidate Mitigation Request form, see below for details), and a summative form for the whole group containing a set of rankings (Candidate Group Rankings form).

Candidate Mitigation Request Form (CMRF)

A single form must be completed for the External Assessment result of each candidate in the group.

The Minimum Evidential Threshold (MET) is the same for External and Internal Assessment and in section 2 of the CMRF you may need to repeat information you have shared in section 1. This is required for audit purposes and we ask that centres still read through and complete the requirements carefully. It is important to take into account any Reasonable Adjustments that would have been put into place for the candidate and consider their most likely outcome in the light of these.

The calculated result will be:

Proficient - if your judgment is that had the candidate had the opportunity to sit the External Assessment that they would have achieved proficiency.

Not Proficient - if your judgment is that had the candidate had the opportunity to sit the External Assessment that they would not have achieved proficiency.

Deferral is not an option as a calculated result for the External Assessment. If deferral is necessary this would instead be noted in section 2c of the form if the MET has not been

achieved or there are other contraindications are present in the candidate's work which inhibits the tutor from providing an accurate calculated result.

Re-sits

If a candidate has received a calculated result of Not Proficient for their External Assessment, they will be able to be booked in for a re-sit when the normal process for External Assessment is re-started. It is expected that this would be supported by the centre. This calculated result would not count as one of their three attempts, and the first re-sit would not incur the usual re-sit fee.

Group Rankings Form (GRF)

For CPCAB to standardise the results across groups, centres and nationally it is important that tutors provide a 'ranked set of data' for each registered group.

The ranking process is the same as for Internal Assessment (see pages 29-30 above). However, **if your group requires calculated results for both Internal and External assessment results you will need to submit 2 separate rankings grids.**

Validation and completion of the return to CPCAB

The results information, whether mitigation is required or not, and the group rankings sheet must be signed off by the tutor(s) who are responsible for the group and who have the ability to make a valid judgement of a candidate's status.

This must then be checked by the Head of Centre (or where the tutor is the Head of Centre there must be a suitable person allocated to this responsibility, ideally the individual responsible for quality assurance or managerial role within the centre).

Submissions that are not co-signed will not be processed.

Again, if for any reason you cannot fulfil the requirements in the specified time period please contact exams@cpcab.co.uk immediately.

If neither adaptation nor calculation are possible

CPCAB understand that there may be situations specific to centres where delivery and assessment cannot be adapted to remote delivery, but also where the provision of a calculated result is not possible, for example:

- Where the tutors responsible for the groups are unavailable
- Where the centre has closed all operations and communications for the duration of COVID-19
- Where candidates have not achieved the MET
- Where a centre cannot meet the centre requirements to provide a calculated result, e.g. assessment evidence is locked in a building and cannot be reviewed, no form of internal quality assurance has or can be carried out on candidate work.

In these circumstances CPCAB ask that you contact us directly so that we can discuss the circumstances and see if there is any support we can provide. In some cases where neither adaptation nor calculation is possible candidate results will be delayed until a later date but, as previously explained, this must be considered as a last resort.

The commitment to enable as many candidates as possible who were expected to receive a result during the timeframe outlined, to be issued with that result, has come directly from central

Government, via our regulators. We acknowledge that it may be more comfortable to delay delivery and results or wait until the familiar format is back in place, but we ask for your support in enabling candidates to be certificated and progress to the next stages of their lives where possible.

Appeals and Data Protection

Appeals against calculated results themselves have been suspended by Ofqual under the Extraordinary Regulatory Framework. Candidates may only request a review to ensure that the published process of applying the MET, tutor calculations, centre sign off and AO level quality assurance was followed in order to arrive at their final result. This will not alter the final result unless the process has not been duly followed.

Centre calculated outcomes and rankings will remain confidential to protect the decision-making process of tutors. Therefore, any documentation which references rankings or tutor calculations will be considered exempt from a Subject Access Request. In this case, the exemption under paragraph 25(2) and (3), of schedule 2 to the Data Protection Act 2018 is applicable to information being processed for the purposes of determining the results to be awarded this year.

What next?

Where a candidate has received an overall result of **Proficient** which has been validated by CPCAB, their result will be updated on the CPCAB Portal by the CPCAB External Assessment team. Certificates will be generated in the usual way and will be sent to centres if there are staff available to receive them.

Where a candidate has received a calculated result of **Not Proficient** which has been validated by CPCAB this will also be updated on the CPCAB Portal by the CPCAB External Assessment team. Where this relates to EA then an opportunity to engage with the re-sit process will be available as detailed above. Where a Not-Proficient results relates to IA this will be considered the final result.

CPCAB recommend that where a candidate has gained a calculated result, but some teaching and learning may be missing from their expected course experience, that the centre considers all possible options for supplementing the missing information. This may be through reviewing any missing assessment criteria and offering a pack of course materials (slides, handouts, etc), future mop-up teaching sessions, or a reading list of suggested core texts to supplement the missing learning.

While CPCAB cannot obligate a centre to provide teaching beyond the provision of a final result, we support centres to consider what may inhibit a candidate's development if they aim to progress to a further qualification and how this might be reconciled.

Where a candidate or group have not yet achieved the MET, or have been marked as **deferred**, course delivery and assessment will be continued by the centre at a later stage to ensure that they are provided with an opportunity to complete. It is acknowledged that their results will be delayed beyond the expected period.

Quality Assurance

All records of assessment for candidate groups where any calculated results were provided should be retained to be viewed by the CPCAB External Verifier at the next scheduled visit.

TCL4: Mitigation Process for Level 4 Diploma in Therapeutic Counselling

Category of qualification: 3 - A qualification where the purpose signals occupational competency or license to practice (where such exists).

Mitigation Approach: Adaptation

- *course delivery method,*
- *aspects of internal assessment,*
- *a fully adapted external assessment*

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 calculated results or certification from incomplete evidence is not permitted for TC-L4.

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.

Summative table:

TC-L4 Mitigations	
Qualification component	Permitted mitigation - adaptation
Course delivery	Remote/online delivery of course GLH
Internal Assessment: portfolio work	Remote/online assessment of candidate work
Internal Assessment: Work placement hours	Accrual of placement hours remotely through online/telephone counselling Additional extension to time period for accrual Special consideration where fewer than 5 hours remain
External Assessment	Adapted External Assessment - Structured Case Review

Detailed breakdown of adaptations:

Course Delivery - Adaptation to remote/online delivery

Centres are permitted to adapt to remote/online delivery of course GLH. This includes all content and practical aspects of the qualification including theoretical lectures, group supervision, skills practice sessions, tutorials etc.

CPCAB qualifications are usually delivered fully in a classroom-based environment and we value the interpersonal development that comes from such level of interaction. However, it has become necessary during the COVID-19 emergency to permit centres to convert delivery to remote/online means. It is possible to deliver the requisite aspects of the TC-L4 through remote technology; however, this must be assessed in terms of its viability for centres and accessibility for all candidates.

Stipulations

Centres must have received CPCAB approval to deliver remotely.

Support Available

CPCAB have developed [CPCAB's Guidance on Remote Course Delivery for Centres](#) which details various aspects of qualification delivery and how these can be carried out using remote technology and distance learning techniques. CPCAB are also continuing to develop video tutorials and can respond to requests for help in overcoming delivery issues.

Outcomes

In cases where delivery has been successfully converted then this adaptation is considered fulfilled. Centres have been asked to inform CPCAB if the process of conversion to remote delivery will marginally delay the previously stated end date of their course, but will still enable it to conclude before July 31st.

Where centres have been unable to convert to remote delivery or some aspects of the qualification delivery have not been possible and have been withheld pending the re-opening of centres, this will not be viewed as a failure on the part of the centre. Should this move the end date of their course beyond the 31st July, this is acknowledged as an unavoidable delay to candidate completion. Delay is regarded by the regulators as a last resort and all efforts must be made to enable candidates to complete before 31st July where possible.

Internal Assessment: Portfolio work - Adaptation to remote/online 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, however this must be assessed in terms of its viability for centres and accessibility for all candidates.

Stipulations

Centres must have received CPCAB approval to deliver remotely.

Support Available

CPCAB have developed [CPCAB's Guidance on Remote Course Delivery for Centres](#) which details various aspects of qualification delivery and how these can be carried out using remote technology and distance learning techniques. CPCAB are also continuing to develop video tutorials and can respond to requests for help in overcoming delivery issues.

Outcomes

In cases where Internal assessment has been successfully converted then this adaptation is considered fulfilled. Centres have been asked to inform CPCAB if the process of conversion to remote Internal assessment will marginally delay the previously stated end date of their course delivery, but will still enable it to conclude before July 31st.

Where centres have been unable to convert to remote assessment or some aspects of the qualification assessment have not been possible and have been withheld pending the re-opening of centres, this will not be viewed as a failure on the part of the centre. Should this move the end date of their course beyond the 31st July this is acknowledged as an unavoidable delay to candidate completion. Delay is regarded by the regulators as a last resort and all efforts must be made to enable candidates to complete before 31st July where possible.

Quality Assurance

All records of assessment for candidate groups where delivery and/or assessment took place remotely should be retained to be viewed by the CPCAB External Verifier at the next scheduled face to face visit.

Internal Assessment: Work placement hours - Adaptations

While the 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 an external timeframe upon the work that harms the integrity of the client-counsellor relationship.

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.

CPCAB previously permitted a maximum of 30 hours to be gained through remote/online/telephone means. We have lifted the 30-hour limit and have extended this to permit hours to be accrued in this way for the duration of the period where face-to-face work is unable to take place due to the COVID-19 situation.

Stipulations

- Any remote 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 remote work is assessed by all parties to ensure the trainee is fully competent and supported/monitored throughout.

- 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.

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.

Special Consideration

CPCAB are mindful that there are some candidates where all aspects of external and internal assessment are completed, but there are still outstanding placement hours to accrue. If the above adaptations do not enable placement hours to continue being accrued, then for candidates where fewer than 5 hours of placement work remains a centre can make an application for ‘Special Consideration’ to CPCAB using form CR3a under the eligibility condition *c) circumstances beyond the candidate’s control*. Where all other aspects of assessment are proficient CPCAB can waive the requirement for these final hours to be accrued. Should more than 5 hours remain then candidate completion will be delayed, and a further extension will be permitted.

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 remote 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.

Outcomes

In cases where remote/online/telephone work is possible the candidate can continue to accrue hours in this way whilst the COVID-19 situation prevents this from taking place face-to-face. It is expected that once social distancing requirements are lifted that placement work will return to the usual style.

Should a candidate not be able to continue placement work and a delay is necessary, an extension will be granted without prejudice.

Quality Assurance

CPCAB’s External Verifier will view centre documentation to approve, monitor and support the process of candidates online/telephone work at the next face to face visit.

External Assessment - Adapted External Assessment - Structured Case Review

CPCAB have followed the government advice to close examination windows where face-to-face invigilation is required. Therefore, due to the interactive nature of the standard External Assessment for TC-L4, to support the safety of our candidates and centre staff the May 2020 TC-L4 window was cancelled.

To provide all candidates and re-sit candidates with an opportunity to gain an external assessment outcome before the commencement of the Autumn term wherever possible, we have designed an alternative form of external assessment.

The Adapted External Assessment (EA)

Candidates who were expected to complete the External Assessment for TC-L4 in May 2020 will be offered the opportunity to sit an adapted form of External Assessment in June 2020. This EA will produce a clear candidate outcome and will be classed as an equivalent to the standard 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 have 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 will be 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. 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 Validation process

In order to ensure that the adapted form of assessment has parity of esteem with the standard TC-L4 EA it has 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) by our Education Standards Professional. CPCAB will 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.

Candidates in scope

Candidates who are currently in year 2 of their TC-L4 qualification and were entered for the May 2020 External Assessment window are eligible to complete the adapted form of assessment. This includes any re-sit candidates who were booked in.

If you had intended to book in a re-sit candidate for the May window but have not done so yet due to waiting for further guidance on the TC-L4 adaptation it is imperative that you do so immediately.

If you had contacted our external assessment team earlier in the COVID-19 situation to request to defer your candidates from the May window to the October 2020 or January 2021 windows, we ask that you re-contact the external assessment team to bring your EA sitting back to this June opportunity if at all possible.

Candidate preparation

CPCAB are aware that due to the short timeframe between issuing this guidance and the submission of candidate case reviews to CPCAB there is little time for the carrying out of a formal mock assessment. This is a necessarily short timeframe to provide an opportunity for candidates to sit this assessment. We wish to reassure candidates that the preparations they will have done to be ready to sit the previous TC-L4 assessment will map smoothly onto the requirements for this EA, alongside the experiences they have had composing 'case studies' and any other reflective pieces throughout their course.

We urge centres and candidates to see this as a welcome opportunity to facilitate an end result, and a chance to demonstrate a candidate's learning in an external assessment format. We are committed to offering this opportunity, without penalty, and should a candidate make their best attempt at this form of assessment but be deemed Not Proficient they will be welcomed to sit the standard EA at the next available window without incurring a re-sit fee. This adapted sitting would also not count as 1 of their permitted 3 attempts at external assessment.

CPCAB hope that candidates take part in this adaptation in good faith and understand that it is worth an attempt in order to have an opportunity to take the next steps in their education journey. However, where candidates are not able to take this offer up, or do not gain a proficient outcome at this point, CPCAB are committed to minimising all barriers to completion at a later stage.

Centre facilitation

In order for candidates to have this option to carry out this adapted external assessment it must be possible for the centre to facilitate this remotely. This involves the sending of the adapted EA information to candidates in the week commencing the 1st June, and the ability to receive completed assessments from candidates, and submit them to CPCAB by the deadline date of 29th June.

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, or by post if absolutely

necessary. To respond promptly to the timeframes CPCAB highly recommend email or digital transfer over post.

Where centres are operating in some form remotely and tutors are available and in contact with candidates, CPCAB would expect centres to make every possible attempt to facilitate this assessment for the benefit of their candidates. If there are clear practical/logistical restrictions preventing the facilitation of this remote assessment CPCAB require centres to make contact immediately to let us know that this is not possible.

Where centres may have concerns about the process we ask that they make contact with CPCAB's TC-L4 advocate at this time to voice their concerns; Heather Price at heather@cpcab.co.uk.

The ministerial direction received from the Secretary of State for Education on the 9th April 2020 instructs our Regulators, their Awarding Organisations and by association our approved centres to take all necessary steps to provide candidates with a result this side of the autumn term. Therefore, any centres who have concerns about the viability of this process should attempt to work collaboratively with CPCAB to overcome these.

Authenticity

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

Candidates are expected to sign (or 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 important that when tutors receive the completed case reviews from candidates that they give each submission a brief review to ensure for example that all pages are present, no glaring omissions have been made and that to their eye it is clearly the work of the candidate that they know from teaching the course, and is free from plagiarism.

Tutors are then expected to sign (or e-sign) this front 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. Dropbox, We-Transfer or by post if absolutely necessary. To respond promptly to the timeframes CPCAB highly recommend email or digital transfer over post.

Assessment and moderation

CPCAB's team of trained and standardised assessors will then mark the submitted case reviews. These will be second-marked (moderated) by a team of trained and standardised moderators. These assessments and moderations will be 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 gained are equivalent to the standard form of assessment.

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 form of External Assessment, CPCAB will offer a free re-sit of the assessment in the next available external assessment window. In the unlikely event that the COVID-19 situation continues to prevent face-to-face invigilated external assessments for this further period then the candidate will be offered the opportunity to sit this adapted assessment a second time.

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

Category of qualification: 3 - *A qualification where the purpose signals occupational competency or license to practice (where such exists).*

Mitigation Approach: Adaptation

- *course delivery method,*
- *aspects of internal assessment,*
- *facilitation of remote external assessment*

The process for ensuring that LC-L4, PC-L5, CBT-L5, TCSU-L6 candidates complete in the expected timeframe is fairly straightforward where centres continue to deliver remotely 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 therefore they are considered ‘occupational competency’ qualifications. This acknowledgement of the purpose of the qualification being to signal occupational competence means that any form of calculated results or certification from incomplete evidence is not permitted for these qualifications.

The mitigation approach for these 4 qualifications is therefore considered to be one of adaptation.

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.

Summative table:

LC-L4, PC-L5, CBT-L5, TCSU-L6 Mitigations	
Qualification component	Permitted mitigation - adaptation
Course delivery	Remote/online delivery of course GLH
Internal Assessment: portfolio work	Remote/online assessment of candidate work
Internal Assessment: Work placement hours	Accrual of placement hours remotely through online/telephone counselling Additional extension to time period for accrual
External Assessment	Facilitation of standard External Assessment - Structured Case Review through remote means

Detailed breakdown of adaptations:

Course Delivery - Adaptation to remote/online delivery

Centres are permitted to adapt to remote/online delivery of course GLH. This includes all content and practical aspects of the qualification including theoretical lectures, group supervision, skills practice sessions, tutorials etc.

CPCAB qualifications are usually delivered fully in a classroom-based environment and we value the interpersonal development that comes from such level of interaction. However, it has become necessary during the COVID-19 emergency to permit centres to convert delivery to remote/online means. It is possible to deliver the requisite aspects of the LC-L4, PC-L5, CBT-L5, TCSU-L6 qualifications through remote technology; however, this must be assessed in terms of its viability for centres and accessibility for all candidates.

Stipulations

Centres must have received CPCAB approval to deliver remotely.

Support Available

CPCAB have developed [CPCAB's Guidance on Remote Course Delivery for Centres](#) which details various aspects of qualification delivery and how these can be carried out using remote technology and distance learning techniques. CPCAB are also continuing to develop video tutorials and can respond to requests for help in overcoming delivery issues.

Outcomes

In cases where delivery has been successfully converted then this adaptation is considered fulfilled. Centres have been asked to inform CPCAB if the process of conversion to remote delivery will marginally delay the previously stated end date of their course, but will still enable it to conclude before July 31st.

Where centres have been unable to convert to remote delivery or some aspects of the qualification delivery have not been possible and have been withheld pending the re-opening of centres, this will not be viewed as a failure on the part of the centre. Should this move the end date of their course beyond the 31st July, this is acknowledged as an unavoidable delay to candidate completion. Delay is regarded by the regulators as a last resort and all efforts must be made to enable candidates to complete before 31st July where possible.

Internal Assessment: Portfolio work - Adaptation to remote/online 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 LC-L4, PC-L5, CBT-L5, TCSU-L6 Internal Assessments are possible to be completed through remote technology, however this must be assessed in terms of its viability for centres and accessibility for all candidates.

Stipulations

Centres must have received CPCAB approval to deliver remotely.

Support Available

CPCAB have developed [CPCAB's Guidance on Remote Course Delivery for Centres](#) which details various aspects of qualification delivery and how these can be carried out using remote technology and distance learning techniques. CPCAB are also continuing to develop video tutorials and can respond to requests for help in overcoming delivery issues.

Outcomes

In cases where Internal assessment has been successfully converted then this adaptation is considered fulfilled. Centres have been asked to inform CPCAB if the process of conversion to remote Internal assessment will marginally delay the previously stated end date of their course delivery, but will still enable it to conclude before July 31st.

Where centres have been unable to convert to remote assessment or some aspects of the qualification assessment have not been possible and have been withheld pending the re-opening of centres, this will not be viewed as a failure on the part of the centre. Should this move the end date of their course beyond the 31st July this is acknowledged as an unavoidable delay to candidate completion. Delay is regarded by the regulators as a last resort and all efforts must be made to enable candidates to complete before 31st July where possible.

Quality Assurance

All records of assessment for candidate groups where delivery and/or assessment took place remotely should be retained to be viewed by the CPCAB External Verifier at the next scheduled face to face visit.

Internal Assessment: Work placement hours - Adaptations

While the 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, 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, coachee and supervisee, rather than forcing an external timeframe upon the work that harms the integrity of the therapeutic, coaching or supervision relationship.

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, coachees, or supervisees have ceased attending sessions, or where it has been considered unwise for a candidate to carry out work online or via telephone.

CPCAB previously permitted a maximum of 30 hours have lifted the 30-hour limit and have extended this to permit hours to be accrued in this way for the duration of the period where face-to-face work is unable to take place due to the COVID-19 situation.

Stipulations

- Any remote 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 remote work is assessed by all parties to ensure the trainee is fully competent and supported/monitored throughout.
- 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.

Consideration should be given to situations where candidates have not yet begun in placement or are beginning work in a new agency or with new clients, coachees or supervisees. 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.

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 remote 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 (where applicable) for guidance on online telephone work for trainees.

Outcomes

In cases where remote/online/telephone work is possible the candidate can continue to accrue hours in this way whilst the COVID-19 situation prevents this from taking place face-to-face. It is expected that once social distancing requirements are lifted that placement work will return to the usual style.

Should a candidate not be able to continue placement work and a delay is necessary, an extension will be granted without prejudice.

Quality Assurance

CPCAB’s External Verifier will view centre documentation to approve, monitor and support the process of candidates online/telephone work at the next face to face visit.

External Assessment - Standard External Assessment - Structured Case Review

CPCAB have followed the government advice to close examination windows where face-to-face invigilation is required. However, the structured case reviews associated with LC-L4, PC-L5, CBT-L5, TCSU-L6 are able to be facilitated remotely. Therefore, CPCAB have left these windows for assessment open and supporting centres to facilitate the process of External Assessment as they would have

from the classroom context. This will only be possible where centres are still able to do so through remote technology.

Candidates in scope

Candidates who were originally booked to sit their External Assessment case review in June 2020 are in scope. This includes any re-sit candidates who were booked in.

If you had intended to book in a re-sit candidate for the June window but have not done so yet due to waiting for further guidance on the mitigation process it is imperative that you do so immediately.

If you had contacted our external assessment team earlier in the COVID-19 situation to request to defer your candidates from the June window to a later window, we ask that you re-contact the external assessment team to bring your EA sitting back to this June opportunity if at all possible.

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. 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, or by post if absolutely necessary. To respond promptly to the timeframes CPCAB highly recommend email or digital transfer over post.

Where centres are operating in some form remotely and tutors are available and in contact with candidates, CPCAB would expect centres to make every possible attempt to facilitate this assessment for the benefit of their candidates. If there are clear practical/logistical restrictions preventing the facilitation of this remote assessment CPCAB require centres to make contact immediately to let us know that this is not possible.

Where centres have concerns about the process we ask that they make contact with CPCAB's Counselling Qualification Professionals team who are advocates for supporting this at contact@cpcab.co.uk to voice these concerns.

The ministerial direction received from the Secretary of State for Education on the 9th April 2020 instructs our Regulators, their Awarding Organisations and by association our approved centres to take all necessary steps to provide candidates with a result this side of the autumn term. Therefore, any centres who have concerns about the viability of this process should attempt to work collaboratively with CPCAB to overcome these.

Authenticity

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

Candidates are expected to sign (or 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 important that when tutors receive the completed case reviews from candidates that they give each submission a brief review to ensure for example that all pages are present, no glaring omissions have been made and that to their eye it is clearly the work of the candidate that they know from teaching the course, and is free from plagiarism.

Tutors are then expected to sign (or e-sign) this front 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, we-transfer or by post if absolutely necessary. To respond promptly to the timeframes CPCAB highly recommend email or digital transfer over post.

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 for re-sits are in place.

Progression

Candidate Progression

The mitigation 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 (either through an actual or calculated result) 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 usual result, a calculated result, or the outcome of an adapted assessment, 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 is generated from an actual or calculated result. 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 the course delivery of the previous qualification may not have fully completed should be mindful of this. We would be grateful if centres could make every attempt to support that 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

Candidates studying year 1 of their TC-L4 qualification are not directly in scope for the mitigation approaches described in this document. However, there are benchmarks that are usually passed in order to permit a candidate to progress from year 1 to year 2, or into a work placement.

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

Where CPCAB usually insist 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 prevented this from taking place.

CPCAB are able to waive this requirement only where:

- A centre believes the candidate was on-track for engaging with a placement at the point of lockdown.
- The candidate will be able to engage with a placement when lockdown is released (this may be through face to face or remote/online counselling if applicable)
- The centre can continue to support the candidate into year 2 without the lack of placement having an unacceptably detrimental impact upon their qualification, and/or can support them in an extension to internally assessed work linked to the placement

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 adaptations to this so that candidates are not unnecessarily disadvantaged from continuing.

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

Regulatory Guidance and References

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

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/886933/20-6620-6_Extraordinary_regulatory_framework_-_Vocational_and_Technical_Qualifications_COVID-19_Guidance.pdf

Ofqual (2020) Guidance for Centres: The awarding of vocational and technical qualifications, and other general qualifications, in summer 2020

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/886919/VTQ_Guidance_for_Centres_21MAY2020.pdf

HM Government (2020) Ministerial Letter: Letter from Secretary of State for Education

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/879024/Letter_from_Secretary_of_State_for_Education_to_Sally_Collier_-_VTQs_-_9_April_2020.pdf

Ofqual (2020) Consultation Decisions: Exceptional arrangements for assessment and grading in 2020

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/886949/VTQ_consultation_decisions_22MAY2020.pdf

Ofqual (2020) Guidance: Summer 2020 results for vocational, technical and other qualifications

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/887046/Guidance_Summer_2020_results_for_vocational_technical_and_other_qualifications_22_MAY2020.pdf

Ofqual (2020) Regulations: Extraordinary regulatory framework: Vocational and Technical Qualifications, COVID-19 Conditions and Requirement

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/886932/20-6620-5_Extraordinary_regulatory_framework_-_Vocational_and_Technical_Qualifications_COVID-19_Conditions_and_Requirements_.pdf

Ofqual (2020) Summer 2020 Qualification Explainer Tool <https://analytics.ofqual.gov.uk/>

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) Formal Guidance to Candidates https://www.cpcab.co.uk/public_docs/cpcab-formal-guidance-to-candidates

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

Calculation

The process by which a candidate result is generated in the event where the usual assessment has not taken place. This result is based on what the outcome would most likely be had a candidate sat assessment in summer 2020.

Candidate Mitigation Request Form (CMRF)

The form centres must use for each candidate in the group to complete the mitigation and calculation process.

Categories

Qualifications falling within scope of the direction serve different purposes, and both the ministerial direction and the ERF recognise that different types of qualification will require different approaches, with a blanket approach for all qualifications simply not being feasible. In scope qualifications have been placed into one of three categories

- Category 1 - qualifications used for progression to further or higher education
- Category 2 - qualifications serving a mixed purpose
- Category 3 - qualifications signalling occupational competence

CPCAB have had to categorise all qualifications - to see which category each course has been defined as please see documentation made available to centres and candidates and available on the CPCAB website.

Centre Assessment Grade (CAG)

A grade or result generated by a centre that uses evidence produced by the candidate and held within the centre. A CAG is a professional judgement about the result that each candidate is most likely to have achieved had they been able to complete their assessments in summer 2020.

Defer

In instances where a centre does not yet have enough evidence to make a calculated result (where a candidate does not meet the MET), where contraindications may be present or if adaptation to assessment or delivery is not possible, then a deferment to a later assessment will be the final option.

Delay

Delaying a course or rescheduling an assessment is the last resort for AOs and for centres. Delay is primarily only appropriate if other options could undermine validity or reliability. This is so that candidates do not miss the opportunity for progression and so that there is not additional burden on centres and AOs. Due to this, calculation and adaptation must be fully explored.

Direction/Ministerial Direction

Two ministerial directions were set out by the Secretary of State for the Department for Education and outlined the government's expectations in response to the COVID-19 pandemic; on 31st March relating to general qualifications and on 9th April outlining directions for VTQs. Once outlined, the regulators created a temporary 'Extraordinary Regulated Framework' for Vocational and Technical Qualifications (VTQs) to allow awarding organisations (AOs) to make appropriate adaptations to their assessment methods and allow a move to remote teaching during this emergency.

Extraordinary Regulatory Framework (ERF)

Ofqual's regulatory document that outlines the temporary exceptional arrangements AOs are to comply with during the COVID-19 emergency and covers all qualifications in scope during the timeframe set out by Ofqual; 20th March to 31st July 2020. It:

- sets out how an AO should calculate results or adapt or delay assessments
- allows AOs to provide clarity to colleges and training providers about what evidence they should gather and consider, and what evidence they will submit, where required to calculate a grade
- allow AOs to make clear which candidates should receive a calculated result (and how it will be awarded), or be required to complete an assessment
- enable AOs to access, adapt, or build the systems needed to issue results this summer and adapt assessments where this is necessary

There is currently no published end date to this Framework and this will be reviewed by Ofqual.

Group Rankings Form (GRF)

The form centres must use to complete the group ranking requirement when requesting a calculated result.

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 remote.

In scope

Qualifications in scope refer to qualifications that will fall under the temporary Extraordinary Regulated Framework.

“All qualifications from Entry to Level 6 which are approved for public funding in England and delivery to 14 to 16, 16 to 18, and 19 plus (including advanced learner loans); and which are not A levels, AS levels, or GCSEs or Advanced Extension Awards and Extended Project Qualifications”

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.

Minimum Evidential Threshold (MET)

The minimum evidential threshold (MET) sets out the required amount of evidence centres need to draw upon in order to make a calculated result. Due to the diversity of qualifications, the ERF does not stipulate an amount, or specific type of evidence; individual AOs should make the determination of what is appropriate. When providing calculated results any centre assessment decision needs to be based upon the trusted evidence available and the specified MET along with a sufficiently robust basis for quality assurance. For some candidates on some qualifications, there may be insufficient trusted evidence, or there may not be enough delivery that has taken place to safely calculate a result. In these instances, the AO may determine that the candidate will not have achieved the MET.

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. Because of this, the direction recognised that a calculated result would not be suitable for VTQs signalling occupational competence. Instead, the guidance has been to make adaptations to assessment on these courses so candidates can gain a result whilst ensuring occupational safety and standards.

Out of scope

Qualifications that do not fall under the Ministerial Direction, for example any qualification that is not approved for public funding (TMQs)

Principle mitigation

The *main* method in which results for qualifications in scope will be arrived at (either calculate, adapt or delay).



Figure 2: Qualifications falling within scope of the direction

Progression

The process by which a candidate moves from one qualification to the next, or from one stage of a qualification to the next.

Rank order

The process of ordering candidates within a candidate group, based on centre held evidence and professional judgement. For qualifications that require mitigation in the form of “calculation”, centres are required to list every candidate in the group in order of expected degree of competence in this qualification, from the most likely to achieve competence at rank 1, to least likely at the highest number.

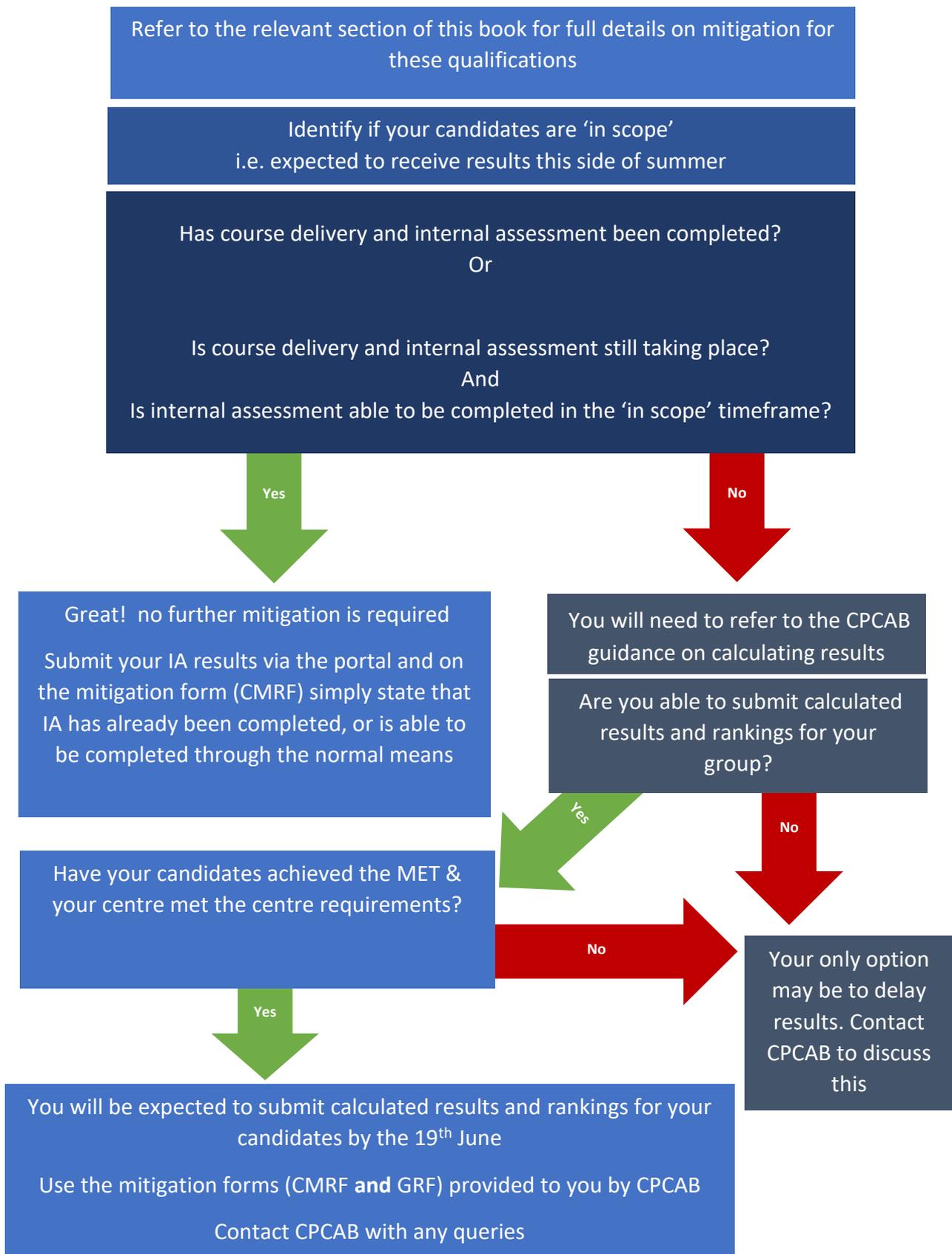
Total Qualification Time (TQT)

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.

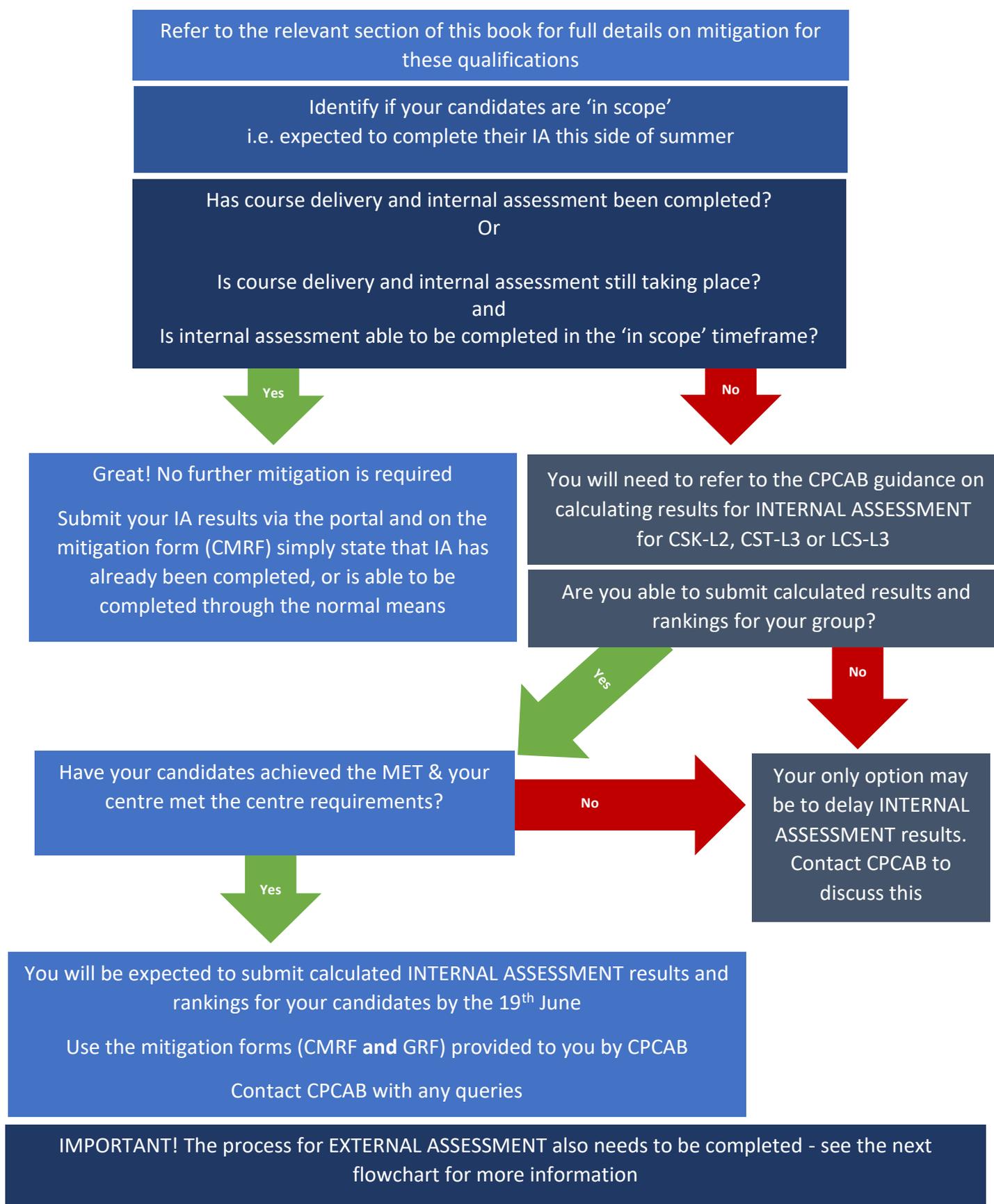
Vocational Technical Qualifications

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 emergency was needed.

APPENDIX A: ICSK-L2, USM-L2, ELSK-L2 Summative Flow Chart of Mitigation



APPENDIX B: CSK-L2, CST-L3, LCS-L3 Summative Flow Chart of Internal Assessment Mitigation



APPENDIX C: CSK-L2, CST-L3, LCS-L3 Summative Flow Chart of External Assessment Mitigation

