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for counsellors

12<sup>th</sup> January 2021

Dear Centre Staff and Tutors,

We at CPCAB would like to offer further clarification on the delivery of qualifications throughout the academic year 2020-2021. Where centres were working to adapt delivery to maintain learning through the pandemic, CPCAB have been keen to support centres to move to online delivery of qualifications where appropriate. This will continue to be possible, at a minimum, until the end of the academic year in 2021, while the Extended Extraordinary Regulatory Framework (EERF) is in effect. Should the influence of the pandemic continue beyond this point and the EERF is extended further then CPCAB will also extend this permission. Centres should continue to refer to the [guidance document](#) available on the CPCAB website.

### Guided Learning Hours

Every CPCAB qualification has a specified number of Guided Learning Hours (GLH) which must take place in order for the qualification requirements to be met. In addition to this, candidates are also likely to engage in additional learning to complement their studies known as Total Qualification Time (TQT).

It is acknowledged that during the initial transition to online learning some flexibility was required in the monitoring of Guided Learning Hours, while centres adapted to the new mode of learning. CPCAB would like to make clear to centres going forwards what the definition of Guided Learning Hours is, even where this learning is taking place over a variety of platforms. It is important to CPCAB that all qualification delivery reflects a high-quality learning experience and that this is not diminished by the transition to online learning, and may even be enhanced by the use of new technologies.

### Definitions

For CPCAB qualifications Guided Learning Hours (GLH) are the hours a candidate spends being taught or instructed by a tutor in activities which are **guided, monitored, and timed** by the tutor. GLH can take place via any of the following teaching methods where they demonstrate learning that is **guided, monitored, and timed**.

- **Synchronous in-person** (Face2Face) - Traditional teaching and learning based in a physical space (classroom)
- **Synchronous online** (Face2Face) - Remote teaching and learning using video conferencing and other collaborative tools and applications
- **Asynchronous online** – Remote teaching and learning using e-resources and tools, where these activities are clearly bounded by the tutors (guided, monitored and timed) and connect to synchronous work which evidences their completion

CPCAB understand that many centres are currently offering what is considered a **Blended /Hybrid Approach** – this involves a combination of synchronous and asynchronous, in-person and online methods. This approach is considered appropriate as it is flexible to the

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changing circumstances of the pandemic, it must however still meet the detail of the definitions outlined above and centre monitoring of GLH must be thorough.

Examples of activities which illustrate appropriate GLH are included in Appendix 1 to this letter.

### **What is not classed as Guided Learning Hours?**

Neither CPCAB, nor our Regulators, consider the definition of GLH to be met by activities which are fully asynchronous online, where these are not in any way guided, or supervised by the tutor and where there is no evidence that activities have taken place for a given duration. Examples include self-directed study, independent research, unsupervised completion of coursework. These activities are classed as TQT but should not be taken into account when calculating GLH.

It is of paramount importance to CPCAB that where qualifications have been moved online that there is no loss of learning experience and that all delivery continues to be of the high-quality expected of a CPCAB course. CPCAB are obliged to check that GLH requirements are being met and will continue to do so through our quality assurance processes during the pandemic.

### **CPCAB Qualification delivery in future**

CPCAB are currently undertaking an internal review to consider the appropriateness of continuing to allow a model of online delivery after the conclusion of the EERF when the impact of the pandemic has passed. This review will take into account the unique relational nature of counselling training and will ensure that it is designed with the CPCAB practitioner development model at the forefront.

We are committed to continuous review of our qualification offer to ensure that it remains relevant to the profession and the education landscape, well suited to the college and independent centre environment, and of significant personal and professional value to candidates. Any future changes will ensure that they do not disadvantage or add burden to centres or candidates.

As our reviews progress, we would be happy to hear feedback from centres on how the experience of working online or in hybrid models has affected them, and their thoughts on the future landscape. If you have any detailed feedback at this stage please email [contact@cpcab.co.uk](mailto:contact@cpcab.co.uk)

Kind regards



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## Appendix 1

- A) Examples of Guided Learning Hours for **in-person (F2F) synchronous** classroom-based learning, where guided, monitored, and timed by the tutor:
- Classroom-based training sessions including seminars, group work, counselling skills practice, group training supervision.
  - In-person individual and/or group tutorials.
- B) Examples of Guided Learning Hours for **online synchronous activities** (when the tutor and candidates interact in different places and during the **same** time) where guided, monitored and timed by the tutor:
- Live webinars (including interactive / live chat etc)
  - Live video conferencing group meetings
  - Live collaborative whiteboarding
  - Live video conferencing counselling skills practice (including observed by peers or tutor)
  - Live video conferencing group training supervision
  - Live video conferencing tutorials
- C) Examples of Guided Learning Hours for **online asynchronous activities** (when the tutor and candidates interact in different places and during **different** times) where guided, monitored, and timed by the tutor.
- Peer counselling skills practice sessions not directly observed by the tutor, but as a pre-set learning activity where candidates provide evidence that the session took place, e.g., a recording, peer feedback, written reflection
  - Recorded webinars, where pre-set by the tutor and candidates provide evidence that they have engaged with the resource, e.g., written reflection, subsequent class discussion.
  - Online learning resources e.g. presentations / focused reading etc, where pre-set by the tutor and candidates provide evidence that they have engaged with the resource, e.g., written reflection, subsequent class discussion.
  - Focused tasks undertaken online e.g. timed tests etc.

The following section gives examples of how centres may combine synchronous online or in-person (F2F) GLH activities with asynchronous online asynchronous GLH activities for **blended / hybrid learning**:

- Flipped webinars – candidates watch a pre-recorded webinar for 1 GLH within a given period. After which they join with the tutor for 1 hour for a live video conferencing collaborative whiteboarding session or in-person (F2F) discussion & dissemination. Total GLH = 2 hours.
- Flipped classroom – candidates are provided with pre-session content training materials; visuals such as videos / webpages, handouts etc. for a timed period of 1

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- GLH. After which they join with the tutor for 1 hour for a live video conferencing discussion & dissemination or undertake other in-person (F2F) specific tasks such as projects to create evidence of learning. Total GLH = 2 hours.
- Projects – candidates collaborate in a group task by contributing different input at different times. Each candidate is required to demonstrate 2 hours input to the project. Total GLH = 2 hours.
  - Counselling skills practice – candidates pre-record a counselling skills practice session for 30 mins GLH. After which the tutor meets the candidates online or in-person (F2F) for observation feedback and discussion or provides live chat feedback on a suitable platform for 30 mins. Total GLH = 1 hour
  - Counselling skills practice – candidates undertake a pre-arranged skills practice session with peer observation for 1 hour. Written feedback is provided to the tutor for assessment. Total GLH = 1 hour.
  - Group training supervision - candidates collaborate on a suitable platform in small groups to discuss a given topic e.g. 'discuss how you will meet the requirements for supervision from your ethical framework' for 1 GLH. After which they join with the tutor for 1 hour for a live video conferencing or in-person group training supervision. Total GLH = 2 hours.
  - Tutorials – candidate completes / updates pre-tutorial task e.g. self-review for 30 mins GLH. After which a planned online or in-person(F2F) tutorial for 30 mins discusses progress and agrees an action plan to meet learning goals. Total GLH = 1 hour

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