Quality Framework for Online Delivery

2024-25

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Background and Context

During the 2020-2021 Covid-19 pandemic CPCAB offered centres the temporary permission to deliver all CPCAB qualifications online. This permission was offered in order to ensure that candidates could continue to progress through their studies, and that those qualifications were still available for centres to deliver.

Since then, we have seen centres, tutors and learners adapt admirably to a new online approach to counselling training.

Through collaboration and feedback, you have shown us that online counselling training delivery can not only replicate the learning experience in the classroom, but in many cases offer something quite extraordinary. This is the case when it is offered by dedicated and enthusiastic tutors with a commitment to upholding the relational and academic standards expected of a CPCAB qualification.

We have learned from you and other counselling and education professionals about the opportunities for developing high quality online counselling training, and we are committed to continue to learn with you and offer our support and guidance.

The CPCAB Quality Framework for Online Delivery is intended as a multi-purpose framework. It is designed to outline the additional competences required when delivering training online, but also to encourage tutors and centre staff to positively engage with the potential of online delivery methods and foster best practice. It should also be considered an indication of the 'quality stamp' on qualification delivery and the learning experience that you associate with a CPCAB qualification.

We are therefore asking for your commitment to work to the competencies outlined in this framework. Where centres seek approval for online or blended delivery options they will need to show through their application and annual quality assurance activities that this framework is understood and being used consistently to enhance delivery. This should be used a supportive structured framework for delivery.

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We sincerely hope that the CPCAB Quality Framework for Online Delivery will serve as an ongoing guide from which we will together, maintain and develop the high standards that we have all come to expect from CPCAB qualifications.

Part 2:

CPCAB's Fundamental Values of Online Delivery

Tutors of CPCAB online delivery are:

Passionate: Committed to providing high quality online counselling training which provides a safe and relational learning environment.

Reflective: Committed to using feedback, self-evaluation, and continuous professional development to develop high quality online counselling training.

Empathic: Committed to working collaboratively to understand and support the diverse needs of students, to facilitate engagement in online counselling training.

Knowledgeable: A subject specialist, committed to understanding the requirements of the qualifications they deliver online.

Creative: Committed to using skills, and online communities to plan, deliver and assess high quality online counselling training which allows students to flourish.
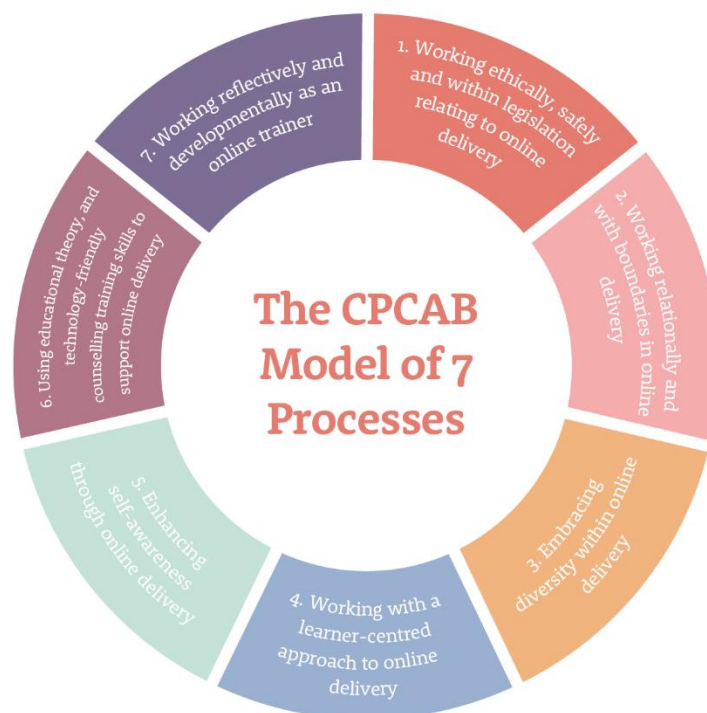
Supportive: Committed to sharing skills and knowledge to develop digital literacy for themselves and others.

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CPCAB's Seven Teaching, Learning and Assessment Processes for Online Delivery

Quality Delivery Process Areas

1. Working ethically, safely and within legislation relating to online delivery.
2. Working relationally and with boundaries in online delivery.
3. Embracing diversity within online delivery.
4. Working with a learner-centred approach to online delivery.
5. Enhancing self-awareness through online delivery.
6. Using educational theory, and technology-friendly counselling training skills to support online delivery.
7. Working reflectively and developmentally as an online trainer.

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Part 4:

CPCAB Online Delivery Process Competencies

1	**Working ethically, safely and within legislation relating to online delivery**
	- Knowledge of legislation regarding working online safely and within data protection laws. - Ability to use online platforms and storage of teaching resources and student assessment materials. - Ability to create a safe space for learners to fully engage with training, being mindful of confidentiality – including the confidentiality of learners' learning environment. - Knowledge of the training centres' expectations of online delivery. - Knowledge of CPCAB requirements for online delivery including the maximum permissions per qualification, synchronous GLH definitions and total qualification time (TQT). - Ability to assess learners' readiness to start working with clients in an online/blended agency (where appropriate). - Knowledge of professional association requirements for online training.
2	**Working relationally and with boundaries in online delivery**
	- Ability to foster the relational aspects of counselling training within the online environment – emphasising the significance of person-to-person connection. - Ability to establish and sustain boundaries within the online environment – time keeping, responding to technology issues, use of camera to offset disengagement, presenteeism, etc. - Ability to monitor attendance and address issues of missed sessions/disengagement. - Ability to foster opportunities for appropriate challenge and interpersonal work within the online environment.

3	**Embracing diversity within online delivery**
	- Knowledge of the impact of online delivery upon working with diversity. - Ability to assess a learners' suitability for online learning. - Ability to offer reasonable adjustments for online learning. - Ability to identify and work with own beliefs, assumptions and prejudices relating to online delivery and online helping/counselling work.
4	**Working with a learner-centred approach to online delivery**
	- Ability to establish and negotiate a group contract appropriate to the online learning environment. - Ability to provide a variety of online learning experiences using technology. - Ability to build learner social networks into the online delivery format. - Ability to collaborate with learners to maximise what can be offered through online delivery. - Ability to give space to both the spoken and unspoken agendas of learners within online learning platforms. - Ability to work with learners through online tutorials to foster their individual learning experiences.
5	**Enhancing self-awareness through online delivery**
	- Knowledge of own challenges and insecurities around delivering online counselling training, and working to minimise the impact on learners. - Ability to hold a safe space for learners to explore their own sense of self and manage the emotional impact of this. - Ability to embed process groups, group training supervision, and activities which develop self-awareness into the online delivery format. - Ability to seek support, self-care opportunities, and develop self-awareness around own delivery.

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6	**Using educational theory, and technology-friendly counselling training skills to support online delivery**
	- Knowledge of how educational theories and approaches apply to working online. - Knowledge of emerging technologies for online training, learning and assessment. - Ability to make best use of the advantages of technology to enhance teaching, learning and assessment.
7	**Working reflectively and developmentally as an online trainer**
	- Ability to evaluate own training practice and set goals for development of online delivery. - Ability to give opportunities for feedback to learners and critically appraise the relevance of this feedback in terms of future online delivery. - Ability to work constructively with any complaints or areas of negative feedback. - Ability to make changes in training which reflect the effective use of technology and or pedagogy.

This framework will be supported by the development of further guidance and resources.

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