Guidance for centre recognition & non-regulated qualifications approval

Contents	Page

Appendices	Page

Please note:

A centre does not have permission to begin delivery of a qualification until full CPCAB centre recognition has been gained. However, following payment of the application fee, a centre is permitted to promote or advertise a qualification, stating it is pending CPCAB approval.

The centre recognition process will be initiated within 30 working days of receipt of payment. Where centre applications contain all the necessary information, the time taken from receipt of payment to approval should take no longer than 60 working days. Where additional information is required the timescale may be longer.

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1. Welcome to CPCAB

CPCAB is the only Ofqual, CCEA and Qualifications Wales-approved awarding organisation specialising in counselling and related qualifications; it is also the largest awarder of vocational counselling qualifications in the UK. Our core philosophy includes working through relationships with our centres and tutors which is why we would like to extend a warm welcome to you. We hope you will come to feel part of a community of people with a shared commitment to the core values of counselling and high standards in training which focus on practitioner competence. This guide is intended to give you the key information you need to become a CPCAB recognised centre and the CPCAB team is available to support and help you with any questions or concerns that you may have throughout your application and delivery of CPCAB non-regulated qualifications.

2. Centre approval

If you wish to offer CPCAB qualifications, you will need to apply to become a recognised centre. Please read through the application for centre recognition and non-regulated qualifications approval available on our CPCAB website and submit this along with the additional documents required for approval to the Qualification Administration Co-ordinator at contact@cpcab.co.uk.

CPCAB has to ensure that the arrangements that it establishes with centres enable us to meet our Conditions of Recognition as an awarding organisation. These requirements, which are set out in the centre application form, reflect both the Ofqual, CCEA and Qualifications Wales regulatory criteria (Condition C1 + C2 General Conditions of Recognition) and ensure the safe delivery and assessment of counselling qualifications. Furthermore, CPCAB is obliged to apply sanctions if centres fail to meet these requirements - Download Sanctions Policy - CPCAB for Sanctions Policy as well as policies on Malpractice and maladministration Download Malpractice & Maladministration Policy - CPCAB, complaints Download Complaints Policy - CPCAB and whistleblowing Download Whistleblowing Policy - CPCAB.

CPCAB is committed to supporting applicants to become a recognised centre but it is also our duty to make sure that you are fully aware of the extent of the commitment and responsibility that you will be taking on.

The guidelines below are intended to help explain the meaning and significance of each requirement of the application and to offer guidance about how it can be met. This guidance is mapped to our Application for centre recognition for non-regulated qualifications.

It is also important to remember that once this application document is signed and approved it constitutes a written and enforceable agreement between your centre and CPCAB (Condition C1 + C2 General Conditions of Recognition).

What happens next?

Once we have received your application in full including payment of the application fee (please see CPCAB fees document) we will allocate one of our Counselling Qualifications Professionals (CQPs) who will work in partnership with you through each step of the approval process to enable you to meet the requirements to become a recognised centre approved to deliver non-regulated qualifications.

Once you have gained centre recognition/additional qualification approval CPCAB will send you an approval report which outlines the qualifications your centre is approved to teach. This is your Annual Practising Certificate (APC) for the year. Your centre will also be listed on the CPCAB website to assist with candidate recruitment.

Please see the CPCAB website for information for line managers/tutors which includes guidelines on how to register your candidates, internal assessment for each of our qualifications, external verification visits and tutor standardisation training.

Please also see our Customer Service Statement on the CPCAB website which lists our commitment in processing applications.

We look forward to welcoming you as a CPCAB centre and please do not hesitate to contact a member of the team if you have any questions or need support with your application.

3. Guidelines on how to complete the CPCAB centre recognition application

Part 1 - Contact details and proposed tutor team

It is important that different roles are clearly allocated even if in a small centre. Although technically one individual could be responsible for the overall quality assurance and management AND be the tutor AND be the finance contact – this does immediately present a very high risk if anything should happen to this individual, e.g. sickness or indisposition. A centre is not viable if the indisposition of one individual means that it cannot operate as a centre.

It is important to be clear where you will train, what the costs will be and what risks you will need to consider in any contingency planning, e.g. unexpected loss of premises, non-payment of fees, insurance etc. In practise this means you are extremely unlikely to be able to deliver the training in your home or to make ad hoc arrangements from week to week.

International Centres:

Before submitting an application, it is important that arrangements are in place to enable payments to be received to a UK Bank account. Any bank charges or fees associated with an international payment to CPCAB's UK Bank account will be the responsibility of the centre.

1.1 Tutor/ Trainer team

You are responsible for ensuring that tutors' qualifications and experience meet CPCAB requirements (see appendix 2) and that there are no outstanding complaints against them. If you are not the tutor yourself, you will probably want to take up references and draw up a written agreement for the work. What hours will the tutor work? What/how/when will they be paid? Does the work include planning, marking and moderation or team meetings/ group supervision? What arrangements have you made for staff sickness, or absence?

Part 2 – Course design and content

You need to check that your plan of delivery meets the minimum GLH requirements (see individual qualification specifications on the CPCAB website). Are you clear what is included in the definition of Guided Learning Hours? Have you agreed how the learning hours will be shared? Have you checked that your tutors are available for all the course dates?

Part 3 – Meeting CPCAB requirements

3.1.1 – For higher level qualifications you will need to check that your tutor(s) are current members of a recognised professional body. You might want to take a copy of their membership document for your records.

3.1.2 - Make sure you can meet the staffing requirements and consider what you will do if your candidate numbers fall below six (which affects registration with CPCAB) or below an economically viable number for you to operate.

3.1.3 - You need to consider who will take on the role of supervision and support for tutors, how often this might be required and what the costs will be. While regular group process supervision is not mandatory it is good practice especially for training at level 4 and above. Furthermore, your centre must have access to supervision if difficulties arise.

3.1.4 - In addition to Appendix 4 which covers CPCAB candidate entry requirements make sure you have read the admin document entitled CR2 Candidate Recognition of Prior Learning (RPL) Form which explains what RPL is and how it applies to CPCAB qualifications.

Centres are responsible for making RPL judgements using these guidelines and when the external verifier (EV) visits, they may well ask to see your RPL records to ensure that these guidelines are being followed.

3.1.5 - CPCAB places great importance on working with difference and diversity in all aspects of course delivery and assessment. There are legal requirements which must be met. In 2010 all equal opportunities legislation was consolidated into the Equality Act. You need to check that your centre is compliant with the law. You can click this link to get further information on the Equality Act 2010.

3.1.6 - CPCAB and its recognised centres handle a range of personal data and are subject to data protection obligations under the UK General Data Protection Regulations (UK GDPR) and Data Protection Act 2018 Regulations. We therefore require our centres to ensure that they meet their data protection obligations and to declare this to us. See CPCAB's data protection policy for further information.

3.1.7 - This requirement is primarily about protecting the interests of candidates. Centres often underestimate the resources that are needed to remain viable particularly when unforeseen/unplanned difficulties arise. CPCAB is obliged to ensure that prospective centres have sufficient managerial, staffing, financial and other resources to enable it to undertake the continued effective delivery and assessment of the qualification as required by CPCAB. See our Guidelines for contingency planning and course withdrawal for further information.

3.1.8 - CPCAB has specific minimum assessment requirements and specific requirements for the range of evidence required in the portfolio. You can find out more about this by downloading the relevant Qualification Specification and Tutor Guide from the website and watching the 'How to build a student portfolio' film: Student Portfolio.

It is important to recognise that candidate portfolios contain sensitive and personal information which should be treated with care and respect (in addition to being a source of evidence of learning). This means it is the centre's responsibility to have a secure place to store the portfolios and to ensure that they are only seen by relevant people, e.g tutor, moderator, verifier and EV. Loss or damage to portfolios (or breach of confidentiality) is traumatic for candidates.

3.1.9 - Centres that engage with public funding bodies are required to obtain a Unique Learner Number for their candidates. Whilst this may not apply to your centre, many candidates may have their own ULN from any previous learning and may want/expect any future achievement to be added to their

record; this is done via the Learning Record Service (LRS). Please ensure you understand the process and what this may involve. The centre has a responsibility to ensure that candidates are aware that their data may be shared more widely.

Our data collection systems provide the data required by the Learning Records Service as part of the Personal Learning Records system. Under data protection legislation ALL registered centres are now required to ensure that candidates are given sight of a Privacy Notice (PN) – also known as a "Fair Processing Notice". Please see CPCAB website to view privacy notice guidance.

3.1.10 – Centres should have their own attendance requirements. A standard attendance requirement is 80% of Guided Learning Time. You need to have a clear policy on attendance, a system for tracking attendance and clear policies on what the consequences are if attendance falls below the minimum requirement. This information is usually published in the student handbook. If you are running courses with weekend workshops, a residential element, or elements of learning that cannot be missed, these should be made explicit in the attendance requirement. Make sure that your learners know at the start of the course when the external assessment dates are, so they are not absent or on holiday at this crucial time.

3.1.11 – Centres need to have a robust procedure in place for Internal Moderation and Verification. Full details of the centre's Internal Quality Assurance (IQA) process must be provided. Please see support guidance on Centre IQA to new centres on the CPCAB website. Evidence of carrying out the appropriate IQA activities is required by CPCAB.

3.1.12 – Centres must provide CPCAB with agreed samples of candidate work, the internal moderation report and candidate evaluations for each course delivery as part of the Independent Verification (IV) process.

3.1.13 - The centre will need to agree to provide CPCAB and the regulatory authorities with access to premises, people, information/documents, and to co-operate with any required monitoring activities.

3.1.14 – Part 1 of the application asks where the learning will be delivered. If you make any other arrangements other than those specified in the application, you need to inform CPCAB. If learning is happening at multiple sites these may be classified as 'satellite centres' of the main centre in which case, there may be separate EV and contact requirements. A satellite centre questionnaire form needs to be completed for each satellite centre (See part 6 of this document for guidance). This can be found in appendix 1 of the application for centre recognition and regulated qualifications approval form. There may also be additional expenses involved if CPCAB has to make separate EV arrangements for different centres, (see the CPCAB fees document for further information).

3.1.15 - Candidates are entitled to appeal against an internal assessment decision or to complain about any aspect of their learning experience. Centres must have a published appeals and complaints process which is available to candidates. This is usually in the student handbook. However, it is recommended that staff aim to work relationally and attempt to solve the issue informally before moving to a formal complaint. Please see Part 11 for CPCAB complaints and appeals guidelines for centres.

3.1.16 - Please see CPCAB policies on malpractice and maladministration and whistle blowing available to download on the CPCAB website. Generally speaking, it is far better for all concerned if CPCAB is given early warning of any problem arising in this area and to keep us informed of any investigation and associated outcome. We may be able to offer help and advice. We are obliged to report any serious cases likely to cause an 'Adverse Effect' to the regulator.

3.1.17 – Agreement is required for CPCAB to take all reasonable steps to mitigate any adverse effects arising from cases of malpractice and maladministration and that if the centre fails to report, investigate or co-operate in the investigation of malpractice/ maladministration CPCAB is required to impose sanctions

which could include not registering further candidates, withdrawing the centre's Annual Practising Certificate or de-registering the centre.

3.1.18 - In order to meet the regulatory requirements of its regulators and to protect the interests of candidates, CPCAB is obliged to obtain an [Annual Declaration of Compliance](#) from each of its recognised centres every year. This declaration is intended to confirm that the information provided to CPCAB at the time of the centre's first approval remains accurate and up to date. It is the centre's responsibility to provide documentary evidence if requested.

4. Guidelines for contingency planning & course withdrawal

[Part 4](#) in the application

All centres should have clear financial, staff and resource contingency plans in place to cope with the unexpected. The detail and complexity of the plans will be proportionate to the size of the organisation and the level of risk. Having contingency plans in place is particularly important for small independent centres where teaching and management roles are often held by a few individuals and where sudden illness or an unexpected change in finances can cause severe problems.

A contingency plan needs to include the following areas:
- Finance
- Staffing and human resources
- Premises
- Quality Assurance (including arrangements for internal moderation and verification)
- Legal requirements (including Health and Safety)
- Insurance
- Student support

Questions to consider:
Resources
- Have you checked the requirement for staffing, eg higher level courses generally require two tutors to be involved in delivery and internal assessment?
- What arrangements have you got in place for staff sickness, absence, resignation?
- What are the costs of employing an internal moderator to oversee the assessment and moderation of internal assessment?
- What are the costs of employing someone as part of an appeals/complaints process?
- What resources might be needed to cope with a lengthy complaint/appeal?
- What are the costs of public liability, professional indemnity insurance, legal insurance?
- What would happen if you yourself fell ill or were unable to run the centre for any reason?
- What is the minimum number of students you need to remain financially viable?
- What if your premises suddenly became unavailable? More expensive?
- Have you got clear terms of agreement with staff?
- Have you factored in the cost of attending standardisation training?

In the event of a course having to close centres should follow these guidelines:

Communication
- Inform CPCAB as soon as possible clearly identifying which candidates are likely to be affected. These include re-sit, Not Proficient and Deferred candidates from previous teaching groups.

- Inform the candidates and clearly explain what steps are being taken to protect their interests.
- Keep CPCAB informed throughout the process.

Protecting the learning interests of candidates

- Support candidates to transfer to alternative courses with other providers, where appropriate.
- Ensure that all candidate assessment documentation is collected and collated, and the assessment status of each candidate is clearly communicated to CPCAB and to any other tutor/centre involved in any ongoing training.
- Ensure that any emergency staffing arrangements for assessment, moderation/verification meet CPCAB requirements. Remember that tutor CVs must be sent to CPCAB for approval and any change in assessment arrangements must be approved by CPCAB before they are confirmed.
- Inform CPCAB what arrangements have been put in place to protect the interests of candidates.

Finance and resources

- Have clear and fair policies and procedures for managing and responding to candidate requests for refunds.
- Have sufficient contingency funds to manage the unexpected costs of terminating a course.
- Have sufficient funds available to meet your financial obligations to CPCAB.

5. Declaration

Part 5 in the application

Please ensure that once your centre can meet CPCAB requirements for centre recognition that this part is signed by an appropriate person at the centre.

Please note: CPCAB reserves the right to refuse recognition to a centre if the application gives rise to ethical or professional concerns, or if a centre fails to provide appropriate supporting evidence or fails to meet the application criteria. Any such decisions will be given in writing, and application fees are not refundable in these circumstances.

Centres must read and agree to adhere to the requirements of the CPCAB Invoicing policy.

International centres are required to acknowledge responsibility for payment of any bank fees or charges relating to international payments to and from a UK Bank account.

6. Satellite centres

Part 6 in the application

The responsibilities of a centre with an off-site/satellite/delivery mechanism are as follows:

1. To ensure that satellite centres understand that they are operating under the umbrella of the parent centre that has met CPCAB requirements, and that those requirements also apply to the satellite centre.

2. To ensure that the CVs of all tutors in the satellite centre involved in the delivery of CPCAB qualifications are provided to CPCAB for approval.

3. To ensure that communications from CPCAB relating to the delivery of the qualifications are relayed to the satellite centre. This will include copies of the tutor and candidate guides, and all forms, newsletters and invitations to training days.

4. To ensure that all satellite centres or groups have a forum for discussing areas of concern and good practice (e.g. tutor, trainee and programming issues). Satellite centres should have the same opportunities for discussion and development among candidates and tutors as are available in the parent centre.

5. To ensure that satellite tutors conduct safe, fair and ethical assessments by attending a standardisation training day or undergoing cascade training.

6. To ensure that internal moderation requirements are carried out. This can be achieved by:

   ▪ taking the role of internal moderator by cross marking, *or*

   ▪ verifying that an effective system is in place within the satellite centre itself.

7. To ensure that the satellite centre's programmes are internally verified. Evidence of an IV process will include:

   • dates of cross marking;
   • records of decisions;
   • records of steps taken to make adjustments if required;
   • signatures of all participants.

8. To ensure that:

   • all tutors are informed of the planned dates for CPCAB External Verification (EV) visits (so that they have an opportunity to ask questions or seek clarification from the external verifier).

   • student portfolios from the satellite are available for the CPCAB External Verifier to sample and examine on their EV visits to the parent centre. The EV might also arrange one of their visits annually to the satellite centre.

   Alternatively, parent centres can elect to pay for a special/additional visit by the external verifier to the satellite towards the end of the course. In this case the EV visit to the parent centre will go ahead as usual, but items 8(i) and 8(ii) above are replaced by a special visit by the CPCAB EV to the satellite centre in order to meet the tutors and view candidate portfolios. Please see CPCAB fees document.

   The EV report to the parent centre will contain feedback on both the parent and satellite centres and will be copied to the satellite as well as to the parent centre.

9. To ensure that the satellite candidates have copies of, and understand, the relevant complaints and grievance procedures.

   Parent centres are reminded that satellite candidates are officially recorded by the funding bodies as candidates of the parent centre. Therefore, it is expected that any complaints and grievance procedures are brought to the attention of the parent centre.

10. To ensure that the satellite centre understands the agreement made between CPCAB and the parent centre relating to the operation of the satellite.

7. Customising CPCAB qualifications

Centres may customise a CPCAB non-regulated qualification by adding a descriptor at the same time as they apply for approval to deliver the qualification, or at a later date. Descriptors cannot normally be attached to qualifications of 30 GLH or less.

The minimum internal assessment requirements for the qualification will remain the same despite the descriptor. Centres may implement additional assessment requirements to meet the descriptor component as required.

An application for a descriptor to be attached to a qualification must show how the 7 learning outcomes of the qualification or processes meets the descriptor. The application must include a scheme of work that shows how the knowledge, skills and attitudes unique to the descriptor will be included in the delivery of the qualification. Evidence of successful achievement of the specific descriptor components must be judged to be adequate by a course tutor who has experience in working with the area/client group identified in the descriptor e.g. 'working with young people'.

An application for a descriptor must also be accompanied by a 'letter of endorsement' from someone qualified to comment on the validity of the application.

The letter of endorsement must state:

- that the proposed specific components detailed in the centre's submission are sufficient to enable successful candidates to be competent in the subject of the descriptor.
- that the centre can provide the staffing expertise and resources necessary to offer the proposed descriptor.

For further information and the application form please see CPCAB website.

8. Guidelines on producing a scheme of work

A scheme of work is a guideline document, that defines the structure and content of a specific academic course. It maps out clearly the resources (e.g. books, equipment, time) and class activities (e.g. presentation, tutor exposition, group work, practical work, discussions) and assessment methods (e.g. skills practice sessions, question & answer, homework) that will be used to ensure that the learning aims and objectives of the course (as set out in the scheme of work) can be met successfully. It will normally include times and dates. The scheme of work is not dictated by CPCAB. It is the interpretation of the training centre derived from the criteria in the Specification, which informs the syllabus. The scheme can be used as a guide throughout the course to monitor progress against the original plan. Schemes of work can be shared with candidates so that they have an overview of their course. However, candidates might be aware that schemes and specific elements are subject to change as the programme develops, due to the student- centred nature of counselling training.

The Purpose of a Scheme of Work

The scheme sets a pathway to follow, which anticipates that all necessary and appropriate elements of the programme will be delivered. Essentially, the detail in the scheme, will enable any suitable tutor to be able to work within the defined pathway, not just the author of the scheme and any new tutors who pick up the scheme at any point will be able to glean the following information: -

- What content has already been delivered and the methods, including assessment
- What content is due to be delivered and the methods, including assessment
- Future (necessary) content to be delivered, including methods and assessment, within the identified timeframe.

The Structure of a Scheme of Work

The following guidance illustrates the categories or columns which might be considered when creating a scheme of work. Not all are required, in all circumstances.

- Week Number / Date
- Learning Objectives
- Topic or Content (Possibly with timings)
- Learning Activities & Methods (Delivery & Resources)
- Criteria
- Assessment Methods

In more complex schemes, the following categories might be utilised. This is not always the case as some training centres may work with detailed lesson plans, which are informed by the scheme.

- Recap
- Tutor Preparation
- Tutor Evaluation

A scheme of work in action

Due to the nature of counselling training, there may be occurrences where a topic written into the scheme of work does not get delivered as planned. The scheme can be a working document, with manual adjustments made by the tutor weekly to keep the programme on track. Manual alterations can identify gaps in the delivery, gaps in the scheme and allow a flexible approach to re-introducing or re-enforcing topics as required.

Amending a scheme of work

The organic process of manual amendment (as above) may lead to enhancements and changes to the scheme when a review takes place at the end of an academic year, or programme delivery period. The manually adjusted scheme (or schemes, where multiple tutors are delivering to multiple cohorts) can inform the natural evolution of the scheme to develop best practice.

Approving a scheme of work

At point of review, if there has been an appropriate need to re-evaluate and amend a scheme to enhance quality of the programme and quality of the delivery, it is a requirement that the amended scheme of work is submitted to CPCAB for approval. Once approved it can be actioned as the current working scheme.

9. Supporting documentation

Part 9 in the application

9.1.1 - Course Mapping – see part 8 of this this document

9.1.2 - All sections of the application in Parts 1, 2, 3, 4 and 5 need to be fully completed and the application fee paid before CPCAB can process the application.

9.1.3 – Please ensure all tutors use the CPCAB online CV proforma. This is the only format in which we will accept CVs as it makes it clear what information is required to gain approval.   You also need to make sure that your tutors do not have any outstanding complaints against them, and that all higher-level tutors are members of a professional association. If there has been a complaint in the past, you need to have details of the outcome.

You will not be able to register your groups until the tutor CVs have been approved by CPCAB. Where 2 tutors are required both CVs must be approved before the portal will allow you to register the group. If you are having difficulties because of staff changes, please contact CPCAB for advice and support. It is malpractice to deliberately enter the name of an approved tutor as tutor for a course if they are not the actual tutor.

9.1.4 - We ask to see a copy of your student handbook/candidate course guide in order to be sure that the information you are giving candidates includes everything they need to know and accurately reflects CPCAB requirements. See part 10 of this document for guidance.

9.1.5 - Details of your candidate support system should be included in the handbook above but if you are a small independent centre you need to consider carefully how you can provide this support, e.g. book pooling/sharing of resources, signposting to local services if the centre cannot provide it, advice and guidance and learning support. Meeting individual assessment needs may have a cost implication too, e.g. providing invigilation for extra time for assessments for dyslexic candidates.

9.1.6- See Guide to Internal Moderation (IM), Internal Verification (IV) and Internal Quality Assurance (IQA) for Centres on the CPCAB website.

This can be a particular challenge for small centres. You need to make sure that the system will stand up to scrutiny from outside. It may not be appropriate to have a partner/spouse acting as the moderator/verifier/IQA person. It may be possible to find creative solutions without incurring huge expense, e.g. you may be able to make an arrangement for a moderation 'swap' with another small centre. Employing additional people takes resources.

9.1.7 - Appeals and complaints **–** See part 11 for guidance.

Malpractice and maladministration - centres must have their own policies and procedures for preventing and dealing with malpractice and/or maladministration by candidates or staff, e.g. plagiarism is a form of malpractice and so is the falsification of any portfolio evidence. Please see appendix 1 for an example policy.

9.1.8 **-** Satellite centres - see Part 6 of this document and appendix 1 in the application for centre recognition and non-regulated qualifications approval.

9.1.9 - CPCAB contingency plan and course withdrawal proforma must be sent as part of the application. See part 4 for guidance.

9.1.10 – If you wish to deliver CPCAB qualifications online or in a blended format you will need to complete the relevant section on the centre recognition application (Appendix 2). This part of the application is for centres who wish to set in place ongoing permission for online delivery from September 2022 onwards. Without obtaining online/blended delivery approval, centres are only permitted to deliver face-to-face teaching. Approval to deliver CPCAB qualifications online requires your commitment to work to the competencies outlined in the CPCAB Quality Framework for Online Delivery.

To find out further information on this option please visit the CPCAB website.

9.1.11 - To avoid any delays qualification application fees will be invoiced on receipt of application and the application will be processed following payment. Fees are non-refundable. This includes applications for new and subsequent qualifications. See CPCAB fees document for further information.

If you are applying for a descriptor, a Letter of Endorsement must be provided at the time of applying from someone qualified to comment on the validity of the application. See Part 7 for further guidance.

10. CPCAB guide to the student handbook/candidate course guide

We ask to see a copy of your student handbook/candidate course guide in order to be sure that the information you are giving candidates includes everything they need to know and accurately reflects CPCAB requirements. Many large centres have a separate student handbook which sets out details of centre resources. However, there will be specific information relevant to your course that the students also need to know. For example:

- Details of the tutor team
- Title and Level of qualification – its aims and the name of the awarding body
- Dates of sessions
- Details of attendance requirements (including any mandatory sessions such as residentials)
- Candidate entry requirements including RPL
- Qualification structure
- Details of theoretical model if applicable
- Minimum assessment requirements
- Equal opportunities – how to access reasonable adjustments and special considerations
- Course objectives
- Tutorials and pastoral support
- List of assessments (and dates for handing them in)
- Internal moderation and verification arrangements
- Details of process for appeals and complaints against assessment/learning experience
- Details of malpractice/maladministration policy
- Suggested reading list
- Progression opportunities

Other course requirements including, where applicable:
- Workplace experience requirements including:
  - Responsibility for finding a placement
  - When/how placement will be started
  - Suitability of placement
- Numbers of client hours required and any restrictions on client age/placement type
- Supervision requirements
- Personal therapy requirement

All these topics need to be covered in the student handbook/candidate course guide.

N.B. Centres may wish to include additional information – e.g. centre resources, health and safety, learning support services, etc.

11. Complaints and Appeals Guidance to Centres

Please refer to the CPCAB Appeals and Complaints guidance on our website: Appeals and Complaints Guidance for Centres

Appendix 1: Model Malpractice and Maladministration policy

YOUR CENTRE'S NAME HERE

INTRODUCTION
This policy is designed to:

- define malpractice and maladministration;
- set out the rights and responsibilities of candidates and the centre;
- outline the procedures to be followed if malpractice or maladministration is suspected.

DEFINITION OF MALPRACTICE
Malpractice is defined as any act by candidates or staff that threatens the integrity and/or validity of a recognised qualification or the centre that is offering it.

Examples of candidate malpractice could include:
- altering assessment documents or certificates;
- passing off work by another individual as their own;
- using AI tools to generate content for internal assessment;
- falsifying evidence or documentation, e.g. number of client hours.

Examples of staff malpractice could include:
- not following the procedures of the awarding organisation for internal assessment/moderation;
- helping or prompting candidates during internal assessment;
- not declaring a conflict of interest (e.g. being related to a candidate, or having a connection with awarding organisation staff);
- giving candidates more help with coursework than is reasonable;
- undermining the integrity of the qualification in any way;
- falsifying assessment records.

DEFINITION OF MALADMINISTRATION
Maladministration is defined as a lack of care, judgment or competence by any person(s) involved[1]

Examples of maladministration could include:
- administrative error;
- not following published procedures or requirements;

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[1] On-going maladministration may constitute malpractice

- incorrect action or failure to take a necessary action (including providing information when requested or providing inaccurate information), failing to request Reasonable Adjustments etc;
- inadequate record-keeping or communication;
- failure to investigate concerns;
- unreasonable delay.

PROCEDURES FOR DEALING WITH MALPRACTICE AND MALADMINISTRATION

An investigation into malpractice or maladministration can be initiated by the centre itself or at the request of the awarding organisation. Any allegations of malpractice or maladministration will be carefully investigated. If an allegation of malpractice or maladministration is made against the head of the centre, the investigation will be carried out by *(INSERT HERE THE NAME OF AN APPROPRIATE PERSON, EG THE CHAIR OF THE GOVERNING BODY)*

The centre will report any instances of malpractice or maladministration linked to a qualification to the awarding organisation concerned. If the situation is likely to cause an 'Adverse Effect[2]' the awarding organisation will have to further report it to their regulator:
- *For centres in England: Ofqual - the Office of Qualifications and Examinations Regulation;*
- *For centres in Wales: Qualifications Wales*
- *For centres in Northern Ireland – CCEA (delete as required).*

Any investigation will be carried out rigorously and effectively, by someone who is competent and who has no personal interest in its outcome.

CARRYING OUT AN INVESTIGATION

When an allegation of malpractice or maladministration is made, the investigator will:

- inform the person implicated at the earliest opportunity, preferably in writing, of the nature of the allegation;
- give that person the opportunity to respond (also in writing);
- explain how to appeal if a judgment is made against them;
- cooperate with any further investigation, eg by the awarding organisation;
- take any steps needed to prevent a re-occurrence.

And where the malpractice or maladministration relates to a qualification, the investigator will:
- inform the awarding organisation, particularly where the allegation is likely to affect the integrity of a qualification or likely to cause an Adverse Effect (see definition of an Adverse Effect, below);
- keep the awarding organisation informed of the progress and outcome of the investigation, and any actions taken to prevent a reoccurrence.

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[2] Ofqual's definition of an Adverse Effect: 'An act, omission, event, incident or circumstance has an Adverse Effect if it -
(a)   gives rise to prejudice to Learners or potential Learners, or
(b)   adversely affects -
  (i)   the ability of the awarding organisation to undertake the development, delivery or aware of qualifications in accordance with its Conditions of Recognition,
  (ii)   the standards of qualifications which the awarding organisation makes available or proposes to make available, or
  (iii)   public confidence in qualifications.'

Date of policy …………………………………………………………………

Review date   …………………………………………………………………

Appendix 2 Guide to Tutor-Assessor Qualifications and Experience

Minimum qualification requirements for trainer/tutor	Minimum experience as a trainer/tutor
Level 2 Award in Effective Listening Skills (ELSK-L2)	
Level 2 in counselling skills. e.g. ICSKL2 or CSKL2 or equivalent	6 months experience of delivering training, group facilitation or tutoring in counselling skills or equivalent. (Equivalent will need to be specified on the trainer CV)
Level 2 Award in Understanding Substance Misuse (USM-L2)	
Training in Substance Misuse at level 2 or above. e.g. CPCAB USM workshop or equivalent OR 1 year workplace experience in the substance misuse field	6 months experience of delivering training, group facilitation or tutoring in substance misuse or equivalent. (Equivalent will need to be specified on the trainer CV)

Minimum qualification requirements for tutors	On-going CPD	Minimum practice experience	Minimum experience as a trainer / tutor
Level 2 Award in Introduction to Counselling Skills (ICSK-L2)			
90 hours counselling skills training at level 2 or above. e.g. CSK-L2	10 hours per year CPD activities.	1 year experience using counselling skills in a workplace setting.	Teaching qualification or be working towards one. Experience of delivering group training.
Level 2 Certificate in Counselling Skills (CSK-L2)			
150 hours counselling skills and theory qualification at level 2 and above. e.g. CSK-L2 plus CST-L3/CAST-L3	20 hours per year CPD activities.	1 year experience using counselling skills in a workplace setting.	Teaching qualification or be working towards one. Experience of teaching and assessing at level 2 or above.

Minimum qualification requirements for tutors	Personal therapy + professional association membership	On-going CPD	Minimum practice experience	Minimum experience as a trainer / tutor
Level 3 Certificate in Counselling Studies (CST-L3/CAST-L3)				
420 hours therapeutic counselling qualification at level 4 or above. e.g. TC-L4	10 hours personal therapy AND Member of a professional association for counselling or psychotherapy.	30 hours per year CPD activities.	Current supervised counselling practice AND Supervision qualification or experience of supervising groups or individuals in a counselling setting.	Teaching qualification or be working towards one AND 6 months teaching and assessing at level 2 or above.
Level 3 Certificate in Life Coaching Studies (LCS-L3)				
90 hours life coaching qualification or training at level 3 or above* e.g. LCS-L3 *Training could be in a related subject e.g. solution focused counselling and mentoring.*	10 hours of personal life coaching AND Member of a professional association.	30 hours per year CPD activities.	Current supervised life coaching practice or counselling practice incorporating life coaching skills and techniques AND Supervision qualification or experience of supervising groups or individuals.	Teaching qualification or be working towards one AND Experience teaching and assessing at level 2 or above.

Minimum qualification requirements for tutors	Personal therapy + professional association membership	On-going CPD	Minimum practice experience	Minimum experience as a trainer / tutor
Level 4 Diploma in Life Coaching (LC-L4)				
150 hours life coaching qualification or training at level 4 or above* e.g. LC-L4 *Training could be in a related subject e.g. solution focused counselling and mentoring.*	10 hours of personal life coaching AND Member of professional association	30 hours per year CPD activities.	2 years supervised life coaching practice or counselling practice incorporating life coaching skills and techniques AND Supervision qualification or experience of providing supervision to groups or individuals in a counselling or life coaching setting.	Teaching qualification or be working towards one AND 1 year teaching and assessing at level 3 or above.

Minimum qualification requirements for tutors	Personal therapy + professional association membership	On-going CPD	Minimum practice experience	Minimum experience as a trainer / tutor
Level 4 Diploma in Therapeutic Counselling (TC-L4)				
<u>Core tutor</u> *Two required if teaching separately* 420 hours therapeutic counselling qualification at level 4 or above. e.g. TC-L4	10 hours of personal therapy AND Member of a professional association for counselling or psychotherapy.	30 hours per year CPD activities.	Current practitioner with 2 years supervised counselling practice or minimum 450 counselling hours AND Supervision qualification or 1 year experience of providing supervision to groups or individuals in a counselling setting.	Teaching qualification AND 2 years teaching and assessing at level 2 and 3 or above.
<u>Additional tutor(s)</u> *Relevant if co-tutoring with core tutor* 420 hours therapeutic counselling qualification at level 4 or above. e.g. TC-L4	10 hours of personal therapy AND Member of a professional association for counselling or psychotherapy.	30 hours per year CPD activities.	Current supervised counselling practice with a minimum of 6 months post-qualifying practice experience.	Teaching qualification or be working towards one AND 1 year teaching and assessing at level 2 and 3 or above.
Level 5 Diploma in Psychotherapeutic Counselling (PC-L5)				
<u>Core tutor</u> *Two required if teaching separately* 420 hours therapeutic counselling qualification at level 4 or above. e.g. TC-L4 AND 30 hours of post-qualifying therapeutic qualification.	40 hours of personal therapy AND Member of a professional association for counselling or psychotherapy.	30 hours per year CPD activities.	2 years post-qualifying supervised counselling practice as an autonomous counsellor AND Supervision qualification or 1 year experience of providing supervision to individuals in a counselling setting.	Teaching qualification AND 2 years teaching and assessing at level 3 and 4 or above.
<u>Additional tutor(s)</u> *Relevant if co-tutoring with core tutor* 420 hours therapeutic counselling qualification at level 4 or above. e.g. TC-L4	Min 10 hours personal therapeutic counselling AND Member of a professional association for counselling or psychotherapy.	30 hours per year CPD activities.	1 year post-qualifying supervised counselling practice AND Supervision qualification or experience of providing supervision to individuals in a counselling setting.	Teaching qualification or be working towards one AND 1 year teaching and assessing at level 3 and 4 or above.

Minimum qualification requirements for tutors	Personal therapy + professional association membership	On-going CPD	Minimum practice experience	Minimum experience as a trainer / tutor
Level 5 Diploma in Cognitive Behavioural Therapeutic Skills and Theory (CBT-L5)				
CBT qualification or training at level 5 or above. e.g. CBT-L5 AND 420 hours therapeutic counselling qualification at level 4 or above. e.g. TC-L4	Min 10 hours personal therapeutic counselling AND Member of a professional association for counselling or psychotherapy.	30 hours per year CPD activities.	100 hours post-qualifying supervised CBT counselling practice AND Supervision qualification or experience of providing supervision to groups and individuals in a counselling setting.	Teaching qualification AND 1 year teaching and assessing at level 3 and 4 or above.
Level 5 Diploma in Counselling Children and Young People (CYP-L5)				
<u>Core tutor</u> 420 hours therapeutic counselling qualification at level 4 or above e.g. TC-L4 AND Relevant training specific to working with CYP* *This could have been met within your therapeutic qualification or a subsequent CPD training.*	10 hours of personal therapy AND Member of a professional association for counselling or psychotherapy.	30 hours per year CPD activities.	2 years post-qualifying practice and current CYP practitioner AND Experienced in providing supervision to counsellors working with CYP.	Teaching qualification AND 2 years teaching and assessing counselling qualifications at level 4 or above.
<u>Additional tutor(s)</u> 420 hours therapeutic counselling qualification at level 4 or above e.g. TC-L4	Member of a relevant professional association.	30 hours per year CPD activities.	Current CYP practitioner OR Experience of providing supervision to counsellors.	Teaching qualification or be working towards one AND 1 year teaching and assessing counselling qualifications at level 4 or above.

Level 6 Certificate in Therapeutic Counselling Supervision (TCSU-L6)				
Minimum qualification requirements for tutors	Personal therapy + professional association membership	On-going CPD	Minimum practice experience	Minimum experience as a trainer / tutor
Core tutor **Two required if teaching separately* 420 hours therapeutic counselling qualification at level 4 and above. e.g. TC-L4 AND 90 hours clinical supervision qualification or training at level 6 or above. e.g. TCSU-L6	Min 10 hours personal therapeutic counselling AND Member of a professional association for counselling or psychotherapy.	30 hours per year CPD activities.	2 years supervised counselling practice or minimum 450 counselling hours AND 2 years experience of providing supervision to groups and individuals in a counselling setting.	Teaching qualification AND 2 years teaching and assessing at level 3 and 4 or above.
Additional tutor(s) **Relevant if co-tutoring with core tutor* 420 hours therapeutic counselling qualification at level 4 and above. e.g. TC-L4	Min 10 hours personal therapeutic counselling AND Member of a professional association for counselling or psychotherapy.	30 hours per year CPD activities.	1 year post-qualifying supervised counselling practice AND Experience of providing supervision to groups and individuals in a counselling setting.	Teaching qualification or be working towards one AND 1 year teaching and assessing at level 3 and 4 or above.

Level 5 Award in Online and Phone Counselling Practice (OPCP-L5)				
Minimum qualification requirements for tutors	Personal therapy + professional association membership	On-going CPD	Minimum practice experience	Minimum experience as a trainer / tutor
Core tutor

420 hours therapeutic counselling qualification at level 4 and above.
e.g. TC-L4

AND

30 hours of post qualifying therapeutic qualification. | 40 hours of personal therapy

AND

Member of a professional association for counselling or psychotherapy. | 30 hours per year CPD activities including online and phone counselling. | 2 years post-qualifying supervised counselling practice as an autonomous counsellor.

AND

Supervision qualification or experience of providing supervision to individuals or groups in a counselling setting. | Teaching qualification

AND

2 years teaching and assessing at level 3 and 4 or above. |
| Additional tutor(s)
Relevant if co-tutoring with core tutor

420 hours therapeutic counselling qualification at level 4 and above.
e.g. TC-L4 | Min 10 hours personal therapeutic counselling

AND

Member of a professional association for counselling or psychotherapy. | 30 hours per year CPD activities. | 1 year post-qualifying supervised counselling practice

AND

Supervision qualification or experience of providing supervision to individuals in a counselling setting. | Teaching qualification or be working towards one

AND

1 year teaching and assessing at level 3 and 4 or above. |

Appendix 3: CPCAB Guidance to teaching qualifications

For many of the levels of CPCAB qualifications new tutors will need to hold, or be working towards, a recognised teaching qualification. We are aware that there is a degree of variety in the field of teaching qualifications and have therefore produced the following guidance to help centres understand this requirement.

Below are the recognised teaching qualifications for working in the Lifelong Learning Sector:
Key changes were made to the 2001 FE Teaching regulations following OFSTED recommendations in 2004 that found weaknesses in teaching in the FE sector. Further changes were made in 2007 resulting in DTLLS, PTLLS and CTLLS. 2013 was the most recent change. In 2013 CTLLS, PTLLS & DTLLS were replaced by CET, AET and DET. The course content is the same, but the regulatory bodies have changed the names. Both CTLLS and PTLLS are either Level 3 or Level 4 qualifications, whilst DTLLS is a Level 5 qualification.

There is no mandatory requirement to re-qualify, re-train or upskill if you hold prior qualifications. All predecessor qualifications to these are accepted and recognised as equivalent.

Level 3 Award in Education and Training (AET) 6502
Credits: 12
GLH: 48-61
Total Qualification Time: 120
This qualification supersedes Preparing to Teach in the Lifelong Learning Sector
(PTLLS) (6302)

Level 4 Certificate in Education and Training (CET) (6502)
Credits: 36
GLH: 140-204
Total Qualification Time: 360
This qualification supersedes the Certificate in Teaching in the Lifelong Learning Sector (CTLLS) (6304)

Level 5 Diploma in Education and Training (DET) (6502)
Credits: 120
GLH: 360-495
Total Qualification Time: 1200
This qualification supersedes the Diploma in Teaching in the Lifelong Learning Sector (DTLLS) (6305)

In addition to the Lifelong Learning qualifications, other teaching qualifications that are acceptable are the Post Graduate Certificate in Education (PGCE), the Professional Graduate Certificate in Post-Compulsory Education and Training (PCET), the Post Graduate Diploma in Education (PGDE), and the Certificate in Education (Cert Ed).

Appendix 4: Guidance on candidate entry requirements

It is the centre's responsibility to ensure that candidates meet both the candidate entry requirements and the Recognition of Prior Learning (RPL) requirements where this applies – see table below and 3.1.5 of this document

Entry guidance for all qualifications:

Potential candidates must possess a level of literacy and numeracy sufficient for the programme concerned and be aware of the time and other resources required for the course. Applicants need to know that the qualification is not suitable for those who are currently in a state of severe emotional difficulty and/or severe psychological distress, for example those:

- Currently experiencing – *without* ongoing and appropriate professional support – a recent, major life crisis such as marital breakdown or a close bereavement.
- Currently involved in substance misuse.

Centres need to ensure that all potential candidates are made aware of the nature of the course, and in particular that the course involves experiential elements that will involve some personal disclosure and associated personal development activities.

Title	Age	Entry requirements /RPL	Criteria considered important for selecting candidates
ICSK-L2	16+	None required	See general notes above
CSK-L2	18+	None required	✓ Able to cope with course content ✓ Ability to translate intra-personal experience into language ✓ Able to benefit from self development ✓ Be motivated towards developing as a helper ✓ Emotional stability ✓ Identify reasons for training beyond just personal development ✓ References (centre option) ✓ Awareness of difference and diversity
CST-L3/ CAST-L3	19+	CSK-L2 or equivalent /RPL	✓ Ability to translate intra-personal experience into language ✓ Able to benefit from self-development ✓ Emotional stability ✓ Evidence personal insight ✓ Ability to form a counselling relationship ✓ Awareness of difference and diversity ✓ Able to cope with course content ✓ Identify reasons for training beyond just personal development ✓ Be motivated towards developing as a counselling practitioner ✓ Provide references (centre option)
LCS-L3	19+	Level 2 qualification in life coaching or a complimentary or related subject	✓ Ability to translate intra-personal experience into language ✓ Able to benefit from self-development ✓ Emotional stability ✓ Evidence personal insight ✓ Ability to form a collaborative relationship ✓ Awareness of difference and diversity ✓ Able to cope with course content ✓ Identify reasons for training beyond just personal development ✓ Be motivated towards developing as a life coaching practitioner ✓ Provide references (centre option)

Title	Age	Entry requirements /RPL	Criteria considered important for selecting candidates
LC-L4	19+	LCS-L3 or equivalent /RPL	✓ Ability to identify reasons beyond just personal development ✓ Academically and emotionally able to cope with this level of training ✓ Able to benefit from self-development ✓ Emotional stability ✓ Evidence personal insight ✓ Ability to form a working alliance ✓ Ability to work with difference and diversity ✓ Have self awareness, insight, honesty and integrity ✓ Identify reasons for training beyond just personal development ✓ Emotional stability and the absence of personality disturbance ✓ Ability to challenge and be challenged ✓ Be motivated towards developing as a life coaching practitioner ✓ Professional qualities required for autonomous life coaching practice ✓ Provide references
TC-L4	19+	CSK-L2 and CST-L3/CAST-L3[3] or equivalent /RPL	✓ Identify reasons for training beyond just personal development ✓ Provide references ✓ Academically & emotionally able to cope with this level of training ✓ Ability to work with difference and diversity ✓ Possess personal qualities, imagination, intuition, openness and ability to benefit from self-development ✓ Ability to form a therapeutic relationship ✓ Self-awareness, insight, honesty and the ability to make links ✓ Emotional stability and the absence of personality disturbance ✓ Ability to challenge and be challenged ✓ Ability to respond sensitively and empathically to others ✓ Capability to begin working with clients within an agency setting ✓ Are intending (and actively seeking) to begin work with clients during year 1 of the programme
PC-L5	19+	TC-L4 or equivalent /RPL (minimum 420 GLH) Plus appropriate pre-TC-L4 training (or equivalent).	✓ Ability to identify reasons for training beyond just personal development ✓ Provide references ✓ Academically and emotionally able to cope with this level of training ✓ Ability to work with difference and diversity ✓ Possess personal qualities, imagination, intuition, openness and ability to benefit from self-development ✓ Ability to form a therapeutic relationship ✓ Have self-awareness, insight, honesty and the ability to make links ✓ Emotional stability and the absence of personality disturbance ✓ Ability to challenge and be challenged ✓ Ability to respond sensitively and empathically to others ✓ Professional qualities required for autonomous practice

[3] Tutors can admit candidates to TC-L4 even if they have not yet completed their assessment for CST-L3/CAST-L3 provided they achieve this before entry to year 2. Special arrangements can occasionally be made to allow entry of suitably qualified candidates into year 2 of TC-L4 – please contact the CPCAB head office for further guidance.

Course	Age	Entry Requirements	Selection Criteria
CBT-L5	19+	TC-L4 or equivalent /RPL (minimum 420 GLH) Plus appropriate pre-TC-L4 training (or equivalent).	✓ Provide references ✓ Academically & emotionally able to cope with this level of training ✓ Ability to work with difference and diversity ✓ Possess personal qualities: imagination, intuition, openness and ability to benefit from self-development. ✓ Ability to form a therapeutic relationship ✓ Have self-awareness, insight, honesty and the ability to make links ✓ Emotional stability and the absence of personality disturbance ✓ Able to challenge and be challenged
CYP-L5	19+	TC-L4 or equivalent/RPL (minimum 420 GLH) Plus appropriate pre-TCL4 training (or equivalent).	✓ Ability to identify reasons for training beyond just personal development ✓ Provide references ✓ Academically and emotionally able to cope with this level of training ✓ Ability to work with difference and diversity ✓ Possess personal qualities, imagination, intuition, openness and ability to benefit from self-development ✓ Ability to form a therapeutic relationship ✓ Have self-awareness, insight, honesty and the ability to make links ✓ Emotional stability and the absence of personality disturbance ✓ Ability to challenge and be challenged ✓ Ability to respond sensitively and empathically to children and young people ✓ Ability to work professionally as part of a team
OPCP-L5	19+	TC-L4 or equivalent/RPL (minimum 420 GLH Plus appropriate pre-TC-L4 training (or equivalent) And Online counselling: Getting started Video and phone Counselling 2.0: advancing your knowledge	✓ ✓ Ability to identify reasons for training ✓ Provide references ✓ Academically able to cope with this level of training ✓ Possess digital skills and resources required for online study and counselling ✓ Ability to work with difference and diversity ✓ Possess personal qualities of imagination, intuition, openness and ability to benefit from professional development ✓ Ability to form a therapeutic relationship ✓ Have self-awareness, insight, honesty and integrity ✓ Emotional stability and the absence of personality disturbance ✓ Ability to challenge and be challenged ✓ Ability to respond sensitively and empathically to others ✓ Professional qualities required for autonomous practice

| TCSU-L6 | 19+ | TC-L4 or PC-L5 or CBT-L5 or equivalent /RPL)

Plus recommended min of 450 supervised practice hours[4] | ✓ Provide references
✓ Academically and emotionally able to cope with this level of training.
✓ Ability to work with difference and diversity.
✓ Possess personal qualities, imagination, intuition, openness and ability to benefit from self-development.
✓ Possess the qualities appropriate for a supervision relationship.
✓ Have self-awareness, insight, honesty and the ability to make links.
✓ Emotional stability and the absence of personality disturbance.
✓ Ability to challenge and be challenged.
✓ Ability to respond sensitively and empathically to others.
✓ Ability to model professional attitudes and behaviour. |

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[4]   This is in line with BACP counsellor accreditation requirements.