

Qualification Development

Learner Evaluation

Many thanks to all the Centres that participated in the Learner Evaluation exercise. The responses were extremely positive and Learners seemed to gain considerably from all the courses reviewed.

The principal gain at the Initial Skills Level (ICSK02) was in Personal Development. This was particularly marked by the comments made in regard to overall improvement in relationships with colleagues and family. ICSK02 also seemed to have a strong impact on improving employment prospects and changing career direction for participants.

Learners differentiated between Care and Health in their responses. At Level 2, Learners suggested that the skills learned would be beneficial in Care work rather than Health related work. This changed at the diploma Level where the implementation emphasis was on use in health related work.

Learners at Diploma Level were appreciative of having knowledge of workplace practice prior to starting their placements.

Preparation for Employment at Level 2

The Learning and Skills Council has identified a lack of short qualifications for Learners at Level 2 and below.

Funding is therefore being directed at this Level of qualification with the recommendation that general employability skills need to be embedded. Please note that both the Certificate in Initial Skills and Certificate in Counselling Skills qualifications support Personal and Social skills Development and vocational learning. They also support the development of Key Skills at Level 2 for the 16 - 19 and 19+ age groups.

Developments and Changes

The development of vocational qualifications with professional standing presents certain challenges. Challenges that include, for example, the public expectation for fast track qualifications, the changing demands of the workplace and the rapid changes in the regulation and funding of qualifications by QCA and LSC. The CPCAB's approach is to respond to these challenges with the aim of developing the standard of counselling training and adding value to our qualifications. Changes will therefore be necessary but kept to a minimum. We will keep you posted, via future newsletters, on any that will take effect in September 2005.

Four New Awards

These are now available - see p.4 and 10-12 in the Tutor Reference Manual for an overview, or download full details from our website. We look forward to supporting new Centres offering these awards.

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National Institute for Clinical Evidence (NICE)

This organisation provides key clinical guidelines for the management of a range of common mental health problems within the NHS and beyond. Amongst the most recent guidelines to emerge are those referring to Panic Disorder, Generalised Anxiety Disorder and Depression. The recommendations suggest that any combination of two out of three interventions be provided. The options are: medication, psychological therapy or self-help in the form of bibliotherapy. If a psychological intervention is to be offered then Cognitive Behavioural therapy should be used with clear adherence to empirically grounded treatment protocols.

These recommendations refer to situations where the client's presenting problems meet the diagnostic criteria for these disorders as described in the DSM-IV. They also highlight the treatment direction in which research evidence is leading the medical profession. There are, however, serious criticisms within the counselling and psychotherapy field of the nature of the research that underpins these conclusions. CPCAB recommends that trainers and senior practitioners bear all this in mind when planning their continuing professional development. CPCAB also encourages Centres and tutors to become involved in relevant research programmes.

NICE regularly consult on psychological issues and invite comment and discussion. Individuals can offer their comments or they may be filtered through professional organisations that are affiliated to NICE. If you do have thoughts on this subject or would like to be more informed, further valuable information can be found on the NICE website (www.nice.org.uk) and from the HNS Response Line (telephone 0870 1555 455).

Higher Diploma in Therapeutic Counselling Supervision TCSU-HD

The publication date of this award has been deferred - we hope this will not inconvenience Centres. If you are interested in piloting this award, please contact us and we can discuss aspects of its development prior to it being offered at your Centre.

Contact mmoore@cpcab.co.uk

New Documentation for 2004-5

All CPCAB documentation for existing qualifications has been updated and re-issued to Centres for the 2004-5 teaching year. All the updates are also reflected on the CPCAB website. Centre coordinators are urged to ensure that all tutors (especially part timers and tutors at satellite Centres) are made aware of the new documentation.

Changes are mostly minor and are the result of feedback from tutors as well as from CPCAB's own review and evaluation process. They include:

Tutor Reference Manual (TRM)

- The TRM now includes brief information about the new awards as well as existing qualifications and pictures the new progression route (TRM p.12).
- There are new forms and guidance for "Special Arrangements" which has been re-titled "Reasonable adjustments" to reflect the terminology in the Disability Discrimination Act 1995, under which the final phase of access rights comes into force in 2004. Please note that while Centres still have the discretion to award 25% extra time without applying to CPCAB (for candidates needing extra support see guidelines TRM p.55) the invigilator must now record which candidates were given extra time and the reasons why.

- There is an outline of the new Annual Practising Certificate system and how this links in with the external verification process (TRM p.27).
- There is clearer guidance on internal assessment. New emphasis has been placed on the need to achieve the Learning Outcome for each unit, rather than simply complete the required number of criteria. The final assessment must be detailed on the revised Completion Statement at the end of every Candidate Learning Record (see TRM p.20) which has been revised:
 - (a) to ensure that tutors can identify contraindications against proficiency in internal assessment.
 - (b) to ensure that candidates are given sound specific reasons for this.
- The CAS sheet has been “tweaked” to encourage feedback whether the tutor gives “yes” or “no” to evidence presented for assessment (TRM p.45).
- Guidelines about choosing a theoretical model are now included (TRM Appendix 19).

Tutor and Candidate User Guides (TUGs and CUGs):

- All TUGs and CUGs include a summary of the internal assessment requirements and how these relate to the 3 kinds of course work for each qualification.
- All references to “self-assessment” have been changed to read “self-review” to make it clearer that only tutors can actually assess.
- The **CST02 TUG** contains guidelines on the requirement for 10 hours Group training supervision with sign posting to suggested activity.

- The **TC03 TUG** contains clearer information on **supervision, Group Training Supervision, tutorials, personal therapy and client work** with links to website resources such as the new **Guidelines to Workplace Experience**.

There are also 3 new appendices on:

- Assessed observation
- An overview (useful diagram) of external assessment
- Guidelines for writing Self-Reviews

The **TC03 CUG** contains new guidelines on:

- How to evidence personal development
- Guidelines for writing case studies
- Guidelines for giving and receiving feedback

Standardisation

Centres are reminded that one experienced tutor from each Centre (who can cascade) together with all new tutors and all tutors who did not attend Standardisation Training last year must attend one of the following standardisation days:

The following dates/venues are available for standardisation training:

VENUE	DATES
Regent Hall 275 Oxford Street London W1R 1LD	Friday 24 th September 2004 FULLY BOOKED
Regent Hall 275 Oxford Street London W1 R 1LD (Limited to 18 people)	Saturday 25 th September 2004 FULLY BOOKED
Richmond Upon Thames College Egerton Road Twickenham TW2 7SJ	Friday 8 th October 2004
Brewhouse Theatre Coal Orchard Taunton Somerset TA1 1JL	Friday October 15 th 2004

Northern Ireland

November 2004

To be confirmed

Runshaw College
Euxton Lane
Chorley Lancs PR7 6AD

Friday 12th November
2004

Denham House
Business Centre
120 Long Street
Atherstone
Warwickshire CV9 1AF

Saturday 13th
November 2004

All Standardisation Training sessions will run from 10.00 am – 4.00 pm.

Coffee and tea will be available free of charge from 10.00 am. Please bring your own lunch or purchase locally. Standardisation packs will be provided on the day.

Registration: if you haven't already done so please complete the 'CPCAB Standardisation Training 2004/05' form and confirm your place by faxing to CPCAB (01458 852055) or posting to CPCAB PO Box 1768, Glastonbury, Somerset BA6 8YP.

Please accept your return of this form as confirmation of your place. Directions to the venues will be provided on request.

Customer Service Questionnaire

Thank you to all coordinators and tutors who have completed the Customer Service Questionnaire. This has been very useful in developing our service and planning resources for the future. If any Centre has not had the chance to express their views please feel free to download the document from the website and send it to us. We intend to personally follow-up any strongly worded comments during the Autumn period.

Study Focus

Theoretical Integration

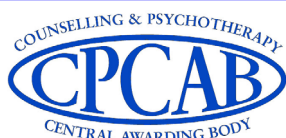
Developing the skills of integrating theory and practice within a core theoretical model is challenging and demanding. Trainees need plenty of help in making links between their understanding of theoretical concepts and what they actually do in the session and why. Evidence from external assessment suggests that this is an area of weakness for many candidates. Even those who are able to conduct a safe, well-held taped session can sometimes be at a loss when asked to explain how their (a) skills and (b) understanding of the counselling process/relationship links with their theoretical model. The increasing focus on evidence-based practice, within all psychological therapies, places further emphasis on the need to integrate theory and practice.

The challenge for Centres running integrative courses is even greater. Attention needs to be given to helping the trainees develop a comprehensive and digestible model that not only gives candidates a sound practitioner foundation but also prepares them for the requirements of accreditation. Sue Wheeler makes it clear that BACP, for example, expects integration to be "clarified by the staff offering the training rather than left to the students". Sue acknowledges that counsellors will evolve and develop their own integrative style over time but "the initial training should provide clear guidelines about how pieces fit together." *S. Wheeler "Challenging the Core Theoretical Model: a reply to Colin Feltham", Counselling May 1998, vol. 9 No. 2 pp 134-138*

CPCAB values a wide range of theoretical approaches. Individuals (whether counsellor or client) feel, think and experience themselves, their personal history and their relationships in different ways. The different counselling approaches have valuable things to offer and it is important for the profession that the broad range of approaches continues to be widely available within the broad range of workplace settings. It follows, therefore, that Centres should ensure that the theoretical approach of the course is made relevant to the workplace.

CPCAB will be posting the following three Study Focus articles, together with suggested exercises, on the website:

- 1) Integrating theory and practice
(Available on website Sept 04)
- 2) Principles for integrating different theoretical approaches
(Available on website late Autumn 04)
- 3) How to make different theoretical approaches relevant to the workplace
(Available on website Spring 05)



Dedicated to the field of Counselling and Psychotherapy
Senior Counselling Professional

The Counselling and Psychotherapy Central Awarding Body (CPCAB) requires an enthusiastic Senior Counselling Professional to join the core team of Counselling Professionals at CPCAB Head Office in the heart of Somerset.

This (0.6 to 0.8) part-time post offers the opportunity to be:

- A key member of the CPCAB core professional team
- A leading member of the External Assessors and Verifiers Team
- Working at the cutting edge of the assessment of counselling training

The successful applicant will be an experienced counselling practitioner and/or supervisor with a proven track record of counselling training at Diploma level. Personal qualities required are enthusiasm, good communication and interpersonal skills, the ability to work both in a team and as an individual and a passion for engaging in the challenge of assessing counselling qualifications. Experience as a moderator/verifier or co-ordinator within the Further Education Sector is desirable.

Post: Part-time (0.6 to 0.8)
Salary (PAYE): £20K-£28K (depending on experience)
Holiday entitlement: 5 weeks plus Bank Holidays (pro-rata)
Closing Date: 30th September 2004

Applicants are invited to apply in writing or by e-mail with a current CV to:

Fiona Ballantine Dykes, Head of Qualifications
CPCAB, P.O. Box 1768
Glastonbury, Somerset BA6 8YP
Email admin@cpcab.co.uk
www.cpcab.co.uk

External Assessment:

Dates for external assessment 2004/5

A reminder of dates for external assessment for this teaching year:

ICSK02 – w/c 22nd November 2004
14th March 2005
13th June 2005
22nd August 2005

CSK02 – w/c 17th January 2005
25th April 2005
4th July 2005 (re-sit only)

CST02 – w/c 17th January 2005
25th April 2005
4th July 2005 (re-sit only)

TC03 – w/c 7th February 2005 *
13th June 2005 **

* Audio Tapes from January 17th to February 7th. Review Paper 7th – 12th February.

** Audio Tapes from 16th May to 11th June. Review Paper 13th – 18th June.

Mock Papers

Criteria being assessed in 2004/5 are those identified in the mock papers available on the website as downloadable documents.

Candidate Registration Fees (reminder):

Candidate Registration Fees from 1 September 2004

ICSK02	£29	(no fee increase)
CSK02	£99	
CST02	£99	
TC03 (Yr 1)	£169	
TC03 (Yr 2)	£169	

Appeal fees are set at the same level as the registration fees and will also be increased in line with the above (refunded if the appeal is successful).

External Assessment re-sit fees

These remain unchanged and are set as follows:

ICSK02	£20
CSK02	£45
CST02	£45
TC03	£125

Continuing Professional Development

CPCAB is committed to providing in-depth support for its qualifications and Centres.

We are planning to develop a series of Continuing Professional Development (CPD) workshops for tutors, including a possible two-day conference. A range of topics has already been proposed, including creative approaches to assessment, working with difference and diversity, and group process supervision.

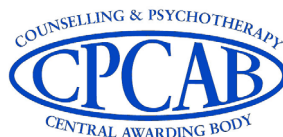
We welcome further suggestions for both topic and location.

Counselling Training Films

CPCAB is producing a range of training films that will aid teaching and enhance learning by providing scenarios for discussion, together with valuable insights into the counselling process.

Please register your interest and format preference (VHS or DVD) and we will forward a list of titles with further details as soon as these become available.

Suggestions for training film topics are most welcome.



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