

cpcab

The only awarding body
run by counsellors
for counsellors



CPCAB's Essential Guide for New Centres and New Tutors

2024-2025



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1. Welcome to CPCAB

Welcome to CPCAB!

We are delighted to welcome you to the CPCAB family. You might be coming to us for the first time as a new centre, be a completely new tutor, be an 'old hand' at teaching but new to CPCAB qualifications, or maybe a returning centre/tutor who has not been delivering with us for a while.

We hope that this guide will give you the key information you need as a tutor and answer all your immediate queries to set your mind at rest over delivering qualifications with CPCAB at any level, 2-6.

CPCAB is the only Ofqual-approved awarding organisation specialising in counselling and related qualifications; it awards the largest number of vocational counselling qualifications in the UK. Our core philosophy includes working in relationship 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.

We would like to reassure you that the CPCAB team are available to support and help you with any questions or concerns that you may have throughout your relationship with us. If your questions are not addressed here, then do have a look at our website, particularly the FAQs, and the resources listed within the Preparing to Teach section of this document and/or feel free to contact a member of the CPCAB team via telephone 01458 850350 or to email one of the key contacts below.

Department	Email	Brief description of key role
Qualification Service Department Natalie Burford - Qualification Administration Co-ordinator Helen Booker – Qualification Administration Co-ordinator	contact@cpcab.co.uk exams@cpcab.co.uk	The Qualification Service team are dedicated in providing centres and tutors with: <ul style="list-style-type: none"> • Support through centre recognition and qualification approval • Tutor approval • Tailor-made qualifications • CPD endorsement • Annual Declaration process • General support and guidance • Candidate registration • Certification
Qualification Standards Department Jackie Rice – Centre Assessment Operations Manager	verification@cpcab.co.uk	The Qualification Standards team are available to support centres and tutors with: <ul style="list-style-type: none"> • Tutor standardisation training • Quality assurance visits (External Verification)
Counselling Qualification Professionals (CQPs)	supportlevel2-3@cpcab.co.uk supportlevel4@cpcab.co.uk supportlevel5-6@cpcab.co.uk supportlifecoaching@cpcab.co.uk	Tutors can contact our Counselling Qualifications Professionals for specialist advice on any aspect of CPCAB qualifications.

Customer Experience Team	derek@cpcab.co.uk denise.smith@cpcab.co.uk	Supporting centres and tutors to develop CPCAB qualifications and expand their portfolio of programmes.
Any other enquiries	contact@cpcab.co.uk	Our contact@ CPCAB email address is reviewed several times a day and any queries will be forwarded to the relevant department/person.

2. Preparing to teach

Please study the documents below for the qualification you are teaching - these can all be found on the [CPCAB Website](#). These important documents include all the qualification details and requirements you will need to teach the course.

- Tutor Guide – these [important guides](#) will assist tutors in meeting all the requirements for each of CPCAB’s regulated qualifications. They contain information on the learning outcomes and assessment criteria and provide tutor and candidate guidance in reaching the criteria of the qualification. Please see the [CSK-L2 Tutor Guide](#) as an example.
- Candidate Guide – please ensure all your candidates receive a copy of this. All candidate guides can be located on our website by clicking on the [qualifications tab](#) and then clicking on which qualification you require from the progression route.
- Specification - Make sure you are aware of the minimum assessment requirements which are summarised within this document. You will find it helpful to refer to this alongside the assessment schedule which will either already be available in your centre, or you might have to produce one. Please see [appendix 2](#) for an example assessment schedule for CSK-L2. Please see the [CSK-L2 Specification](#) as an example.
- Tutor and candidate support documents to assist with your teaching. These are blank proformas and are available on the [CPCAB website](#) under each qualification. Feel free to use these as they are or adapt to suit your centre’s needs. For example: Skills Practice, Tutor and Candidate Peer Observations, Criteria Assessment Sheet (CAS) etc.

Important Documents

Familiarise yourself with the CPCAB model and service levels for each qualification - see [part 3](#) and full model on the [CPCAB Website](#). Have a course outline/scheme of work for the qualification and prepare lesson plans for each session. Your centre may have a lesson plan to follow, or you may need to devise your own. The lesson plan will include topic(s) to be introduced, aim for session, teaching methods you will use and the assessment criteria likely to be addressed. It is useful to remind yourself how you are going to assess the learning from this session.

- Ensure that each candidate knows how to access the Candidate Guide on the [CPCAB Website](#) and can locate the Candidate Learning Record (CLR) which is inside it.
- Ensure the candidates have a centre course handbook. This should include details of the programme, internal assessment details and dates, information about moderation and verification, the centre’s appeals and complaints procedures and any other information relevant to candidates including attendance requirements.

Resources to Support Teaching

At CPCAB we are always looking at ways to further our resources to support centres and tutors in delivering CPCAB qualifications and would like to highlight below some of these resources we currently have available on our website.

CPCAB's YouTube Channel YouTube

Contains a wealth of resources for tutors and students. Centres can use any of the videos entirely for free as part of teaching or to help market courses. There are also many information videos which as a centre you may find useful. For example:

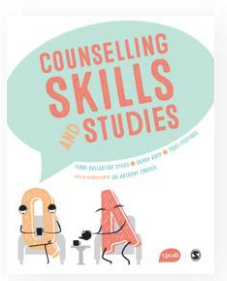
- Videos on what a Remote External Verification Visit will look like.
- How to Build a Student Portfolio (for tutors and students)
- How to become a Counsellor or Life Coach - aimed at CSK-L2 students. This video is for centres and tutors to use as a marketing resource on your own websites, social media channels or at open events.

Podcasts

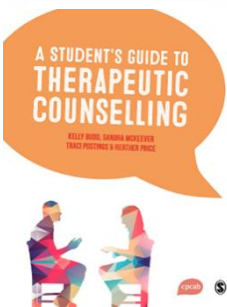
Created with the team at 'Counselling Tutor'. Free to access from the Learners section of our website or from the Counselling Tutor website.

CPCAB Books

Special Offer for CPCAB tutors and students - We are delighted that SAGE is offering a 30% discount on these books, exclusively for CPCAB tutors and students. Just add code UKCPCAB30 at checkout on SAGE's website, www.sagepub.co.uk. Alternatively, order by phoning 0207 324 8703. Centres can also request an inspection copy if they meet Sage requirements.



Counselling Skills and Studies is a book for anyone wanting to learn counselling skills or embarking on their first stage of training to be a counsellor. Written by CPCAB's Fiona Ballantine Dykes, Barry Kopp and Traci Postings, with an introduction by CPCAB founder Anthony Crouch, it provides an ideal 'way-in', showing you what counselling is all about.



This book will be an ideal support text for students on courses such as our Level 4 Diploma in Therapeutic Counselling, or similar practitioner level training and includes chapters on finding a placement, seeking personal counselling, and how to integrate your theoretical model into your real-world counselling practice. It also includes a helpful FAQ section and is composed in our familiar Question and Answer style which feels like you are in a detailed discussion with your tutor on a range of counselling topics.

Written by Kelly Budd (CPCAB), Heather Price (CPCAB), Sandra McKeever and Traci Postings.

Please be aware that Sage's threshold for a hard copy inspection (which is a universal Sage threshold not typical to just our books) is 20+ students which we believe refers to the total centre intake for the qualification, rather than individual class sizes. Sage also has available e-inspection copies which are available for any group size.

CPCAB News

We are regularly updating our news section on our website, and we would highly recommend you visit this link [CPCAB news](#) on a regular basis to ensure you are up to date with any changes in the counselling landscape and important information shared by CPCAB.

Centre updates

Quarterly updates are emailed to all centres which will provide all the current updates and any changes that are happening at CPCAB. Previous versions can be located in our [CPCAB news](#) section on the website.

Online CPD programmes

CPCAB are committed to delivering Continuing Professional Development (CPD) Programmes to support our centres/tutors with their teaching.

An example of a CPD programme introduced in 20/21 is **An Introduction to Group Supervision** which is delivered on Zoom over two morning sessions, one week apart, throughout the year. This is a hands-on, interactive programme and includes creative group activities. The content is designed to prepare tutors to deliver and manage case discussion groups for Level 3 counselling trainees. This will provide the critical component of knowledge and experience to assist tutors and centres to appoint and retain tutors for the Level 3 Certificate in Counselling Studies (CST-L3) / Level 3 Certificate in Applied Counselling Studies (CAST-L3).

Tutor standardisation training

As a new tutor you are required to attend a CPCAB standardisation training event within the first year of your role, and afterwards every two years (unless you are delivering ICSK-L2 in which case you need attend only once). Please see our [website](#) for information and enrolment details.

3. The CPCAB Model

All our qualifications are built on a system of research-informed ideas and concepts about what makes counselling effective – this is what we call the CPCAB model of counsellor competence. It's what makes our qualifications so special.

The CPCAB model is holistic and very different to most other types of healthcare. In traditional healthcare the doctor diagnoses your health problem and then prescribes a treatment. This could be a drug, a surgical procedure or a set of exercises you work on with a physiotherapist. Like other areas of healthcare, counselling has various treatments which come in the form of different theoretical approaches, such as Person Centred or CBT.

Research shows that these theoretical approaches are important but not as much as other factors that all theoretical approaches have in common. These factors concern the client, the counsellor and the counselling relationship.

The factors that contribute to therapeutic change according to extensive research are:

- The relationship between client and counsellor – as we have always known
- The counsellor themselves– with their own characteristics and skills
- The skills and techniques being used ie the treatment, which includes the theoretical model or approach.
- The client themselves – not just who they are (client diversity in every sense) but also the wider context in which they find themselves, and their readiness to engage in counselling.

The CPCAB model takes all these factors which contribute to therapeutic change into account.

See CPCAB website for further details of [The CPCAB model](#)

The model is made up of 3 parts:

1. Seven processes
2. Three Dimensions
3. Service levels

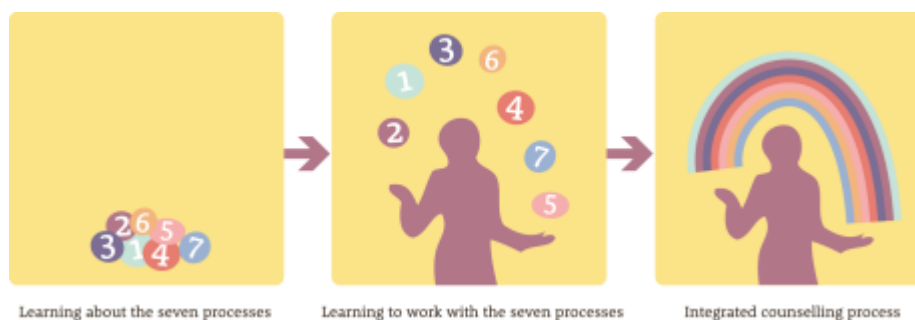
1. Seven Processes

These 7 processes are what makes CPCAB unique – they underpin both the process of therapy/change and also inform what candidates need to learn at each stage of their training. Each one of these processes links to a learning outcome/unit with associated assessment criteria ‘tasks’ that are required to be completed to provide the evidence your candidates need to show they have reached the required standard:

1. Working ethically and professionally – working within a professional framework of ethical and legal standards for the safety of client and counsellor, limits of own ability, assessing and referral of clients
2. Working with the relationship - establishing and managing a working relationship with the client including holding boundaries such as time and confidentiality
3. Working with difference and diversity – using empathy to acknowledge and work with the uniqueness of each person.
4. Working with a primary focus on the client – the client’s agenda, preferences and readiness for change.
5. Working with self-awareness – uniquely, counsellors work on and with themselves so that they know where their own triggers are and what makes them tick.
6. Working within a coherent framework of skills and theory – ie the treatment – a range of listening and responding skills, and other techniques, associated with a theoretical approach.
7. Working reflectively - reflecting on your work, getting feedback from others, taking cases to supervision. These 7 processes wrap around the training.

So, for example Learning outcome 1 at level 2 is about working ethically and professionally as a helper using counselling skills. At level 6 Learning outcome 1 is about working ethically and safely as a clinical supervisor.

Juggling the 7 Processes



At first the 7 processes might just seem like a jumble of assessment criteria and candidates struggle to focus on more than one process at a time.

Later they can develop the skills to keep more than one ball in the air and juggle the different processes. By the time they emerge at the other end of their training they will be beginning to integrate the different processes.

2. Three dimensions

The second aspect of the CPCAB model is the idea that there are 3 dimensions of client change.

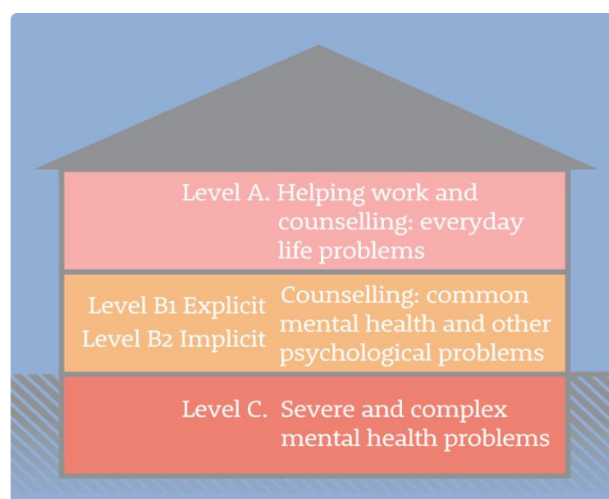
- Working on how different parts of the self- interact and relate to each other
- Working on how our personal history and life stage issues have shaped us and still affect us
- Looking at our patterns of relating with others

3. Service levels

The model attempts to define in very broad terms 3 different levels of client need or categories of problems and requires counsellors to work within their limits of competence.

Those using counselling skills for example should be broadly working with those clients who present at service level A, which might include for example the breakdown of a relationship, or a bereavement.

Only experienced counsellors with experience and training might have a role in supporting clients with severe and complex mental health problems - Level C.



4. How to register your candidates

Once you have started teaching, please ensure your candidates are registered with CPCAB **within 42 days of the course start date**. Candidates who are not registered with CPCAB will not receive their certificates. There is an administration fee for late registrations. See [CPCAB Fees Document](#).

Centres must register candidates on the CPCAB Portal (portal.cpcab.co.uk). Please check who is responsible for registering candidates at your centre. If at a college then this is normally done via your centre exams department.

On receipt of the registration for each group it will be checked and approved and:

- a copy of the registration list can be printed from the portal, please check that all details are correct (e.g. that candidate names are correctly spelled and styled, as these will appear on successful candidate certificates – it is good practice to ask your candidates to check the printed list for themselves). There is a charge if a replacement certificate is required due to incorrect spelling. See [CPCAB Fees Document](#).
- Please also ensure that the tutors that are registered are correct. If incorrect tutors are registered this can be classed as maladministration. If the tutor teaching is not listed on the CPCAB portal for your centre or the particular qualification a new tutor CV will need to be submitted to CPCAB using our proforma: [Tutor CV \(jotforme.com\)](#). Please ensure this is actioned before you register the candidate.

Please see further information on the [Candidate Registration Guidance \(CRO\)](#) form.

5. Assessment structure

CPCAB qualifications have an overall assessment, which is made up of two parts: **internal assessment** (assessed by the tutor) **and/or independent verification** (carried out by CPCAB).

There are different requirements for each of the CPCAB qualifications, but all candidates must produce a portfolio of evidence which meets the minimum internal assessment requirements for that particular qualification.

Please see below for a breakdown of these requirements per qualification:

- ELSK-L2 and USM-L2 candidates must be **Proficient** in the internal assessment (assessed by the tutor) and have a sample of their work Independently Verified by CPCAB. Samples must be emailed to CPCAB at exams@cpcab.co.uk. Please look at the Tutor Guides for these qualifications for more information.
- ICSK-L2 candidates must be **Proficient** in the internal assessment (assessed by the tutor). For each group you teach, an internal moderator must sample and confirm your assessments for this qualification. You will need to confirm that this has taken place when uploading results to the CPCAB Portal. The CPCAB External Verifier will ask to see evidence this had taken place when they carry out their annual visit. They will also view a sample of candidate portfolios from each group.
- For CSK-L2 and above candidates must be **Proficient** in the Internal assessment (assessed by the tutor) and **Proficient** in external assessment (assessed by CPCAB) **and** meet any other qualification requirements, for example, client work, supervision. The CPCAB External Verifier will expect to see all candidate portfolios from each group when they visit your centre and will sample a selection of these in depth.

Please check the Tutor Guides and Qualification Specifications located on our [website](#) for further information on the requirements for internal assessment and/or independent verification and additional qualification requirements for each of our qualifications.

Roles and responsibilities in assessment

Tutor responsibilities

As well as teaching candidates, you as tutors must:

- Outline internal assessment requirements to candidates.
- Apply for Reasonable Adjustments if required. Please see [Reasonable Adjustments Form](#).
- Give regular written (and verbal) formative feedback to candidates on their work.
- Discuss and document agreed action points for any assessment concerns at regular tutorials. This is very important to help avoid future complaints.
- Make a final assessment of each candidate's Proficiency using the Completion Statement at the end of the candidate learner record (CLR) found in the candidate guide.
- Be confident to assess a candidate as 'Not Proficient' if necessary.

Notes

Reasonable Adjustments: These are additional arrangements for candidates with specific assessment needs. Please see the Tutor Guide for how to apply and record Reasonable Adjustments for candidates who need additional support arrangements for assessment – form CR3 on the [CPCAB website](#).

Criteria Assessment Sheet (CAS): This is a form available on the [CPCAB website](#) which is used to record the assessment of individual pieces of work. The tutor looks at the evidence identified by the candidate and decides whether it is good enough. Encourage candidates to submit a limited number of criteria for assessment on any given piece of work and to choose robust examples. Please see [Appendix 1](#) for an example CAS for CSK-L2.

Candidate Learning Record (CLR): A blank form which the candidate completes to identify where criteria have been met in the portfolio. The CLR, which can be found in **ALL** Candidate Guides should be placed in the front of the candidate's portfolio and give an exact reference to where the evidence can be found in the portfolio. Criteria that have been met can be referenced in the Candidate Learning Record so that assessment is a progressive process. It is recommended that tutors sign each criteria on the CLR showing they have checked the criterion claimed and agree the evidence is correct and sufficient. Please see [Appendix 3](#) for an example CLR for CSK-L2.

Completion Statement: Only the tutor can sign off the learning outcomes for internal assessment. At the end of the course the tutor's final assessment is recorded on the Completion Statement for each candidate (which is found at the back of each Candidate Learning Record in the Candidate Guide). Tutors are required to sign that each learning outcome has been met – this is not always simply a matter of having enough criteria. Where contra-indications are present this must be recorded and specifically linked to the learning outcome concerned. Tutors should keep on-going written records of concerns and action points likely to affect the assessment outcome and ensure that the candidate is fully informed of these at all times so that it is not a shock at the end of the course.

Candidate responsibilities

As well as participating in all learning activities candidates must:

- Tell their tutor about any individual assessment needs/reasonable adjustments early in the course.

Notes

Candidates must take responsibility for identifying evidence that meets the criteria when they present work for assessment. Tutors need to provide regular formative feedback from the start of a course to guide and support candidates.

There is a range of support documents on the CPCAB website for each qualification, including a [Criteria Assessment Sheet \(CAS\)](#) which can be attached to any work submitted to be marked by the tutor. Tutors/centres may use their own feedback sheets if they prefer.

It is useful for an assignment to be assessed as an overall piece of work as well as in relation to specific criteria - with clear instructions of what to do if more or additional new work is required.

CPCAB specifies the minimum requirements for internal assessment but tutors can require additional work if appropriate, for example, e.g. book reviews, a case study of work with a peer at level 3.

Portfolios must contain 3 types of coursework (see Tutor Guides on [CPCAB website](#) for more details):

- Documents - anything the candidate writes and the tutor assesses, for example, learning reviews, essay.
- Tutor assessed observation – written feedback on skills by the tutor, tutor observation of group work.
- Testimony – which must include peer feedback, plus for example, supervisor's report for higher levels.

TIP: Help candidates develop a clear structure for organising their portfolios. This helps the candidates, you the tutors, moderators and verifiers. Encourage candidates to start building their portfolio from the beginning of the course.

Please see the CPCAB video on '[How to build a Student Portfolio](#)'

6. Internal Moderation (IM)

Internal Verification (IV) / Internal Quality Assurance (IQA)

Internal Moderator (IM) responsibilities:

An Internal Moderator is a person appointed by the centres who will sample the tutor's assessment of the candidate work and this sampling takes place for every candidate group.

The Internal Moderator must:

look at a sample of candidate assessed work to moderate the tutor's assessment to ensure they are marking to the standard required by CPCAB. Whilst each centre will have its own method of sampling, CPCAB suggest 30% of portfolios go through Internal Moderation. The Internal Moderator:

- offers feedback to the tutor on the standard and consistency of the sample viewed.
- must be trained as a counsellor and be familiar with the CPCAB assessment model and standards.

Notes

The Internal Moderator can be another tutor and the moderation process is often carried out by "cross-marking". Internal Moderation is a CPCAB requirement so make sure you know who in your centre will be moderating your assessments and how this will take place. You can expect to be briefed/ trained on the role of the IM in your centre.

Please see CPCAB website for the [Guide to Internal Moderation, Internal Verification and Internal Quality Assurance for Centres.](#)

Internal Verification (IV) / Internal Quality Assurance (IQA) responsibilities:

Internal Verification consists of quality checks undertaken within a centre to ensure standards are being upheld in course design, delivery, internal assessment and moderation. This is the bigger picture, where a holistic view of qualification delivery in a centre is regularly monitored and reviewed.

The IV/IQA does not need to be a counsellor; they could be a member of the management team.

Responsibilities:

- To ensure consistency across candidate groups and tutor assessments.
- To ensure quality assurance systems are in place.
- To complete IV records for the CPCAB External Verifier to view during visits.

Notes

The IV's role is to make sure that moderation has taken place and that the overall running of the programme is happening as it should and meets CPCAB requirements.

The External verifier (EV) will need to see records of moderation and quality assurance during their visit.

7. External Verification (EV)

External Verifier (EV) responsibilities:

- An experienced counsellor and tutor appointed by CPCAB who is familiar with CPCAB qualifications and quality assurance processes.
- To offer guidance and support to centres and act as a link with CPCAB.
- To visit centres either face to face or remotely to report on all quality assurance aspects of internal assessment and course delivery. Please see a [short video](#) to assist with a remote visit.
- To look at candidate portfolios, meet tutors and candidates.
- To identify and work with centres to address any identified concerns.

Notes

There are usually two visits per year:

- Autumn term: This is consultative and designed to support centres to meet all requirements. Any shortfalls are recorded in an action plan which the centre must act upon before the next visit.
- Summer term: This is evaluative and focuses more on assessment and associated IQA processes.

You will need to find out from your centre when the EV visits are to take place. The EV is NOT there to necessarily look at every portfolio but if problems are identified CPCAB may insist on a further visit to verify internal assessment.

The EV will meet with at least one group of candidates during each visit. The tutor is not normally present when the EV meets with a candidate group. This is not a reflection on your teaching and any issues/concerns will be discussed with you.

8. How to Record Final Results

The tutor's final internal assessment (IA) for the whole group must be recorded (by the centre) on the CPCAB Portal (portal.cpcab.co.uk). This would normally be done by the tutor of the group, centre admin user or the exams department within the centre. The IA must record one of the following final outcomes:

- **Proficient (P)**: the candidate has completed all the criteria, achieved all learning outcomes and met all the qualification requirements. For any qualifications with placements you will need to include candidate placement hours.
- **Not Proficient (NP)**¹: the candidate has not completed the criteria and/or has not achieved all the learning outcomes and/or has not met all the qualification requirements, or contra-indications have been indicated. Please only enter NP if you are sure that a candidate will not be completing the qualification.
- **Left course**: the candidate left the course before completing internal assessment.
- **Deceased**: the candidate died before completing the course.
- **Deferred**: the candidate is being supported to complete internal assessment but has not yet met all the qualification requirements. Reasons might include incomplete portfolio work or incomplete work to address contra-indications.

¹ Candidates have access to centre internal appeals procedures if they wish to contest an internal assessment decision.

When recording a candidate's internal assessment result centres will be required to state the number of completed placement hours where applicable in order to submit the result.

Centres may make explicit appropriate arrangements with candidates who have been **Deferred** to complete the qualification within a clear time frame. Once a candidate has completed all aspects of the internal assessment then the centre must complete and submit the [CR5](#) form to claim certification. It is expected that candidates will complete within three months beyond the end of the course. If a candidate is likely to exceed this then the tutor must complete the [Extension Request for Candidates \(CR11\)](#) form and send to CPCAB before the three months have expired to request permission from CPCAB for a further extension.

Client work (for higher level qualifications)

Candidates have up to ONE year after the end date of their course to complete client work. If a candidate is likely to exceed this one-year extension, then the core tutor must complete the Extension Request for Candidates (CR11) form and send to CPCAB before the 12 months have expired to request permission from CPCAB for a further extension:

- All requests must be sent to exams@cpcab.co.uk

Please see Tutor Guides for further details of extensions and how to request certificates for deferred candidates using [Form CR5](#).

9. Certification

After receiving the internal assessment results CPCAB will:

- Conduct quality assurance processes.
- Issue certificates for all candidates who have an overall assessment result of **Proficient** and these will be posted to the exams department in preparation for the centre to sign. Please authenticate the certificates before issuing to candidates.
- The centre is responsible for sending the certificates to candidates.

10. Complaints and Appeals

Not all candidates will agree with your assessments of them. It's essential that you provide a way of appealing against assessments, as part of the student handbook.

- How do they appeal?
- Who will deal with their appeal?

It is important that you address any concerns about a candidate's performance with them promptly and document them clearly. This information will be needed for any appeal - or complaints - process. It is not fair to inform a candidate at the end of a course that they are NP if you have not given regular feedback, expressing your concerns and stating clearly what they need to do to improve.

Please see our video on ['How do I make a complaint'](#)

You also have to provide a complaints policy as part of the handbook. Of course, everyone hopes that there will never be a need for a complaint, but sometimes things go wrong and it is the candidate's right to complain if they feel it's necessary.

Appendix 1: Example Criteria Assessment Sheet (CAS)

Candidate: Group:

Qualification: Coursework:

Candidates: In the table below, identify the criteria evidenced in the assignment concerned and cross-reference these in the relevant page margin of your assignment.

Assessors: Grade the robustness of the evidence identified by the candidate against the Assessment Criteria: YES (achieved) or NO (not yet achieved).

For completion by the candidate: Candidate reference to coursework	For completion by the tutor: Tutor assessment
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Criteria number	Page number	YES/NO	Tutor feedback

General comments:

Tutor name:

Date:

Appendix 2: CSK-L2 Example Internal Assessment Schedule

	Hand out date	Number required (if applicable)	Hand in date(s)/observation date
Documents			
One written assignment	Autumn term	1	8 th February
Learning review	Weekly	Weekly	7 th June (final)
Self-review	Autumn term Summer term	2	2 nd November 19 th April
Portfolio & candidate learning record			7 th June
Tutorial records (when written by candidate)			
Observation by tutors			
Skills Practice 1			18 th January
Skills practice 2 (via audio or video tape)			17 th May
Tutorial records (when written by tutor)			
Testimony			
Feedback from peers on personal and professional development and skills demonstrated	Ongoing		

Appendix 3: Example Candidate Learning Record (CLR) Level 2 Certificate in Counselling Skills (CSK-L2)

When you have completed your Candidate Learning Record, please tick the following box to confirm that you have provided evidence all three types of coursework (i.e. documents, tutor observation and testimony):

Documents (D), Tutor Observations (TO), Testimony (T)

CSK-L2		
LEARNING OUTCOME:	1. Use counselling skills ethically and safely	
Assessment criteria	Candidate guidance to criteria	Portfolio reference
1.1 Use counselling skills within an ethical framework	<ul style="list-style-type: none"> • Understand safe & ethical practice and why it is needed. • Explore features of safe practice. 	Peer observations p75 (T)
1.2 Work within personal limits of ability	<ul style="list-style-type: none"> • Understand what limits of ability actually means. • Develop and show awareness of own limitations in terms of knowledge and skills. • Communicate limits of own ability during skills practice. 	Assignments p35 (D) Tutor skills feedback p52 (TO)
LEARNING OUTCOME:	2. Establish and sustain the boundaries of the helping role	
Assessment criteria	Candidate guidance to criteria	Portfolio reference
2.1 Establish boundaries as a helper in a particular setting and within the limits of time available	<ul style="list-style-type: none"> • Discover what boundaries are needed in different helping situation and why. • Learn to work within a time boundary and why keeping to this is important. • Show ability to work within a structured framework (beginning, middle, end) in skills practice. 	Tutor skills feedback p52 (TO) Peer observations p65 (T)

Appendix 4: Example Completion Statement for CSK-L2

Completion Statement for Candidate Learning Record Level 2 Certificate in Counselling Skills (CSK-L2)			
Learning outcome		Contra-indications present Y/N	Tutor signature if learning outcome has been achieved
1	Use counselling skills ethically and safely	N	<i>HL</i>
2	Establish and sustain the boundaries of the helping role	N	<i>HL</i>
3	Work empathically as a helper	N	<i>HL</i>
4	Focus on the helpee's needs and concerns	N	<i>HL</i>
5	Use self-awareness in helping work	N	<i>HL</i>
6	Use a range of counselling skills to facilitate the helping interaction	Y	
7	Use feedback and reflection to enhance counselling skills	N	<i>HL</i>

To be completed by tutor:

Where the learning outcome has not been achieved, please:

- State clearly which learning outcome this relates to.
- Give specific and relevant reasons why the learning outcome has not been achieved.
- Record proposed course of action agreed between tutor and candidate to address/remedy concerns.

Learning outcome	Details of relevant contra-indications	Proposed course of action
6	Portfolio contains insufficient records of skills observations	Carry out a skills practice and provide tutor and peer feedback records

I declare this Candidate Learning Record to be a true and authentic record of evidence submitted in my portfolio:

Candidate name: Candidate signature: Date:

I declare that this Completion Statement is a true record of the candidate's achievement:

I declare that this candidate has achieved all the above qualification requirements for CSK-L2:

Tutor name: Tutor signature:

Date:

Appendix 5: Glossary of Terms

ACC	Association of Christians in Counselling and Linked Professions
APC	Annual Practising Certificate
BACP	British Association for Counselling and Psychotherapy
CAS	Criteria Assessment Sheet
CAT	Credit Accumulation and Transfer
CCEA	Council for the Curriculum, Examinations and Assessment
CPCAB	Counselling and Psychotherapy Central Awarding Body
CQFW	Credit and Qualifications Framework for Wales
D	Deferred
DAQW	Database of Approved Qualifications in Wales
ESFA	Education and Skills Funding Agency
EV	External Verifier (or External Verification)
GLH	Guided Learning Hours
IA	Internal Assessment
IM	Internal Moderator (or Internal Moderation)
IV	Internal Verifier (or Internal Verification)
IQA	Internal Quality Assurance
NCPS	National Counselling and Psychotherapy Society
NP	Not Proficient
Ofqual	The Office of Qualifications and Examinations Regulation
P	Proficient
PSA	Professional Standards Authority
QW	Qualifications Wales
RA	Reasonable Adjustments
RQF	Regulated Qualifications Framework
SCQF	Scottish Credit and Qualifications Framework
TQT	Total Qualification Time
UKCP	United Kingdom Council for Psychotherapy
ULN	Unique Learner Number