



The only awarding body
run *by* counsellors
for counsellors

Guidance for centre recognition & tailormade qualifications approval



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Please note:

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

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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 accredited tailor-made qualifications.

2. Introduction to tailor-made qualifications

A tailor made qualification is a unique qualification that is designed and tailored to your specific needs which is then accredited by CPCAB. A tailor-made qualification gives you the flexibility to design and deliver a qualification that meets the needs of your organisation or a specific group of learners for training in a particular field of professional practice. The tailor made qualification is designed to your own specifications to provide the core knowledge and competencies reflective of your specific learning aims, objectives and requirements.

There are many specialised independent counselling trainings that fall outside the scope of a national regulated qualification. These trainings offer particular pathways in more focused professional practice and client groups and by gaining accreditation from CPCAB your qualification will have the status of being approved, externally verified and awarded by a nationally recognised awarding organisation dedicated to counselling, psychotherapy, life coaching and related qualifications. Candidates who successfully complete your qualification will receive a certificate that bears the CPCAB logo.

3. Centre recognition

If you wish to offer CPCAB accredited tailor-made qualifications, you will need to apply to become a recognised centre. Please read through the Application for Centre Recognition and Tailor Made Qualifications Approval available on our [CPCAB website](#) and submit this along with the additional documents required for approval to the CPCAB Qualification Administration Co-ordinators, to 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 your counselling qualification.

Tailor-made qualifications, which remain the property of the centre, are not subject to regulation in the same way but CPCAB is nonetheless required to ensure that all centres, including tailor-made centres, have the necessary resources to deliver CPCAB accredited qualifications according to the published requirements. These requirements are primarily about protecting the interests of learners.

Furthermore, CPCAB is obliged to apply sanctions if centres fail to meet these requirements - [See CPCAB website](#) for Sanctions Policy as well as policies on Malpractice and maladministration, complaints and whistleblowing.

CPCAB is committed to supporting applicants to become recognised centres 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 centre recognition and tailor-made qualifications approval form.

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 development fee (see [CPCAB fees](#) document) your application will be passed to one of the CPCAB Counselling Qualifications Professionals (CQPs) for tailor made qualifications, 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 an accredited tailor-made qualification.

The approval process combines your expertise as a specialist in the qualification you want to deliver and the expertise of CPCAB's counselling professionals in writing and structuring a qualification. The approval process will support you to develop:

- The qualification specification, structure, content and associated assessment arrangements.
- Your centre's policies, procedures, quality assurance and contingency plans.
- Evidence that your centre has appropriate staff and resources to deliver the qualification.

Once you have gained centre recognition and 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 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.

4. Guidelines on how to complete the CPCAB centre application

[Part 1 of application - 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 practice 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.

[Part 1.1 of application - Tutor/trainer team](#)

You are responsible for ensuring that tutors' qualification and experience meet the qualification requirements 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 of application – Meeting CPCAB requirements](#)

2.1.1 – For higher level qualifications you may want 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.

2.1.2 - 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.

2.1.3 - 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 Equalities Act. You need to check that your centre is compliant with the law. You can click [this link](#) to get further information on the Equalities Act 2010.

2.1.4 - CPCAB and its recognised centres handle a range of personal data and are subject to data protection obligations under the UK General Data Protection and Data Protection Act 2018 Regulations (UK GDPR and DPA2018). 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.

2.1.5 - 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.

2.1.6 - 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 watching the 'How to build a student portfolio' film on the [CPCAB website](#).

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.

2.1.7 - 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.

2.1.8 - 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.

2.1.9 - The purpose of the External Verification (EV) visit is explained in the guidance available on the [CPCAB website](#). EVs have a range of tasks including meeting students. Make sure you are familiar with the requirements, have explained and prepared other staff members and students and have all the relevant documentation to hand ready for the visit. The EV may well agree an action plan to address any areas for development. You need a satisfactory visit in order to receive your Annual Certificate of Continued Accreditation (ACCA) for the following year.

2.1.10 - 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.

2.1.11 - 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. ([see part 7](#) of this document for further guidance). A satellite centre form needs to be completed for each satellite centre. (This can be found in appendix 1 of the application for centre recognition and tailor-made qualifications approval on the [CPCAB website](#). There may also be additional expenses involved if CPCAB has to make separate EV arrangements for different centres. (See [CPCAB fees](#) document for further information).

2.1.12 - Learners 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 learners. 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 13](#) for CPCAB complaints and appeals guidelines for centres.

2.1.13 - 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.

2.1.14 - 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 Certificate of Accreditation or de-registering the centre.

2.1.15 - The centre is required to provide CPCAB with agreed samples of candidate work, the internal moderation report and candidate evaluations for each course delivery for independent verification.

2.1.16 - In order to meet the regulatory requirements of its regulators, to comply with UK law and to protect the interests of learners 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. This signed declaration will also release your Annual Certificate of Continued Accreditation (ACCA) for the following academic year.

5. Guidelines for contingency planning & course withdrawal

[Part 3 of 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?

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 will include 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.

6. Declaration

[Part 4 of 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.

7. Satellite centres

[Part 5 of 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 any 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 (eg. tutor, trainee and programming issues). Satellite centres should have the same opportunities for discussion and development among students and tutors as are available in the parent centre.
5. To ensure that satellite tutors conduct safe, fair and ethical assessments by attending centre 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 a good system is in place within the satellite.
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)
 - to ensure 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 booklet](#).

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.

8. Course design and content (specification)

[Part 6 of application](#)

As part of applying for a tailor-made qualification you will be required to provide CPCAB with an overview of your proposed course. By completing Part 6 of the application form you will be outlining the focus and scope of your qualification. This will include an indication of the target candidate group, a brief description of the course content and purpose, course length and details on how candidates will be assessed. It is usual for there to be some two-way discussion and negotiation before all aspects of the qualification are agreed and finalised.

9. Unit summary

[Part 7 of application](#)

Please provide details of what your candidates will learn and how the learning will be assessed.

CPCAB qualifications are designed around 7 learning outcomes, each focussed on the same 7 key components of counselling work (based on the CPCAB model). A learning outcome is an over-arching statement that outlines what a candidate is expected to know, understand and/or be able to demonstrate by the end of a period of learning. Each learning outcome must be achievable by candidates within the time available and at the level of learning prescribed.

Under each learning outcome, sit assessment criteria. Assessment criteria are descriptions of what the candidate is expected to do, in order to demonstrate that a learning outcome has been achieved. Assessment criteria should reflect the level of the qualification and should be informed by and measure achievement against the learning outcome.

Learning outcomes assessment criteria build upon each other to develop competency over time. CPCAB learning outcomes and assessment criteria often show a blend of theory, knowledge and demonstration of practical competencies. This reflects the traditions, expectations and range of competencies from a practical based field.

Together, the learning outcome and the assessment criteria provide the detail by which candidates will be assessed. An example of a learning outcome with some example assessment criteria is provided below.

| Learning outcomes: <i>(skills, knowledge, understanding)</i> | Assessment criteria <i>(to assess learning outcome)</i> |
|---|--|
| The learner will/will be able to: | The learner can : (use measurable language e.g. define, describe, apply, evaluate, analyse, justify etc) |
| 1. Work safely, legally and ethically as a counsellor working with death, dying and grief | 1.1 Work within an appropriate ethical, legal and professional framework when working with death, dying and grief. 1.2 Respond and manage ethical dilemmas associated with working with death, dying and grief. |

10. Guidelines on producing a scheme of work

[Part 8 of application](#)

A scheme of work is a guideline document, that defines the structure and content of a specific qualification. 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 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.

11. Supporting documentation

[Part 9](#) of application

9.1 - Course Mapping – see [part 10](#) of this this document

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

9.3 - See guidelines in [part 8](#), course design and content and [part 9](#), unit summary of this document.

9.4 - 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 check if 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.

9.5 - We ask to see a copy of your student handbook/candidate course guide in order to be sure that the information you are giving students includes everything they need to know and accurately reflects CPCAB requirements. See [part 12](#) of this document for guidance.

9.6 - 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.

9.7- 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.

9.8 - Centre will be required to include in application the system for vetting and approving workplace and/or client-work experience (*where appropriate*) – including the guidelines you give to managers and supervisors. 9.9 - Appeals and complaints – See [part 13](#) for guidance.

Malpractice and maladministration - centres must have their own policies and procedures for preventing and dealing with malpractice and/or maladministration by students 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 is available from CPCAB on request.

9.10 - Satellite centres – see [part 7](#) of this document and appendix 1 in the application for centre recognition and tailor-made qualifications approval.

9.11- If you wish to deliver CPCAB qualifications online or in a blended format you will need to complete Appendix 2 within the main centre recognition application. Approval to deliver CPCAB qualifications

online require your commitment to work to the competencies outlined in the [CPCAB Quality Framework for Online Delivery](#).

9.11 – To avoid any delays with your application the non-refundable development fee must be paid for on application. An invoice will be sent to you on receipt of your application which will explain how payment can be made. Please contact finance@cpcab.co.uk and see [CPCAB fee booklet](#) for further information.

12. 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 students 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
- Timetable for the day
- Dates of attendance requirements (including any mandatory sessions such as residential)
- 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
- Dates of external assessment
- 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 either in the student handbook/candidate course guide.

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

13. Complaints and Appeals Guidance to Centres

Please refer to the CPCAB Appeals and Complaints guidance on our website: [Appeals and Complaints Guidance for Centres](#)

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:

- bringing unauthorised material into an assessment;
- altering assessment documents or certificates;
- passing off work by another individual as their own;
- falsifying evidence or documentation, eg 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 or external assessment;
- compromising external assessment materials;
- not declaring a conflict of interest (eg 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) involved¹

Examples of maladministration could include:

- administrative error;
- not following published procedures or requirements;
- 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.

¹ On-going maladministration may constitute malpractice

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.

Date of policy

Review date

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.'

