

Assessment methods – different types of evidence

The CPCAB model of assessment purposely blends a range of **formative** and **summative** assessment types.

It is our belief that the holistic nature of counselling work is best assessed through a variety of means to ensure that learners are not only able to explain their theoretical understanding, but also demonstrate their ability to carry out practical skills. It is also important that the student's ability to self-reflect and identify areas for growth is included, alongside the ability to give personal feedback to others at similar levels of training, therefore peer-assessment is also a key factor.

In terms of formative assessment, we believe that consistent, specific, immediate, informed feedback is vital to improving practice and enhancing a student's ability to learn and develop. Both academically and personally.

CPCAB therefore prescribe a set of minimum assessment requirements for each qualification. And ask centres to ask students to draw their evidence from a wide range of sources to show their overall grasp of the subject, and of the practical elements.

We split these into 3 categories:

(example below from the Level 4 Diploma in Therapeutic Counselling (TC-L4))

1. **Documents** (WRITTEN BY YOU) – Your candidate must include **learning reviews**, two **self-reviews**, two **case studies** with real clients and two case presentations, two assignments (e.g. an essay), a **client record** (100+ hrs one-to-one with a minimum of five different clients), a **clinical supervision record** and a personal counselling record (10 hours minimum by the end of the course). Your candidate might also include, for example, self-review of audio/video recordings (including verbatim transcripts) and **notes on their personal development**.
2. **Tutor observation** (WRITTEN BY ME as tutor) – Your candidate must include records of **tutor feedback** on their counselling practice sessions – they must refer to at least four examples of being observed by their tutor and two of these must be via audio or video recording. Your candidate might also include **tutorial records**, tutor **feedback on case presentations and group discussions** (including contributions to seminars, group-work and training group supervision).
3. **Testimony** (WRITTEN BY ANYONE ELSE) – Your candidate must include records of **peer feedback** on their counselling practice sessions, at least one **supervisor report** and at least one **agency report**. They might also include, for example, **peer feedback on case presentations and group discussions** (including contributions to seminars, group-work and training group supervision), feedback from agency team members, and client evaluation/feedback.

Centres can get creative and add any other pieces of work that they feel best suit their programme, and this is encouraged. I used to get my students to design group art projects, posters, presentations – I used to joke that they could meet their criteria through interpretive dance!

It is important that these pieces of evidence are collated throughout the course, not just at the end, and any evidence that is being used to address the ASSESSMENT CRITERIA but be clearly identified and signed off as meeting the standards.