



**Level 5 Diploma in  
Counselling  
Children and  
Young People**

**Student  
Handbook  
2023/24**

**Awarding  
organisation:  
CPCAB**

# Contents

|  |           |
|--|-----------|
| <b>About CPCAB</b>   | <b>4</b>  |
| <b>About Spark</b>   | <b>4</b>  |
| <b>Our tutor team</b>  | <b>4</b>  |
| <b>Session dates</b>   | <b>5</b>  |
| <b>Attendance requirements</b>   | <b>5</b>  |
| <b>Candidate entry requirements including RPL</b>                          | <b>6</b>  |
| <b>Qualification structure</b>   | <b>6</b>  |
| <b>Theoretical model</b>   | <b>6</b>  |
| <b>Assessment requirements</b>   | <b>7</b>  |
| <b>Equal opportunities</b>   | <b>7</b>  |
| <b>Course objectives</b>   | <b>7</b>  |
| <b>Tutorials and pastoral support</b>                                      | <b>8</b>  |
| <b>Internal moderation and internal/external verification arrangements</b> | <b>8</b>  |
| <b>Appeals and complaints</b>  | <b>9</b>  |
| <b>Malpractice/maladministration</b>                                       | <b>9</b>  |
| <b>Suggested reading list</b>  | <b>9</b>  |
| <b>Progression opportunities</b>   | <b>10</b> |

# Contents (cont.)

|  |           |
|--|-----------|
| <b>Course structure</b>                              | <b>10</b> |
| <b>Placements</b>                                    | <b>10</b> |
| <b>Supervision</b>                                   | <b>10</b> |
| <b>Personal therapy</b>                              | <b>10</b> |
| <b>Resources</b>                                     | <b>11</b> |
| <b>Health and safety</b>                             | <b>11</b> |
| <b>Safeguarding</b>                                  | <b>11</b> |
| <b>Code of conduct</b>                               | <b>11</b> |
| <b>Annex A: Assessment schedule</b>                  | <b>13</b> |
| <b>Annex B: Quality Assurance Policy</b>             | <b>14</b> |
| <b>Annex C: Appeals and Complaints Policy</b>        | <b>17</b> |
| <b>Annex D: Malpractice/Maladministration Policy</b> | <b>18</b> |
| <b>Annex E: Placements Policy</b>                    | <b>21</b> |
| <b>Annex F: Privacy Statement</b>                    | <b>22</b> |

# About CPCAB

CPCAB is the awarder of vocational counselling qualifications in the UK. It is committed to the core values of counselling and high standards in training which focus on practitioner competence.

# About Spark

Spark is a project of national youth work charity Worth Unlimited (registered charity no. 1068782). We offer free 1:1 counselling and mentoring to young people in the Epping Forest area.

## Our tutor team

### **Errolie Semaine**

Errolie Semaine is an experienced BACP and NCS Accredited Counsellor, Psychotherapist and Clinical Supervisor. Since qualifying she has worked in private practice and for a variety of organisations specialising in addiction, domestic violence, school counselling and mental health.

### **Martin Sugg**

Martin Sugg is an experienced BACP registered Counsellor and Clinical Supervisor. Since qualifying he has worked in private practice and for a variety of organisations specialising in addiction, mental health and supporting children and young people.

# Session dates

4.25-hour sessions will take place weekly for 30 weeks during term time at the learning centre, from 9:30am to 1:45pm:

19 January to 16 February

1 March to 22 March

19 April to 24 May

7 June to 19 July

6 September to 25 October



# Attendance requirements

100% attendance is desirable. Only in exceptional circumstances should you miss a session, as missing a session means you miss out on essential learning. The minimum standard attendance requirement is 80% of guided learning time.

You must notify the centre of any absence - short or long term. Students are at risk of not passing the course if their attendance falls below the minimum level.



# Candidate entry requirements including RPL

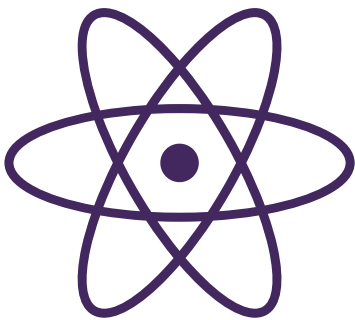
- Aged 19 or over
- Level 4 diploma counselling qualification or above
- Two suitable references
- Membership of a professional body (eg BACP, NCS)
- Attendance at an interview
- Willingness to undergo a child, young person and vulnerable adult DBS check

## Qualification structure

The course follows the BACP curriculum and consists of:

- 120 hours of taught modules
- 20 hours of personal therapy
- 60 hours of supervised placements working therapeutically with young people ages 11-18 years

## Theoretical model



The approach underpinning the course is based on a humanistic perspective, including person-centred Gestalt and psychodynamic theories. Among others the work of Rogers, Perls, Freud, Jung and Bowlby will be explored.

# Assessment requirements

Please see Annex A for the full assessment schedule. Tasks include:

- Learning review
- Assignments
- Self-review
- Case presentation
- Client record
- Supervision record
- Personal counselling record
- External assessment, consisting of an externally assessed case review at a specified time in June 2024. Re-sits will take place in November 2024 at the learner's expense.

## Equal opportunities

Spark will ensure that any reasonable adjustment or special consideration will be offered to enable fair access to all components of the course in accordance with the Equality Act 2010 ([www.legislation.gov.uk/ukpga/2010/15/contents](http://www.legislation.gov.uk/ukpga/2010/15/contents)) and CPCAB policies. Additional learning needs (SEN) will be accommodated.

## Course objectives

On successful completion of the course, students will be able to:

- work safely, legally and ethically with children and young people
- facilitate a therapeutic relationship with children and young people
- understand and work with diversity in relation to children and young people
- work collaboratively, creatively and flexibly to engage children and young people in counselling work
- work with self-awareness as a children and young people's counsellor
- use theory, research and skills to work effectively with children and young people
- monitor and maintain professional practice and effectiveness as a children and young people's counsellor.

# Tutorials and pastoral support

Tutorials will take place once a term and students will have the opportunity to ask for further support if needed.

## Internal moderation and internal/external verification arrangements

Spark has internal quality assurance processes which ensure that qualification delivery and assessment are conducted according to CPCAB qualification requirements.

Internal moderation: the two tutors check each other's assessment of a sample of candidate work to ensure that they are marking consistently and fairly across the candidate group.

Internal verification: takes place within the centre at least annually. The internal verifier (appointed from outside Spark) checks that standards are consistent and are upheld across the qualification.

External verification: CPCAB visits twice annually to check the internal moderation and internal verification processes.

Students should therefore be aware that their work will be seen by the tutor team and could also be seen by an internal and/or external verifier.

For more on quality assurance, please see Annex B.

Appeals regarding internal assessment will be resolved in the centre according to the Appeals and Complaints Policy (see Annex C).



# Appeals and complaints

Please see our Appeals and Complaints Policy at Annex C at the back of this handbook.

## Malpractice/ maladministration

Please see our Malpractice/Maladministration Policy at Annex D at the back of this handbook.

## Suggested reading list

Bond T (2015) Standards and Ethics for Counselling in Action, Sage.

Daniels D and Jenkins P (2010) Therapy with Children, Sage.

Geldard K, Geldard D and Foo R (2015) Counselling Adolescents, 4th edn, Sage.

Geldard K (2017) Counselling Children, 5th edn, Sage.

Kirkbride R (2018) Counselling Young People: A Practitioner Manual, Sage.

Pattison S, Robson M and Beynon A (2018) The Handbook of Counselling Children and Young People, 2nd edn, Sage.

Sherman L (2014) Skills in Counselling and Psychotherapy with Children and Young People, Sage.

Any books purchased are at the student's own cost. We recommend that students use a public library or share books where possible.



# Progression opportunities



- Level 6 Certificate in Therapeutic Counselling Supervision
- Open University Foundation Degree in Counselling
- Progression into employment or voluntary opportunities

## Course structure

30 weekly sessions of 4.25 hours, taking place face to face during term time.

## Placements

**Placements will be allocated by Spark and will take place in local secondary schools in the Epping Forest area. Spark ensures that the placement provider is fit for purpose and understands the requirements of the course (see Placements Policy at Annex E). 60 client hours are required (term time, during school hours). Students will be monitored and must remain on placement for the duration of the course.**

## Supervision

Personal supervision must be in place and takes place at the student's expense. Group supervision will be provided by tutors.



## Personal therapy

A minimum of 20 hours of personal counselling should be undertaken at the student's expense during the life of the course.

# Resources

Students will need to purchase their own textbooks.  
No photocopying/printing service is available at the centre.  
Students should speak to one of the tutors if they have any additional needs.

## Health and safety

Students will be given a health and safety briefing during the first session. Students should not attend if they are displaying symptoms of Covid-19. In the event of any future lockdown, the course will move online.

## Safeguarding

Spark's internal safeguarding course will form part of students' induction. Students must be willing to undergo an enhanced children, young people and vulnerable adult DBS check.

## Code of conduct

### Learning centre rules

- Smoking/vaping is not permitted inside the centre's grounds.
- Mobile phones should be on silent during lessons.
- Violent/abusive behaviour towards fellow students or staff will not be tolerated.
- Spark cannot be held responsible for the loss of/damage to students' possessions while they are on site.
- Students park their cars at the centre at their own risk.

## **What we expect from you**

Students should:

- act in a professional manner
- take part fully in all activities
- be respectful
- be punctual.

Plagiarism will be not be tolerated. Students found to be plagiarising are at risk of losing their place on the course (see also Malpractice/Maladministration Policy at Annex D).

## **What you can expect from us**

We will:

- be professional and supportive
- be punctual
- set clear expectations
- respect each individual student's perspective and learning style.

Students who do not observe this code of conduct are at risk of losing their place on the course.

## Annex A: Assessment schedule

| Assessment task   | Due date                             |
|---|--------------------------------------|
| Weekly learning journal (max. 1,000 words per entry)  | End of terms 1, 2, 3                 |
| Client case presentation and supporting paper (750-1,000 words)   | Weeks 8-27                           |
| Internal audio recording skills assessment (1,000-1,500 words)  | Weeks 7-20                           |
| 15-minute transcript analysis of clinical work  | Weeks 7-20                           |
| Research findings essay (2,000-2,500 words)   | Week 27                              |
| Philosophy of counselling children and young people essay (3,000-3,500 words)   | Week 22                              |
| Self-review (1,000 words)   | Week 28                              |
| Three tutorials per year  | Terms 1, 2, 3                        |
| Weekly client records (60 hours post TC-L4)   | Ongoing during counselling placement |
| Clinical supervision records  | Ongoing during counselling placement |
| External assessment (EA) structured case review (3,000 to 3,500 words)  | September 2024 (tbc)                 |
| Clinical supervisor's final report confirming total number of 60 counselling hours with client and supervision hours to date                                  | Week 28                              |
| Evidence of personal counselling: letter from counsellor confirming 20 hours of 1:1 personal counselling (NB only 10 hours can be carried over from TC-L4 Y2) | Week 28                              |

## **Annex B: Quality Assurance Policy**

Quality assurance consists of internal and external processes.

### **INTERNAL QUALITY ASSURANCE**

Spark's internal quality assurance (IQA) processes take place within the centre and ensure that qualification delivery and assessment are conducted according to CPCAB qualification requirements. These requirements ensure that delivery and assessment are at a common national standard.

Internal moderation and internal verification are two elements of Spark's overarching IQA process.

#### **What is internal moderation?**

Internal moderation is where an appropriately qualified person at the centre reviews tutor assessment decisions to ensure they are reliable, consistent and fair and meet the national minimum qualification standards. The internal moderator checks that the qualification requirements have been understood and that the candidate has been given accurate and appropriate feedback.

The internal moderator role involves:

- selecting a sample of candidate work for each registered tutor and reviewing assessment decisions;
- commenting on the standard and consistency of the assessment and feedback given by the tutor;
- ensuring assessment decisions are fair, ethical and consistent;
- reading and evaluating the tutor feedback to the candidate;
- evaluating the tone of the feedback, looking for acknowledgement and support for the candidate;
- ensuring that the tutor has given specific feedback to ensure the candidate knows what they have to do to meet the learning outcomes;
- ensuring that the tutor has provided feedback that stretches the candidate where appropriate;
- ensuring that the tutor is assessing at the correct level;
- producing an internal moderation report that outlines findings and provides developmental recommendations to the tutor to continually improve practice; and
- sharing this report with the tutor, centre, internal verifier and CPCAB's external verifier.

At Spark, the two tutors will fulfil the internal moderator role by checking each other's assessment to ensure a consistent approach.

### **How frequently should internal moderation take place?**

In line with CPCAB requirements for the Level 5 course, internal moderation takes place annually.

### **Selecting a sample for internal moderation**

Each moderator will see a sample of candidate work to ensure that each assessor is marking consistently and fairly across the candidate group. The size of the sample will consist of 30% or four portfolios, whichever is the greater number. The sample will include a diverse selection of assessed candidate work (reflective written work, observation reports, self-reviews) and from a range of abilities (work from the stronger, middle range and weaker candidates in the group). This enables a rich sample of assessment decisions to be moderated and evaluated.

Each moderator will complete a sampling grid that shows:

- all the candidates who are registered within that group;
- the type of assessment evidence OR the assessment criteria being reviewed; and
- which candidates' work has been selected for sampling.

### **Internal moderation report**

While moderating a selected sample, each internal moderator will complete a moderation report. This report will provide detailed feedback to the assessor on the feedback they have given to candidates and whether they agree with the assessment decision, and will provide any areas for improvement. There may occasionally be times where an internal moderator does not feel the evidence supplied by the candidate is sufficient for that assessment criteria; here the moderator is able to go back to the assessor and to encourage them to liaise with the candidate in evidencing stronger work for assessment.

In line with CPCAB requirements, Spark will hold copies of internal moderation reports for their external verifier to review when they visit.

### **What is internal verification?**

Internal verification gives an overview of the whole process of developing, delivering, assessing and moderating qualifications; it is the process of ensuring that quality assurance systems are being maintained within the centre. It is a way for centres to check that courses are being delivered to the required standard and meeting the awarding body requirements and the needs of candidates.

The main role of the internal verifier is to plan the monitoring of assessment activities and when this will take place within the centre. They support and work with the teaching and assessment team to develop and maintain assessment procedures and facilitate good practices.

### **What are internal verification activities?**

Examples of internal verification activities include:

- promoting a culture within the centre of best assessment practice;
- ensuring everyone involved in the assessment process is aware of new developments, new requirements or changes in assessment practice;
- continually reviewing course planning, delivery and assessment and mapping these to sector changes and emerging technology;
- ensuring tutor standardisation requirements have been met annually;
- monitoring the standardisation of assessment; this can include activities such as cross-marking between tutors, peer observations of teaching and learning, and centre standardisation days;
- providing developmental feedback to tutors and assessors;
- sample assessment records and ensuring internal moderation is taking place to the frequency required;
- ensuring tutors keep up to date with continuous professional development (CPD);
- ensuring tutors and assessors are appropriately trained and supported;
- ensuring all centre records are up to date, and that record keeping processes are followed;
- confirming with tutors/advisers/assessors that national standards and awarding organisation requirements are being maintained; and
- ensuring the required samples of work have been made available to the external verifier.

Spark will appoint a suitably qualified internal verifier, who holds qualifications as outlined by CPCAB, from outside the centre.

### **How frequently should internal verification take place?**

In line with CPCAB requirements, internal verification activities take place annually.

### **Appeals**

Appeals regarding internal assessment will be resolved in the centre according to the centre's own Appeals and Complaints Policy (see Annex C).

### **EXTERNAL QUALITY ASSURANCE**

Centre IQA processes are in turn quality assured externally by CPCAB and will go through external verification via a visit from their external verifier.



## **Annex C: Appeals and Complaints Policy**

Stage 1: If possible, you should resolve your complaint informally by discussing it with the person concerned or with your tutor.

Stage 2: If you are not satisfied with the outcome of Stage 1 or if Stage 1 is not appropriate for your circumstances, you should put your complaint in writing to Adele Rogers, Spark. Your complaint will be investigated, and a written response given within 28 working days.

Stage 3: If you are not satisfied with the outcome of stage 2 and want to appeal the decision you should lodge your appeal in writing, with supporting evidence to substantiate your reason for appeal, within 14 working days of the outcome of Stage 2. The complaint processes and procedures will be reviewed by a panel made up of people not involved with the complaint, including an independent person. A final written response will be given within 28 working days. This decision is final.

Stage 4: If you are still not satisfied with the outcome of your complaint you can escalate it to CPCAB. Please see the CPCAB Complaints Policy at [www.cpcab.co.uk/downloads/Complaints%20Policy%2022-23.pdf](http://www.cpcab.co.uk/downloads/Complaints%20Policy%2022-23.pdf)

# **Annex D: Malpractice/Maladministration Policy**

## **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, e.g. number of client hours.

Examples of staff malpractice could include:

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

## **DEFINITION OF MALADMINISTRATION**

Maladministration is defined as a lack of care, judgment or competence by any person(s) involved.\*

---

\*Ongoing maladministration may constitute malpractice.

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.

## **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 the Chair of the Board of Trustees, Worth Unlimited.

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'<sup>\*\*</sup> the awarding organisation will have to further report it to their regulator, Ofqual - the Office of Qualifications and Examinations Regulation.

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:

---

<sup>\*\*</sup> 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 award 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.'

- 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, e.g. by the awarding organisation;
- take any steps needed to prevent a recurrence.

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;
- keep the awarding organisation informed of the progress and outcome of the investigation, and any actions taken to prevent a recurrence.

## **Annex E: Placements Policy**

Each student on the Level 5 course must complete a minimum of 60 hours of formally contracted, 1:1 counselling with children and young people between the ages of 11 and 18.

The placements will be in secondary schools, with links to Spark, within the Epping Forest area. Spark will arrange and, together with tutors, oversee all placements. All client hours will be face to face.

Spark will liaise with schools to ensure that every Level 5 student:

- will have the opportunity to work at the appropriate level within the school setting;
- will be able to work with at least four different clients;
- can make initial client assessments and assess suitability of clients in conjunction with Spark;
- will be able to integrate their theory and practice coherently;
- will be able to integrate concepts of psychopathology when assessing and referring clients; and
- will be able to implement a clinical audit tool.

### **CANDIDATE RESPONSIBILITY**

- Students must keep a current log of client hours signed by the supervisor and viewed by the tutor.
- Students need to keep careful records of client work and supervision to meet CPCAB requirements.
- All safeguarding issues must be reported in line with Spark's Safeguarding Policy. This will be covered fully during the induction process.
- Students must comply with all vetting procedures to ensure suitability for working in a school environment.

### **SUPERVISION**

- Students should aim to meet supervision ratio requirements of their ethical framework or professional membership association.
- The chosen supervisor will have training and/or experience of working with the 11-18 age group.
- Supervisors need to provide reports and feedback (minimum of two: one at 30 hours and another at 60 hours).
- Supervisors need to check and sign the candidate log of client and supervision hours to validate hours claimed.

## **Annex F: Privacy Statement**

Spark and its parent charity Worth Unlimited keep personal data in line with the Data Protection Act 2018 and General Data Protection Regulations. Level 5 students will be provided with Worth Unlimited's Data Protection and Confidentiality Policy as part of the induction process.

Spark and its parent charity Worth Unlimited will keep students' personal data, references, DBS details and records relating to placements on file even after they finish their placement, because of the nature of our work with children and young people.

We will not disclose these details to anyone else unless required to do so by the law.

We will not use your data for the purposes of communicating marketing, news or fundraising information unless you give us permission to do so.