

# Level 5 Diploma in Counselling Children and Young People (CYP-L5)

Student Handbook

2023/2024



The only awarding body  
run *by* counsellors  
*for* counsellors

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## About New Pathways

New Pathways was established in Merthyr Tydfil in 1993 as a helpline for female victims of rape. At the time it was operational for only a few hours each week and it was run entirely by volunteers. Over the years New Pathways has grown and diversified and we now offer a range of counselling, advocacy and support services for women, men, children and young people.

We work in partnership with numerous statutory and voluntary agencies and we are now widely regarded throughout the UK as a leading organisation in our field. We have offices throughout

south and mid Wales and we employ more than 100 staff and have more than 40 volunteers. Each year our various projects receive more than 3000 referrals from people of all ages who have been affected by rape and sexual abuse.

New Pathways is a registered charitable company that provides a range of specialist counselling and advocacy services for women, men, children and young people who have been affected by rape or sexual abuse. We have many years of experience and are widely regarded throughout the UK as a leading organisation in our field. Our clients come from every walk of life and are of all ages. To date, our youngest counselling client has been three years of age and our oldest has been in their nineties.

New Pathways manages 6 sexual assault referral centres (SARCs). These provide advocacy and support for adults and children who have experienced both recent and non-recent sexual abuse. This includes support and advocacy for reporting; forensic medical examinations, police interviews and specialist advocacy for people going through the criminal justice process. The SARCs are also able to provide help and support for self-referrals too.

New Pathways provides 1-1 counselling for adults who have experienced sexual violence. Referrals can be taken either from the person themselves or through other professionals such as GPs, Social Workers and Mental Health teams.

We provide counselling for children from 3 upwards who have experienced trauma and have therapists from various disciplines including art psychotherapists, music therapists, drama therapists, play therapists and children and young people's counsellors.

New Pathways is an organisational member of the BACP.

## **Details of the Tutor Team**

This course is taught by experienced, practising counsellors who have also had extensive experience and training in counselling people affected by trauma. The teaching team includes:

### **Lilith Gough**

BA hons, MFA, MA art psychotherapy, MA counselling CYP, PGDip counselling children and young people, diploma in supervision, Level 5 leadership and management diploma. HCPC registered.

Lilith has been a practicing art psychotherapist since 2015 she has experience of working within third sector with children and adults affected by rape and sexual abuse trauma, she has also

worked in Health specialising in working with borderline personality disorder (BPD/EUPD) and eating disorders. She is trained in EMDR, CT-PTSD and TF-CBT. She is a trained clinical supervisor.

### **Debbie Woodroffe**

BA hons; PGCE; DipSW.MSc.Econ; Diploma in Counselling; Diploma in Supervision

Debbie has been qualified as a counsellor since 2000 and has worked with a variety of client groups including people affected by substance misuse, domestic abuse and sexual violence. She has over 20 years experience of teaching and training and has a special interest in trauma sensitive approaches. Debbie spent 7 years working as a Family Member Counsellor.

### **Michelle Brown**

B.Ed (Hons) Education; Diploma in Counselling; Diploma in Counselling Children and Young People; Diploma in Supervision

Michelle has been qualified as a counsellor since 2001 and has been a qualified children's counsellor for over 10 years. She is accredited with the BACP and is currently in private practice with adults, children and young people. Michelle has over 15 years of experience of support work and management in mental health, substance misuse, offender services and housing.

## **Level 5 Diploma in Counselling Children and Young People (CYP-L5)**

This qualification is designed to give learners the knowledge, skills, and competencies to provide counselling to children and young people aged 11-18 years old. It is aimed at counsellors who have acquired their Level 4 Qualifying Diploma in Counselling. This qualification is designed to offer the skills and development needed for a counsellor to work in settings such n a range of job and career opportunities, which include but are not limited to:

- A counsellor employed by a School or College
- A counsellor in an agency or organisation which specialise in counselling children and young people
- A private counsellor working for an external organisation such as a school,
- youth club, wellness/mental health setting

- An 'adult' counsellor in independent practice wishing to extend their work
- to cover this age range
- A youth worker in the community
- An outreach worker with adolescents/teenagers

This qualification will be awarded by CPCAB (Counselling and Psychotherapy Central Awarding Body) and has a credit value of 44. There are 120 guided learning hours.

Over the last 25 years CPCAB has grown to become the UK's leading counselling awarding organisation offering vocational qualifications at over 300 centres throughout the UK and overseas with over 13,000 candidate registrations every year.

It is the only awarding organisation run by counsellors for counsellors, therefore CPCAB are uniquely placed to provide specialist support to our centres and therefore to you as a learner. Their documented philosophy underpins their work and all CPCAB qualifications are developed from evidence-based research.

Their details can be found at [www.cpcab.co.uk](http://www.cpcab.co.uk). All candidates will be registered with CPCAB, by New Pathways, within six weeks of the course commencing.

## **Entry Requirements**

CPCAB Level 4 Diploma in Therapeutic Counselling (TC-L4) or the Recognised Prior Learning (RPL) equivalent (minimum 420 Guided Learning Hours), in addition to appropriate pre-TC-L4 (or equivalent) training.

\*This qualification is not suitable for those who are currently in a state of severe emotional difficulty and/or severe psychological confusion. Centres need to ensure that all potential candidates are made aware of the nature of the course, and in particular that the course involves experiential elements that will involve considerable personal disclosure and associated personal developmental activities.

Please see: CPCAB Candidate Entry Requirements for criteria considered important in selecting applicants for a programme leading to CYP-L5. CPCAB's RPL Guidance.

## **Selection Criteria**

The following criteria will be assessed prior to a candidate being offered a place on this course:

- Personal suitability for working as a CYP counsellor

- The capacity for self-awareness and the ability to be reflective about own life experiences including early years' experience and developmental stages.
- The successful completion of appropriate counselling qualifications.
- The academic potential and ability to complete the theoretical elements of the course, including written assignments.
- The financial capability to commit to the course.
- The ability to commit time to regular study and attend monthly or bi-monthly sessions in person and via Zoom.

Candidates who are not offered a place on the course will be given feedback about their application and interview. The limited number of places on the course means that it may not be possible to offer all suitable applicants a place.

## **Content**

This course focuses on the knowledge, skills and qualities to be able to work with children and young people aged 11-18 years old. It includes the core competencies of working with CYP; responsibilities and ethical practice; developmental trauma and attachment theory; Neurobiology and therapeutic intervention; creative methods of work and symbolism; safeguarding responsibility; diversity and difference within CYP work; ethical challenges to working with children and young people; working within an organisation and placement setting; groupwork with children and young people; note taking and record keeping; legal and professional responsibilities; self-care; fitness to practice and vicarious trauma.

Full details of the specification for the course can be found here:

<https://www.cpcab.co.uk/qualifications/cyp-l5>

## **Additional Course Requirements**

This course requires you to complete a minimum of 60 clinical hours with children and young people. It also requires you to have a minimum of 1.5 supervision hours per month with a supervisor with CYP experience. This can be either one-to-one or in a group. There should also be regular supervision groups as part of the training course as per the supervision ratio requirements of their chosen ethical framework or professional membership association.

\*The course requires a minimum attendance of 80%. \*

Placements may be available through New Pathways on application (although our service offers counselling to children and young people aged 3-18 you will only be able to work with children 11-18 years old to stay within proficiency of the course learning).

**Additional qualification requirements**

**Personal counselling:** a minimum of 20 hours of personal counselling undertaken during the life of the course.

**Client work:** a minimum of 60 hours formally contracted counselling (one-to-one), with children and young people. The hours are to include client assessment and practice work with at least 4 different clients between the ages of 11-18.

**Clinical Supervision:** either group or one-to-one supervision – as per the supervision ratio requirements of the candidate’s chosen ethical framework or professional membership association. You will need 2 supervisor reports (after 30 hours and 60 hours of client work) these must be signed off by the supervisor with your clinical hours included.

**Assessment**

The main methods of assessment will be:

- External assessment: externally assessed assignment (3,000 –3,500 words)
- Candidate portfolio, referenced against learning outcomes
- Delivering clinical hours- minimum 60 hours with children and young people (aged 11-18)
- Own supervision hours – minimum of 1.5 hours per month (if BACP registered)

Assessment	Submission Date
<p><b>Learning Review</b></p> <p>The learning review is essential to the process of learning and demonstrating your reflective skills. This is a regular exploration of your learning and of your reflections on the input,</p>	<p>12<sup>th</sup> January 2024</p> <p>22<sup>nd</sup> March 2024</p> <p>12<sup>th</sup> July 2024</p>

<p>discussions, experiences and reading from the course. Your learning review may refer to your work with your clients too. Ideally this review should be written as soon as possible after each of the modules. It should refer to your own thoughts, feelings, responses and learning process.</p>	
<p><b>Assignment One – Internally Assessed</b></p> <p>Applying your core theoretical framework to counselling work with children and young people explore how this will be demonstrated in your work with children and young people. Include research and critical evaluation of theory and research.</p> <p>3,000- 3,500 Words</p> <p>The total word count – including all quotations – must be between 3,000 – 3,500 words. Case reviews</p> <p>exceeding the maximum word count of 3,500 will be deemed Not Proficient.</p>	<p>9<sup>th</sup> December 2023</p>
<p><b>Assignment Two – Externally Assessed</b></p> <p>Write about the personal and professional challenges and opportunities in working therapeutically with children and young people.</p> <p>3,000- 3,500 Words</p> <p>The total word count – including all quotations – must be between 3,000 – 3,500 words. Case reviews</p>	<p>19<sup>th</sup> April 2024</p>



<p>exceeding the maximum word count of 3,500 will be deemed Not Proficient.</p>	
<p><b>Recorded case session (role play with peer); Simulated counselling practice sessions- assessed</b></p> <p>Learners are directed to bring a CYP problem or difficulty to the role play session (not personal trauma) the therapist is to use their integrated skills in counselling children and young people utilising creative methods and interventions, proactive approaches along with their core modality.</p> <p><b>Presentation on CYP case specific needs:</b> Group presentations, presented to whole group with feedback and questions- assessed by tutor and peer observed- whereby criteria for CLR can be obtained through peer observation.</p>	<p>7<sup>th</sup> June 2024</p>
<p><b>Self Review</b></p>	<p>All learners are expected to write a self-review at the start of the course defining their goals and expectations of the course- this review is then evaluated throughout the course, tutorials and reflected upon within their learning review journal entries.</p>
<p><b>Portfolio</b></p> <p>Candidates must give two pieces of evidence for each criterion. In addition, the Candidate Learning Record (CLR), when complete, must include references to all three assessment methods (documents, tutor observation and testimony).</p>	<p>Handed in at the end of the course, all included evidence must be signed off by the tutor.</p>

<b>External assessment</b>	External assessment from CPCAB window closes 10/06/24, internal submission must be by 03/06/24.
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All assignments must be submitted with a fully completed Criteria Assessment Sheet attached. Marked work will be returned with a completed Assignment Feedback Sheet.

Candidates must successfully complete all assessment requirements in order to successfully complete the course.

### **Clinical Placements and Supervision**

All candidates are required to provide 60 hours of counselling to children and young people (aged between 11-18) and receive clinical supervision for their counselling practice hours.

Placement opportunities may be available through New Pathways to give candidates an opportunity to gain experience of supervising counsellors who work with trauma. New Pathways will support candidates on placement by providing supervision with no additional charge. Placements with New Pathways be applied for by contacting [enquiries@newpathways.org.uk](mailto:enquiries@newpathways.org.uk). Should you be interested in this option please discuss with your course tutor. Placement opportunities with New Pathways require a trauma specific course completion (Agored accredited 10-week training) as part of the expectations for competency when working with high level trauma at New Pathways.

In order to gain a placement candidates must also complete a satisfactory DBS check. Any candidate who fails to complete a satisfactory DBS check will not be able to proceed with a placement. Any concerns about DBS checks should be discussed with personal tutors.

Some candidates may elect to work with children and young people in a different agency. Details of the agency should be discussed with the personal tutor as soon as possible after the course has begun. Any supervision costs associated with any other placement will be payable by the candidate. Guidelines for your supervision hours will be provided and guidance can be found on the CPCAB website.

The timetable may vary from week to week depending on course / learner needs. There will be regular breaks during the working day.

Personal tutorials will be scheduled during the course and additional study support is provided outside of this timetable as required.

## **Location**

This course will take place in Newport. There is disability access to the building.

The centre boasts a large training room with numerous counselling and group-work rooms. It is a great venue designed to provide a safe and comfortable environment to maximise the potential for academic and experiential learning.

## **Course Dates**

9<sup>th</sup> and 10<sup>th</sup> September 2023

7<sup>th</sup> October 2021

11<sup>th</sup> and 12<sup>th</sup> November 2023

9<sup>th</sup> and 10<sup>th</sup> December 2023

13<sup>th</sup> and 14<sup>th</sup> January 2024

17<sup>th</sup> February 2024

9<sup>th</sup> and 10<sup>th</sup> March 2024

20<sup>th</sup> and 21<sup>st</sup> April 2024

11<sup>th</sup> and 12<sup>th</sup> May 2024

8<sup>th</sup> June 2024

22<sup>nd</sup> June 2024 (final day and evaluation)

In order to apply for this qualification completed application forms should be returned to:

[training@newpathways.org.uk](mailto:training@newpathways.org.uk)

by the 15<sup>th</sup> of May 2023.

\*Copies of your Counselling Diploma certificate should be sent with your application form.

## Course fees

The course fees for 2023/2024 are £1,999.00, inclusive of a CPCAB candidate registration fee. A non-refundable £400 deposit is required to secure a place, to be paid within one month of being offered a place on the course. Full payment by the end of the course is required in order to qualify. Further details of amounts, and dates that instalments are due, will be made available when offers of places are confirmed. Payment plans can be set up and arranged with our finance department.

Contact details for payment are:

[Kay.Howells@newpathways.org.uk](mailto:Kay.Howells@newpathways.org.uk) or [finance@newpathways.org.uk](mailto:finance@newpathways.org.uk)

## Reading List: Level 5 Diploma in Counselling Children and Young People (CYP-L5)

Bannister, A. Creative Therapies with traumatized Children. (2003). London. Jessica Kingsley Publishers.

Bond, T. & Mitchels, B. Confidentiality and Record Keeping in Counselling and Psychotherapy. (2021). (3<sup>rd</sup> Ed). London. Sage.

Bowlby, J. ((1989). The Making and Breaking of Affectional Bonds. Abingdon, England. Routledge.

Cohen, M, Mannarinao, A & Deblinger, E. Treating Trauma and Traumatic Greif in Children and Adolescents. (2006). New York. The Guilford Press.

Daniels, D & Jenkins, P. (2010) Therapy with Children. (2<sup>nd</sup> ed) London. Sage.

Erikson, E. Identity and the Life Cycle. (1980). United States of America. Norton & Company, Inc.

Geldard, D., Geldard, K & Yin Foo, R. (2016) Counselling Adolescents. (4<sup>th</sup> ed) London. Sage.

Gerhardt, S. (2004). Why Love Matters. Sussex. Routledge.

Laing, R.D. (1965). *The Divided Self*. England. Penguin Group.

Malchiodi, C. (1998). *Understanding Children's Drawings*. London. Jessica Kingsley Publishers.

Piaget, J. *The Language and Thought of the Child*. (2002). (4<sup>th</sup> ed). Abingdon. Routledge.

Siegel, D. & Bryson, T. *The Whole-Brain Child*. (2012). USA. Random House Publishing Group.

Sunderland, M. (2015). *Conversations that Matter*. Cornwall. Worth Publishing.

Treisman, K. (2017). *Working with relational and Developmental Trauma in Children and Adolescents*. Abingdon. Routledge.

Treisman, K. *A Therapeutic Treasure Box for Working with Children and Adolescents with Developmental Trauma: Creative Techniques and Activities (Therapeutic Treasure collection)*. (2017). London. Jessica Kingsley.

Winnicott, D,W. (1971). *Playing and Reality*. (Re-printed 2006); Abingdon. Routledge.

## **Equal opportunities**

New Pathways is committed to equal opportunities in all areas of its work. Therefore, we welcome applications from all sections of the adult population. Difference and diversity, and the importance of a non-discriminatory approach and how these are important to counselling activity will be explored in the course.

Candidates are asked to register any special requirements, regarding provision and accessibility, when they enrol on the course. Candidates' personal tutors will work to support candidates' specific requirements throughout the course. Where appropriate, tutors will support candidates in applications to CPCAB for reasonable adjustments and special consideration. Special arrangements that are available on request from CPCAB include large-font external assessment papers, additional time for individual needs, braille papers and/or subtitles on assessment films. External assessment papers are produced in a font that is helpful to dyslexics.

For more information, please see:

CPCAB Equal Opportunities Policy [https://www.cpcab.co.uk/public\\_docs/equal-opportunities-policy](https://www.cpcab.co.uk/public_docs/equal-opportunities-policy)

Government guidance on the Equality Act 2010 <https://www.gov.uk/guidance/equality-act-2010-guidance>

## **Data Protection**

In accordance with the General Data Protection Regulation (GDPR), New Pathways has implemented a privacy notice to inform our training contacts of the type of data we process about them. A copy of the Privacy Notice is contained in Appendix 4.

## **Tutorials and pastoral support**

At the beginning of the course candidates are given details of the support that is available to them. Each candidate is asked to complete an Individual Learning Plan and agree personal learning goals. This plan is re-visited and updated throughout the course.

All candidates are allocated a personal tutor. Tutorials are scheduled each term in order to ensure that adequate academic and pastoral support is provided and that satisfactory progress is being made to ensure the successful completion of the course. Where necessary, additional support may be provided.

All candidates are encouraged to keep their personal tutors informed of any difficulties they are encountering which may impact on their ability to complete the course requirements.

Group supervision is scheduled regularly to support candidates with counselling work and children and young people's counselling practice. Supervision will be provided for candidates working with New Pathways' supervisees, according to BACP guidelines.

## **Student expectations for learning and development**

We expect students to have an 80% attendance rate, any absences must be discussed with your tutor, as part of regular tutorials and reviews attendance will be discussed.

We expect our students to attend the for the duration of the sessions, except in exceptional circumstances. Should you be unable to stay for the whole session then this time will be taken from your 80% attendance.

As part of the CPCAB structure and portfolio components peer feedback is essential and this includes written and verbal feedback for peers. This written feedback from your peers' forms part of your evidence of criteria for meeting standards and therefore is an essential part of the course.

Students are expected to hand work in on time, all timings will be given to the students at the start of the course during initial set up and dates of assignments and portfolios will be given. Tutors will hand all work back within one month of submission, therefore late submissions (that have been accepted in exceptional circumstances) will be marked one month from submission date.

Whilst the New Pathways Counselling College and its tutors are willing to give you every support, we can to help you complete the course, failure to comply with the course expectations, may result in being asked to leave the course.

Assignments must be submitted with a header with student name and date identified. Word counts must be adhered to; a standard 10% over and under is offered, however, if students go over or under the word count by more than this, tutors can fail the assignment or ask the student to resubmit.

Please also see Appendix 6. for Student Code of Conduct.

## **Internal moderation and verification arrangements**

Two tutors will be involved in the internal assessment of all candidates' work. A minimum sample of 25% of candidates' internally assessed work will be cross marked in order to ensure that the assessment decisions made are reliable, consistent and fair. Assessed work will then be internally verified by the Internal Quality Assurer to ensure that assessment decisions from all tutors are to the same standards and marking schemes have been consistently applied. The internal quality assurer works alongside the whole teaching team, as per CPCAB guidelines, to develop and maintain good assessment procedures and facilitate good practice. An external verifier from CPCAB will then visit to externally verify the assessment decisions. In this way, New Pathways believes that the quality and consistency of all assessment can be assured.

A copy of New Pathways' internal quality assurance procedures is in Appendix 5.

## **Details of process for appeals and complaints against assessment / learning experience**

Any candidate wishing to appeal against an assessment decision or complain about a learning experience is encouraged to speak to their personal tutor and refer to New Pathways policies and procedures:

- New Pathways Appeals procedure for candidates
- New Pathways complaints procedure

Copies of these policies are included in Appendix 1 and Appendix 2.

## **Details of malpractice / maladministration policy**

New Pathways is committed to ensuring the best possible learning experience for all candidates. New Pathways takes any suggestion of malpractice or maladministration very seriously and will investigate any allegation promptly and thoroughly. A copy of New Pathways Malpractice and Maladministration policy is included in Appendix 3.

In order to gain a placement candidates must also complete a satisfactory DBS check and have started their own personal therapy. Any candidate who fails to complete a satisfactory DBS check will not be able to proceed with a placement. Any concerns about DBS checks should be discussed with personal tutors.

Some candidates may elect to work with clients in a different agency. Details of the agency should be discussed with the personal tutor as soon as possible after the course has begun. Any supervision costs associated with any other placement will be payable by the candidate. Guidelines for client work experience placements is contained in Appendix 6.



## Appendix 1: Appeals Procedure for Candidates



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### APPEALS PROCEDURE FOR CANDIDATES POLICY

An appeal is a procedure through which a Centre may be challenged on the outcome of an enquiry about results or, where appropriate, other procedural decisions affecting an individual candidate.

Any learner may appeal to New Pathways against an internal assessment decision. Appeals against external assessment decisions must be made in accordance with CPCAB's own policy. A copy is available on the CPCAB website.

Any learner wishing to make an appeal should complete an Appeal Form and return it to the Course Leader.

The learner will receive confirmation that the Appeal Form has been received. The confirmation will inform the learner of the likely timeframe of the appeal process.

Where possible, appeals will be dealt with within 3 weeks of receipt of the appeal. Where this is not possible the reason for the delay will be given to the learner and a deadline will be given to the learner.

An internal verifier will examine the assessment of the learner's work to review how the tutor came to their decision regarding the learner's work. The internal verifier will make a decision about the validity and reliability of the assessment decision.

The appeals process does not include a review of the learner's work.

The internal verifier will report to the Internal Quality Assurer regarding the appeal, in writing. This report will include a recommendation about whether the appeal should be upheld. The

Internal Quality Assurer will contact the learner to feed back regarding the process and the outcome of the appeal.

All documentation regarding the initial appeal, copies of the learner's work, the initial assessment, the internal verifier's conclusions and the Internal Quality Assurer's communications with the learner are to be held on record for a period of six months following the conclusion of the appeal process.

The Internal Quality Assurer should inform the learner of their options should their appeal not be upheld and the assessment decision reversed. This involves referral to New Pathways' CEO.

This policy will be reviewed annually.

### New Pathways – Appeals Form

This form is to be used to appeal against an assessment decision. Please use in conjunction with New Pathways' Complaints procedure and Appeals procedure.

Please complete this form as fully as possible and return to the Course Leader.

Learner Name: \_\_\_\_\_

Tutor Name: \_\_\_\_\_

Course: \_\_\_\_\_

Please describe the reason for your appeal:



## Appendix 2: Complaints Procedure



### COMPLAINTS PROCEDURE

New Pathways is committed to providing the highest quality of service to all of our clients and learners. If a client or learner is not satisfied with the quality of the service provided, they have the right to complain. We will respond to all complaints promptly and in a fair and confidential manner. However, there may be occasions when New Pathways may be required to disclose the details of a complaint to a third party. Complainants will be advised where this is necessary.

Complaints give us an opportunity to improve our service. New Pathways will monitor complaints and the outcomes in order to improve the quality of service provision.

We will ensure that no client or learner will, in any way, be disadvantaged as a result of making a complaint.

To allow us to fully and fairly investigate a complaint, we would expect the client or learner to make us aware of the cause of the complaint within three months of the issue arising.

### SCOPE

This policy and procedure applies to complaints arising from all New Pathways training services.

It should not be used to remedy day to day operational matters that typically should be resolved through less formal procedures.

### PROCEDURE FOR IMPLEMENTATION

Where a learner has a complaint they should, in the first instance, seek to resolve the issues directly with a member of staff. The member of staff will inform the Course Leader of the complaint.

If the issue has not been resolved to the client / learner's satisfaction, they can make a formal complaint. The complaint may be made in writing or by email and should be addressed to the

Deputy Chief Executive of New Pathways. The client / learner must supply their name and address for all communication.

The client / learner will receive an acknowledgement of the formal complaint within 5 working days of it being received by the Deputy Chief Executive.

The Deputy Chief Executive will investigate the complaint and report findings within 15 working days or request an extension to this period, providing reasons why this is necessary.

The Deputy Chief Executive will respond to the client or learner within a further 5 working days and will indicate what action has been taken, or is proposed, to resolve the complaint, or if the complaint is not upheld, the reasons for that decision. Where an investigation extends beyond twenty working days the Deputy Chief Executive will inform the client / learner in writing of the expected completion date.

If the client or learner is not satisfied with the outcome, they can appeal the decision by writing to the Chief Executive.

The appeal must be lodged in writing no later than 10 working days after the initial outcome has been received by the client.

The client or learner will receive an acknowledgement of the appeal within 5 working days of it being received by the Chief Executive.

The Chief Executive will investigate the appeal and will inform the client or learner of the outcomes of the appeal within twenty working days from the date of acknowledgement.

Where an appeal extends beyond twenty working days the Chief Executive will inform the client or learner in writing of the expected completion date.

### **The decision of the Chief Executive is final and binding**

In all cases the documentary evidence gathered and stored will remain confidential to those involved.

This policy will be reviewed annually.

## Appendix 3: Malpractice / Maladministration Procedure



### MALPRACTICE PROCEDURE

For the purpose of this policy, malpractice is defined as deliberate corrupt, illegal or unethical professional behaviour or neglect of professional duties which adversely affects the integrity of a qualification and results in not complying with the regulatory requirements for the delivery of the qualifications.

For the purpose of this policy, maladministration is defined as ineffective management, lack of care, poor judgement, dishonesty, neglect, inattention and or incompetence. The behaviour may be unintentional but it adversely affects the integrity of a qualification or award of credit and results in not complying with the regulatory requirements for the delivery of the qualifications.

Malpractice and maladministration may be perpetrated by learners, centre staff or anyone else involved in the delivery of the qualification. Allegations of malpractice will be investigated in a fair, reasonable and legal manner, ensuring that all relevant evidence is considered without bias.

Malpractice and maladministration compromise, or could compromise:

- the assessment process;
- the integrity of a regulated qualification;
- the validity of a result or certificate;
- the reputation and credibility of CPCAB;
- the qualification or the wider qualifications community.

Examples of malpractice and maladministration include, but are not limited to:

- failure to follow New Pathways' policies and procedures
- incorrect action or failure to take any required action
- failure to provide information or providing false information;
- inadequate record-keeping;
- failure to investigate or deal with an identified issue within required timescales;
- denial of access to resources
- misleading or inaccurate statements relating to qualifications
- fraudulent claim for certificates
- plagiarism of any nature by learners
- collusion
- tampering of results or forgery of evidence
- bias/prejudice in assessment
- abuse of AIV status

Malpractice may be identified by New Pathways as a result of quality assurance monitoring, complaints from learners or centre staff, CPCAB staff, or any other credible source.

**In all cases of alleged, suspected or actual malpractice:**

The Course Leader and Internal Quality Assurer must be informed immediately.

The Internal Quality Assurer must inform CPCAB of the circumstances.

The Internal Quality Assurer will consider the circumstances, gather key evidence and produce a written report with conclusions about whether any irregularities occurred within 30 days.

All records relating to alleged, suspected or actual malpractice must be made available. The Internal Quality Assurer is responsible for the storing of information appropriately to avoid any breach of confidentiality.

All written records and documents relating to the incident will be kept securely for an appropriate period of time to allow for subsequent appeals and / or legal challenge.

The final written report will be submitted to CPCAB for deliberation.

**Where learner malpractice is alleged, suspected or observed:**

Where necessary, advice will be sought from CPCAB staff

**Where centre staff malpractice is alleged, suspected or observed:**

Where necessary, advice will be sought from CPCAB staff

Sanctions will be imposed according to the severity of the incident and following consultation with the CEO.

Where appropriate, staff will be required to attend additional training and development.

This policy is reviewed annually.



## Appendix 4: Privacy Notice for Training Contracts.



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### Privacy Notice for Training Contracts

In accordance with the General Data Protection Regulation (GDPR), New Pathways has implemented this privacy notice to inform our training contacts of the types of data we process about them. We also include within this notice the reasons for processing your data, the lawful basis that permits us to process it, how long we keep your data for and your rights regarding your data.

This notice applies to people who are currently on our database of training contacts.

#### A) DATA PROTECTION PRINCIPLES

Under GDPR, all personal data obtained and held by us must be processed according to a set of core principles. In accordance with these principles, we will ensure that:

- a) processing is fair, lawful and transparent
- b) data is collected for specific, explicit, and legitimate purposes
- c) data collected is adequate, relevant and limited to what is necessary for the purposes of processing
- d) data is kept accurate and up to date. Data which is found to be inaccurate will be rectified or erased without delay
- e) data is not kept for longer than is necessary for its given purpose
- f) data is processed in a manner that ensures appropriate security of personal data including protection against unauthorised or unlawful processing, accidental loss, destruction or damage by using appropriate technical or organisation measures
- g) we comply with the relevant GDPR procedures for international transferring of personal data

#### B) TYPES OF DATA HELD

New Pathways keeps certain data on people who have attended training or have expressed an interest in training, in order to carry out effective and efficient processes. We hold the data within our computer system.

Specifically, we hold the following types of data:

- a) personal details such as name, address, email, phone numbers
- b) nature of interest

**C) COLLECTING YOUR DATA**

You provide several pieces of data via email, telephone and via end of course evaluation forms when expressing an interest in training courses and events.

**D) LAWFUL BASIS FOR PROCESSING**

The law on data protection allows us to process your data for certain reasons only. In the main, we process your data in order to provide you with relevant and appropriate information on our courses.

The information below categorises the types of data processing we undertake and the lawful basis we rely on.

Activity Requiring Your Data	Lawful Basis
Maintaining up to date records about you to ensure effective correspondence can be achieved	Our legitimate interests
Assessing training needs	Our legitimate interests

**E) SPECIAL CATEGORIES OF DATA**

Special categories of data are data maybe collated about you if you attend a course. Under the definition such types of data can include:

- a) health
- b) sexual orientation
- c) race
- d) ethnic origin
- e) political opinion
- f) religion

We carry out processing activities using special category data:

- a) for the purposes of equal opportunities monitoring

b) to determine reasonable adjustments

Most commonly, we will process special categories of data when the following applies:

- you have given explicit consent to the processing

#### **F) FAILURE TO PROVIDE DATA**

Your failure to provide New Pathways with data may mean that we are unable to maintain contact with you and advise you of future training opportunities.

#### **G) CRIMINAL CONVICTION DATA**

We will only collect criminal conviction data where it is appropriate. We do not collate any criminal conviction data on our training contacts.

#### **H) WHO WE SHARE YOUR DATA WITH**

Employees within our company who have responsibility for training and the administration of that training will have access to your data. All employees with such responsibility have been trained in ensuring data is processing in line with GDPR.

Data is not shared with third parties and we do not share your data with bodies outside of the European Economic Area.

#### **I) PROTECTING YOUR DATA**

We are aware of the requirement to ensure your data is protected against accidental loss or disclosure, destruction and abuse. We have implemented processes to guard against such. All of your data is kept on our computer system which is fully password protected.

#### **J) RETENTION PERIODS**

We only keep your data for as long as we need it. We will check in with you at regular intervals to see if you still wish to be on our database. If you, at any time, wish to be removed from the database please let us know.

#### **K) AUTOMATED DECISION MAKING**

Automated decision-making means making decision about you using no human involvement e.g. using computerised filtering equipment. No decision will be made about you on the basis of automated decision making.

#### **L) YOUR RIGHTS**

You have the following rights in relation to the personal data we hold on you:

- a) the right to be informed about the data we hold on you and what we do with it;
- b) the right of access to the data we hold on you. More information on this can be found in the section headed "Access to Data" below and in our separate policy on Subject Access Requests";
- c) the right for any inaccuracies in the data we hold on you, however they come to light, to be corrected. This is also known as 'rectification';
- d) the right to have data deleted in certain circumstances. This is also known as 'erasure';
- e) the right to restrict the processing of the data;
- f) the right to transfer the data we hold on you to another party. This is also known as 'portability';
- g) the right to object to the inclusion of any information;
- h) the right to regulate any automated decision-making and profiling of personal data.

More information can be found on each of these rights on the ICO website.

#### **M) CONSENT**

Where you have provided consent to our use of your data, you also have the right to withdraw that consent at any time. This means that we will stop processing your data.

#### **N) MAKING A COMPLAINT**

If you think your data rights have been breached, you are able to raise a complaint with the Information Commissioner (ICO). You can contact the ICO at Information Commissioner's Office, Wycliffe House, Water Lane, Wilmslow, Cheshire SK9 5AF or by telephone on 0303 123 1113 (local rate) or 01625 545 745.

#### **O) DATA PROTECTION COMPLIANCE**

Our Data Protection Officer is: Helen Stacey (Counselling Services Manager)

## Appendix 5: Internal Quality Assurance Procedures



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### INTERNAL QUALITY ASSURANCE PROCEDURES – CPCAB Qualifications.

New Pathways recognises the importance of internal moderation and verification as an intrinsic part of their internal quality assurance process which ensures that qualifications are delivered according to CPCAB guidelines and to a common national standard.

New Pathways aims to apply good practice in internal quality assurance procedures at every stage of the planning, delivery, assessment and verification of a qualification. New Pathways is committed to providing a high-quality educational experience for all learners and the internal quality assurance procedures ensure that learners can feel confident about the standard of training that they will receive through New Pathways.

Internal quality assurance is an opportunity to identify areas for improvement, ensure consistency and further develop areas of strength.

The Internal Quality Assurer will work with the tutors and the course manager to develop and maintain assessment procedures and facilitate good practice. The Internal Quality Assurer will have a recognised IQA qualification but does not need to be a practising counsellor or subject specialist.

A minimum sample of 25% of the class group's internal assessments will be double marked by appropriately qualified and subject specialist tutors.

Each tutor will complete the normal feedback sheet and the results will be discussed between tutors before the work is returned to candidates. This process of internal moderation will ensure that assessment decisions are reliable, consistent and fair and to a national benchmark. The internal moderation process also ensures that the qualification requirements have been understood and the candidate has been given accurate and appropriate feedback.

The internal moderation process may include:

- Commenting on the standard and consistency of the assessment
- Reading and evaluating assessor's feedback to the candidate.

- Evaluating the tone of the feedback, looking for acknowledgement and support for the candidates.
- Ensuring that the assessor has given specific feedback to ensure the candidate knows what they have to do to meet the learning outcomes.

Centre proformas are used to facilitate all moderation and internal IQA processes.

## Appendix 6: Student Code of Conduct



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### STUDENT CODE OF CONDUCT POLICY

#### INTRODUCTION

New Pathways are committed to providing quality of standards for the counselling college experience for students, supporting equality, diversity, and inclusion. New Pathways counselling college is committed to building a supportive environment for students, with a sense of student community, including through online platforms.

The code of conduct applies to students studying with the New Pathways Counselling College, this includes students who will be working on professional placements and work-based learning environments. This will also include any students who have been given bursaries or grants to fulfill study at New Pathways including in-house staff who may be learning through the counselling college.

In applying this Code, New Pathways counselling college seeks to comply with all relevant legislation promoting privacy, equality of opportunity and anti-discrimination.

#### STUDENT CODE OF CONDUCT

1. Students must observe and follow guidance provided in all other New Pathways policies and procedures relating to the counselling college and placement, these can be found in appendices within the college handbooks and accessed during initial induction. This includes observing the placement policy and ensuring professional and ethical practice when on placement (please see placement policy).
2. All students are expected to be considerate of their fellow learners, visitors, and staff/tutors.
3. Students are to be mindful of other participants and differing learning needs and styles and communication modes and recognize how their individual behavior can impact other students and staff.

4. Students are expected to use all forms of spoken, written and digital communication, this would include digital media and communicating professionally and mindfully when also participating within online platforms. We offer extra support if needed with this.
5. New Pathways is not responsible for social media communication between students and would never pass on contact information of students without consent. Therefore, if students decide to create platforms of communication such as WhatsApp groups etc. between students this communication is not monitored by New Pathways and is at your own discretion and is the student's own responsibility.
6. New Pathways Counselling College has a duty of care to its staff and students and must be therefore informed and act upon any alleged criminal activity by its students. Failure to do so may be regarded as misconduct.
7. Students are expected to respect New Pathways properties and learning environments, and damage to property will not be acceptable. New Pathways expects all students to be mindful of the environment and this also includes unauthorized taking, or use of the property. Students must respect environments where New Pathways buildings accommodate clients and therefore professional conduct; being respectful of quiet areas (due to counselling or SARCs) which need to be adhered to. New Pathways buildings are all non-smoking premises, and this must be always adhered to.
8. Students are expected to attend 80% of their course content and must submit assignments in the expected time limit (unless mitigating circumstances have been approved). Students are expected to engage in activities such as peer feedback reviews and write up of these. Students must stay within word count parameters (see handbook).
9. Students are to follow the New Pathways whistleblowing process if they have any concerns about peers, staff or organizations.
10. New Pathways counselling college is committed to giving every support to help students complete their designated course, however failure to comply with the course expectations may result in being asked to leave the course.



## Appendix 7: Guidelines for Children and Young Persons' Placement



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### GUIDELINES FOR CYP PLACEMENT

New Pathways is committed to ensuring that all candidates are well supported in their work experience placement.

Candidates who are not able to work within New Pathways or chose to complete their placement in a different agency, are responsible for securing their placement and the associated supervision. However, the placement must meet the course requirements.

Precise details of the proposed placement must be discussed with your course tutor. A placement visit may need to be arranged before confirmation is given of the placement suitability. A placement will need to be signed off before any work commences and contact details of placement provider must be given.

- The placement must provide the opportunity to work safely with children aged 11-18 years of age for counsellors (designated safeguarding person (DSP) in place and contact details given to student)
- There must be a suitable counselling space with access to materials or ability to have a table/create space set up or online facilities.
- A suitable risk assessment must have been completed.
- The placement must provide the opportunity to offer counselling to children and young people not other types of workers (eg not support work, needs to be counselling).
- Appropriate insurance and professional indemnity must be in place.
- Appropriate supervision must be secured to meet BACP requirements to work with children and young people (must be CYP supervisor).
- The placement must be compatible with BACP (or equivalent) code of ethics.

- A written agreement must be in place to secure the details of the placement.
- Candidates must have access to a placement manager to report difficulties etc.
- A satisfactory placement report will need to be completed.
- New Pathways will need the contact details of the placement and contact lead.