# Accreditation of Training Courses

## (including the Core Curriculum) 2009 Scheme, 6th edition – amended 2021 to include online teaching delivery and remote placements)

#### Accreditation of training courses

A course applying for accreditation must demonstrate that the training encompasses a definable mix of the following elements:

* knowledge based learning
* therapeutic competencies
* development of self-awareness
* professional development
* skills work
* practice placements

The course must have published learning outcomes in respect of these elements which are made clear in the accreditation application.

#### Criteria for BACP Course Accreditation

The criteria are divided into two parts:

Part A Eligibility criteria for entry to the scheme

Part B Course delivery criteria

Courses must meet all criteria in order to become BACP Accredited

**BACP regrets that the scheme in its current edition cannot accommodate courses which have yet to graduate a cohort of students from the training.**

**References to ‘OPT’ throughout the criteria refer to ‘Online and phone therapy’**

### Part A. Eligibility criteria for entry to the scheme

These criteria must be met before an application can be accepted for assessment under part B of the course delivery criteria.

**A1** The training provider must be an organisational member of the BACP and thus subject to the current BACP Ethical Framework for the Counselling Professions (Ethical Framework).

**A2** The training provider must deliver an in-depth course offering professional practitioner training. There must be a minimum of 400 hours of direct teaching or instruction time. A maximum of 30% of the total tutor contact time can be delivered online. Only synchronous, ‘live’ online teaching can be counted towards the minimum 400 hours of direct teaching or instruction time.

**A3** Students must undertake a minimum of 100 hours of supervised practice exclusive of missed sessions. The majority of the overall supervised practice hours must be conducted face-to-face with clients. The remainder can be a combination of online-video and phone, or online-video only.

**A4** The course must have at least two core members of staff who have substantive involvement in admission,

assessment, course management and decision making, in addition to teaching.

**A5** All course staff must be members of an appropriate professional body with a complaints procedure to which they are subject.

**A6** The majority of the course staff should have current BACP counsellor/psychotherapist accreditation or be registered with an appropriate professional body to an equivalent level and should be in current, supervised practice.

**A7** It must be demonstrated that the training provider is submitting a specific course for accreditation, rather than a network of courses.

Separate procedures exist for identical courses to be delivered at different venues by the same provider. Please contact the BACP (Course Accreditation) for information.

**A8** The course must submit evidence to demonstrate the accountability of the training provider for the course.

This will include published policy and procedures on:

i. admission

ii. fees

iii. placements

iv. assessments

v. appeals

vi. complaints

vii. quality assurance and

enhancement

viii. OPT appropriate data protection

policies and procedures

The above list is the minimum requirement and is not necessarily exhaustive.

**A9** The course must provide evidence of its staffing structure that clearly demonstrates lines of responsibility.

**A10** If the course seeking accreditation admits students after the start of the course via Accreditation of Prior Learning (APL) procedures, the procedure/s must be submitted for assessment as part of the application. Please see criterion B9.

### Part B. Course delivery criteria

#### ****B1. Admission****

**B1.1** Applicants must be provided with detailed and accurate information about the course, including its:

i. structure

ii. aims

iii. staffing

iv. contents

v. assessment procedures

vi. fees (including any ‘extras’, e.g., supervision, personal therapy and residentials)

vii. conditions of participation (e.g., time commitments and the need for a private space to attend online training sessions and to deliver OPT sessions if remote client work at the student’s home is required/allowed)

**B1.2** The procedure for selection (including the requirements for written application/interview etc) must be clearly explained and be consistent with the course rationale. Core staff must be involved in the selection process, which must include some form of structured interview.

**B1.3** The course must show how the course applicants are assessed for the following attributes or the potential for developing them:

i. Self-awareness, maturity and

stability

ii. Ability to make use of and reflect

upon life experience

iii. Capacity to cope with the

emotional demands of the course

iv. Ability to cope with the

intellectual and academic

requirement

v. Ability to form a helping

relationship

vi. Ability to be self-critical and use

both positive and negative

feedback

vii. Awareness of the nature of

prejudice and oppression

viii. Awareness of issues of difference

and equality

ix. Ability to recognise the need for

personal and professional support

x. Competence in, or the aptitude to

develop generic professional

skills, including literacy,

numeracy, information

technology, administrative skills,

self- management skills,

communication and interpersonal

skills

**B1.4** Where the course is made up of a number of awards, for example a combination of a certificate and a diploma, it must be made clear to prospective students that they must complete all components of both/all courses as a continuous cohort in order to graduate from a BACP Accredited Course, unless the APL procedures are approved by BACP. (See Criterion B9)

**B2. Teaching and learning**

**B2.1** All course staff must be appropriately qualified and demonstrate competence between them to cover all elements of the course. Course staff must have knowledge and experience in working with clients online and over the phone and be competent in delivering experiential learning online.

Courses may bring in specific expertise to teach elements of the OPT training where there are gaps in knowledge within the teaching team. Courses are responsible for assessing students’ competence for OPT working throughout the course.

**B2.2** All training staff for the course should be familiar with and agree to work within the current BACP Ethical Framework for the Counselling Professions (Ethical Framework).

**B2.3** Course staff must have regular meetings and access to other forms of support, consultation, and professional development.

**B2.4** The course must provide appropriate accommodation and teaching and learning resources, library facilities, and other learning support facilities for students plus access to appropriate recording equipment.

For online teaching delivery:

i. The course must have the appropriate technology, software, and IT support for online teaching delivery to take place without unnecessary interruption.

ii. There must be adequate data security in place.

iii. The course must have a policy for

online teaching that includes:

* Student attendance (e.g., fully present with cameras on)
* Student ‘netiquette’ (e.g., not engaging in ‘private’ text-based communication with other group members during taught sessions, mics on mute when not speaking etc.)

**For B2.5 to B2.15, the course must:**

**B2.5**

i. Demonstrate that its teaching and learning methods are consistent with the course rationale and philosophy.

ii. Include assessment of how far the course learning outcomes are being fulfilled.

iii. Include a requirement for substantial reading and written work from the students to clarify philosophical and theoretical concepts and in particular, to show how far students are becoming able to utilise these in their practice.

**B2.6** Provide regular and systematic opportunities for demonstrating self-awareness, which are consistent with its rationale and philosophy.

**B2.7** Provide structured teaching and learning experiences and regular opportunities for observation, practice, feedback (from both staff and peers), discussion and review.

**B2.8** Ensure that the students have the opportunity to benefit from a regular process of self-exploration, self- examination, and reflection in a confidential setting in order to develop an understanding of themselves.

**B2.9** Demonstrate that it assists its students to develop as reflective learners and practitioners.

**B2.10** Encourage students to take responsibility for their learning.

**B2.11** Require students to monitor and evaluate their own learning.

**B2.12** Provide opportunities for the students to practise the blend of skills appropriate to the rationale and philosophy of the course. The skills should be identified and developed so that students can describe, analyse, and utilise them.

**B2.13** Provide opportunities for analysis, reflection, and feedback on how the overall counselling process develops over time.

**B2.14**

i. Ensure students develop an ethical sense in relation to therapeutic practice and ethical decision making.

ii. Enable students to work individually and collaboratively with ethical dilemmas.

iii. Ensure students are given ample opportunity to study and discuss all aspects of the Ethical Framework and to be continually mindful of its implications for their own practice and how it relates to their own values and attitudes.

**B2.15** Demonstrate that the course keeps abreast of developments relevant to the profession.

**B3. Knowledge**

**B3.1** The course must demonstrate that it provides a counsellor/psychotherapy training with a clear rationale and philosophy that underpins the whole programme and by which students can account for their practice.

**B3.2** There must be sufficient theory, drawing upon relevant social science disciplines to enable students to make explicit and critically appraise the

philosophical assumptions that underpin counselling and psychotherapy and its historical development.

**B3.3** There must be sufficient theory to enable students to develop an in depth understanding of a substantial body of knowledge. This should draw upon relevant social science disciplines to enable students to make explicit and critically appraise:

i. The social, political and

legislative systems in which we

live and the ways these affect

client development and

counselling practice.

ii. The underlying research basis,

philosophy, assumptions, basic

principles and elements,

concepts, strategies and

techniques of the course’s

rationale and philosophy. The

following questions must be

addressed:

a. What assumptions are

made about the nature and

development of human

beings?

b. How do psychological

problems develop and

what are the implications

of severe pathology for

practice?

c. How does the rationale and

philosophy account for the

perpetuation of

psychological problems?

d. How does the course’s

rationale and philosophy

explain the process of

therapeutic change?

e. What therapeutic

interventions are

explicated within this

rationale and philosophy?

iii. Comparisons with other

therapeutic approaches.

iv. The theoretical basis for any

specific client problems or issues

included as topics in the course

programme e.g., anxiety,

bereavement and loss, etc.

v. How other psychological concepts

and ideas that are congruent with

the course rationale and

philosophy are considered or

incorporated by reference to

relevant research findings.

**B3.4** The course must introduce students to the concept of a continuum of mental wellbeing through to severe psychological and emotional distress. Students must be made aware of the influence of social and cultural factors on mental health and the interrelatedness of psychological and physical symptoms.

**B3.5** The course must ensure that students are aware of the types of medication commonly used in treatment of various psychological states and their effects and possible side effects, including the potential impact on the therapeutic process.

**B3.6** Students must be enabled to develop an understanding of the work and roles of other professionals in the mental health field.

**B3.7** Students must be helped to develop a critical awareness of research findings in counselling, psychotherapy, and related areas through study of the relevant literature and to reflect on how these inform evidence-based practice.

**B3.8** Students must be enabled to gain an awareness and working knowledge of research methodology to enable them to develop basic competences in small scale research projects.

B3.9 The course must demonstrate that students are taught in all the elements included within Option 1: Core OPT training within the OPT curriculum.

**B4. Client work**

**B4.1** The course must require all students to complete a minimum of 100 hours of supervised practice (exclusive of missed sessions), taking note of the following:

i. Before starting client work,

students must be assessed

individually for their readiness to

take clients. This must include an

assessment of readiness to begin

work with clients remotely.

ii. It is not appropriate for students

to take other students on the

course as clients whether from

their own or a different cohort.

iii. The client work undertaken by

students should be congruent with

the rationale and philosophy of

the course.

iv. Inexperienced students in training

should not gain their client work

experience through

private/independent practice.

v. The course has an obligation

under the Ethical Framework to

ensure that placement providers

indicate student status to their

clients.

vi. Due to the particular legislative,

insurance and safeguarding

considerations for international

practice students should only

work with UK based clients.

vii. Details of the client work must be

included in a professional log

which the student maintains and

presents at assessment as

evidence of competence to

practice. (Client confidentiality

must be maintained in the log).

viii. On adult focused accredited

courses, OPT placement hours

can only be carried out with adults, not with children and

young people (under 16 years old).

ix. The majority of the supervised placement hours need to be

carried out face-to-face and the remainder can be a combination of online-video and phone *or* online-video only. Text-based, asynchronous online practice is not allowed.

**B4.2** The course must have a procedure in place for students to extend the training period in order to complete the required practice hours:

i. the course must indicate clearly

under what circumstances an

extension is permitted and;

ii. over what time period this is

allowed and;

iii. how students are being supported

during that period.

**Practice placement**

**B4.3** The course seeking accreditation will have clear, written, and published procedures for practice placements, which will include procedures for remote working and any requirements for homeworking where relevant.

**B4.4** The course must demonstrate how it approves its placement providers as appropriate for the particular course.

**B4.5** There must be an explicit written agreement/ contract between students, the placement provider, and the course, which is available to all. This must include:

i. A description of the course

including its rationale and

philosophy, procedures and

resources and the requirements of

students for client work and

assessment (e.g., supervisor

reports, electronic media

recording).

ii. A confirmation from the

placement provider that its aims,

orientation and philosophy are

congruent with that of the course.

iii. Details of where accountability

lies for:

a. the client work

b. reporting relationships

c. supervision arrangements

d. limits of confidentiality

e. complaints procedures

f. health and safety issues

g. data protection

iv. A contract between the course

and placement provider that

details the requirements for

reports on students, reciprocal

feedback, meetings etc.

v. Details of the placements remote working support structures, to include:

1. where OPT sessions will be conducted with a clear policy for homeworking if relevant
2. how students can debrief after OPT sessions and/or where to take concerns about their remote client work
3. the placement procedure for when the technology fails during an OPT client session
4. information about additional support services and onward referral pathways that students can share with OPT clients when required

vi. Details of the placement

providers’ professional practice

such as the initial assessment of

clients, methods of referral to

students, note taking/record

keeping requirements

vii. Details of the type and range of

client work undertaken by the

placement provider, the kinds of

client work contracts offered and

any limits upon these in relation

to student experience or other

factors.

viii. Details of how clients are assessed

for suitability to work with

students and for working online or

over the phone.

**The application of theory to practice**

**B4.6** The course must ensure that students are formally introduced to the Ethical Framework before starting client work. The course must demonstrate that it assists its students to develop as ethical, accountable, and reflective practitioners. This must include the application of the Ethical Framework in remote working e.g., online ‘netiquette’, appropriate social networking behaviours and managing own digital footprint.

**B4.7** Formal course time must be given to:

i. Training in assessment procedures

consistent with the rationale and

philosophy of the course and which are relevant for face-to-face and OPT working. This

must include the important

elements of a risk assessment

strategy informed by evidence

based practice and relevant

research.

ii. Teaching the students to

conceptualise the nature of the

clients’ issues and to negotiate an

appropriate therapeutic contract,

which may include referral.

iii. Equipping the students to

establish and sustain an effective,

ethical therapeutic alliance with a

client for the duration of the

contract; a relationship in which

the client is enabled to explore

complex emotional concerns.

**B4.8** The course will develop, monitor, and assess each student’s face-to-face and OPT competence to:

i. Establish a clear framework for

the therapeutic work, including;

a. awareness of the limits of

confidentiality and other

ethical and professional

boundaries

b. clear procedures for pre-

assessment communication

with clients about services

on offer

c. clear information about

the process of therapy and

the process of therapeutic

change

d. a description of the

responsibilities of each

party to the contract

e. the negotiation of

appropriate

outcomes with clients

f. the negotiation of all

details of the practical

arrangements including the

number of sessions

available

ii. Apply a body of knowledge,

informed by contemporary

research, consistently and

effectively during the course of

the therapeutic process.

iii. Apply and monitor a range of

therapeutic interventions

consistent with the rationale and

philosophy of the course.

iv. Work with difference and diversity

as it impacts on the therapeutic

relationship or the process of

therapy.

v. Be aware of the potential power

imbalance in the therapeutic

relationship.

vi. Reflect on and manage the

therapeutic process and to work

with the unexpected nature of life

and of the therapeutic

relationship.

vii. Review and evaluate the initial

assessment decisions and if

necessary modify the work with

the client or conduct a referral.

viii. Conduct an ending.

**B4.9** The course must ensure that students are aware of its ethical and legal responsibilities when working with clients who are assessed as being at risk of self-harm or of harming others.

**B4.10** The course must ensure that students are able to reflect on and work with the developing therapeutic relationship, including how to monitor the limits of their own competence.

**Supervision**

**B4.11** The course must inform students about different methods of supervision and prepare them for the effective use of supervision as a professional requirement throughout their working life. The course must demonstrate that students can effectively use supervision including the following key aspects:

i. Educational – to stimulate critical

thinking about the relationship

between theory and practice.

ii. Reflective – (a) to consider how

the therapist’s own values,

beliefs, attitudes, and behaviours

impact on the therapeutic process

and (b) reflection on and

evaluation of practice.

iii. Developmental – to facilitate

student development as ethical,

competent and accountable

practitioners.

iv. Supportive – to consider student

personal and professional well-

being with respect to client work.

v. Managerial – to have due regard to

the needs of the client, the

student, the course, the

placement, the profession and

society at large in accordance

with the Ethical Framework.

**B4.12** The course must ensure that students have regular and sufficient supervision in line with the requirements

of the Ethical Framework. A mix of individual and group supervision is strongly recommended. The mode of supervision must be the same as the client work, therefore, a mix of face-to-face and OPT supervision is required.

**B4.13** The supervisory contract during training must stipulate:

i. That all cases should be presented

for supervision.

ii. That students must present their

work in supervision not less than

fortnightly.

iii. That supervision must be not less

than one hour’s presenting time

to eight hours client work, subject

to an overall minimum of 1.5

hours per month. (For compliance

with the Ethical Framework the

guiding principle should be the

nature and complexity of the

client work relative to the

experience of the student rather

than adherence to a minimum).

**B4.14** The course will need to demonstrate the effectiveness of its own arrangements for ensuring the quality of supervision. If supervision is provided in-house the course must be aware of the possibility of dual role conflict and ensure that students have access to independent supervision.

**B4.15** The course must have specific criteria for the selection of supervisors. They must work within the Ethical Framework. Their rationale and philosophy should be compatible with that of the course. Supervisors should be experienced and competent in OPT.

**B4.16** Supervisors must work to an explicit contract with the course and the placement provider, which clarifies accountability for the client work, reporting and assessment requirements, issues of confidentiality and practical issues such as meetings and finance and the mode(s) of delivery i.e., face-to-face, online/phone supervision.

**B4.17** The boundaries of supervision on the course and supervision at the placement provider must also be specified. This contract must include provision for the supervisor to report concerns about any aspect of the student’s practice.

**B5. Professional context**

**B5.1** The course must prepare students to take an active role as members of the professional counselling/ psychotherapy community.

**B5.2** Students must be made aware of the wider political, social, legal, and organisational framework for therapeutic practice; to ensure that they are able to work appropriately in different counselling and psychotherapy contexts.

**B5.3** The course must enable students to understand the role boundaries and issues around communication and collaboration within a multidisciplinary team setting.

**B5.4** The course must equip students with the skills to manage the administrative aspects of professional practice; including prioritising workload and time management.

**B5.5** The course must make students aware of the importance of identifying, developing, and using networks for their professional support and the benefit of clients.

**B5.6** The course must enable students to work with therapeutic outcome measures or other quality assurance procedures.

**B6. Student assessment**

**B6.1** The course must have clear published learning outcomes for the training programme.

**B6.2** The course must have clear and published criteria across all elements of the practitioner training for student assessment, which are consistent with its aims and standards.

**B6.3** The course must ensure students are fully appraised of assessment procedures at the start of the course. Details of the annual assessment process must be published in advance.

**B6.4** To ensure public safety, the course must assess students at appropriate key stages throughout the training for:

i. readiness/competence to practise

counselling/ psychotherapy face-to-face and remotely, and;

ii. the ability to monitor and manage

the therapeutic process in both face-to-face and remote practice.

**B6.5** The course must demonstrate that it has an assessment process which includes regular on-going constructive feedback through which students are helped to identify and build upon their strengths and which takes a developmental approach to their difficulties.

**B6.6** Formal procedures must be in place to terminate the training of incompetent, incapable or ethically unsound trainees.

**B6.7** The course must include assessed written work amounting to a minimum of 15,000 words to ensure that the student’s achievement against the learning outcomes is regularly and accurately assessed.

**B6.8** There must be evidence of progressive monitoring, evaluation, and assessment of the students’:

i. Self-awareness and personal

development in relation to

practice.

ii. Development as a member of the

profession.

**B6.9** The course should provide evidence that students are assessed against clear and specific criteria as being competent to practise with real clients both face-to-face and remotely. (NB: for assessment of OPT competence, courses should refer to the core learning outcomes in Option 1 of the OPT training curriculum)

**B6.10** The course must provide clear evidence of the development of the following attributes in students:

i. Self-awareness, maturity and

stability.

ii. Ability to make use of and reflect

upon life experience.

iii. Capacity to cope with varying

emotional demands.

iv. Ability to cope with intellectual

and academic requirements.

v. Ability to form a working alliance

with clients.

vi. Ability to use self-awareness in

monitoring the therapeutic

relationship.

vii. Ability to be self-critical and use

both positive and negative

feedback, reflect and make

appropriate changes.

viii. Ability to draw on personal and

professional support.

ix. Awareness of the nature of

prejudice and oppression.

x. Transferable skills: appropriate

levels of written and spoken

English (or Welsh where

applicable), numerical skills,

information technology, problem

management skills,

communication skills, skills in

working with others, skills in

personal and professional

development.

**B6.11** The annual assessment process must be monitored by an external examiner who must be appropriately qualified and have no current association with the training provider or the course, or any personal or social relationship with any of the course staff or students.

The task of the external examiner is to monitor and safeguard the standard of the students’ assessed course work and to compare the performance of students with that of their peers on comparable courses elsewhere.

**B6.12** There must be a published and readily accessible appeals procedure.

**B7. Course completion**

**B7.1** Students who complete the BACP Accredited Course successfully should receive a formal academic award from the training provider. The award certificate should include the words, “BACP Accredited Training Course” or alternatively, the course should issue students with a written statement confirming that they have ‘successfully completed a BACP Accredited Training Course’.

**B7.2** The course must provide a detailed statement of topics covered during the course and the student’s achievements. This should include a statement about

the range of clients seen by a student and the settings in which counselling / psychotherapy practice / client work has been undertaken (to include the proportion of face-to-face and OPT client work undertaken).

**B7.3** The course must make students aware of the purpose of ongoing Continued Professional Development (CPD) post qualification.

**B7.4** The course must make students aware of the BACP counsellor/ psychotherapist accreditation scheme.

**B7.5** There must be provision for students to complete the course in the event of it being withdrawn or of departmental/ institutional failure.

**B8. Course evaluation**

**B8.1** The course must provide on-going opportunities for students and staff to meet as a whole community to reflect on all aspects of the course.

**B8.2** The course must give students regular opportunities to evaluate their training experiences and give feedback on the course.

**B8.3** The course should hold regular course management meetings with the opportunity for student representation.

**B8.4** The course must demonstrate that it provides opportunities for feedback from persons external to the course e.g., the external examiner, course consultant, complaints mediator.

**B8.5** The course management meetings must consider feedback from appropriate sources and show how this contributes to the development of the course.

**B8.6** The course is required to demonstrate how it reviews and amends the training programme in line with developments in the profession.

**B8.7** The course must have a published complaints procedure that includes a person in the hearing process who is independent of the course.

**B9. Accreditation of Prior Learning (APL) procedures**

If the course seeking accreditation admits students after the start of the course via APL procedures, it must submit evidence in support of B9.

**B9.1** The course seeking accreditation will have clear, written, and published procedures for the admission of students via APL.

**B9.2** The course must provide a rationale for:

i. The points of entry where

students can be APLd onto the

course.

ii. The maximum percentage possible

to APL onto the course for any

cohort.

iii. How internal consistency within

the course will be maintained.

**B9.3** The APL procedure must demonstrate how the course assesses a potential student’s:

i. Suitability for the training

offered.

ii. Ability to demonstrate ‘reflective

practitioner’ qualities.

iii. Ability to form a working alliance

with the course team and existing

student group.

**B9.4** The hours which can be admitted by APL will not exceed 150 hours or a third of the programme, whichever is the greater number of hours.

**B9.5** The course must require APLed students to undertake a minimum of 100 hours of supervised client work whilst on the course.

## Explanation of terms

Accreditation of Training Courses 2009 is a framework of good practice for counsellor/psychotherapist training courses and their provision. BACP does not intend to prescribe how the elements of Accreditation of Training Courses should

be implemented by training providers. To assist users, the criteria are listed without accompanying explanations or examples. The accompanying explanations in this section are used to clarify and support the criteria. Where given, examples are not intended to be exhaustive compilations nor used as checklists but are used to illustrate concepts. Training providers should be able to demonstrate that they are addressing the criteria effectively by means of their own course management, culture, staff, structures, course content, policies, procedures, and facilities.

**APL (includes APCL and APEL)**

Accreditation of prior learning is a process that awards credit for previous learning. It enables individuals of all ages and backgrounds to receive formal recognition and credit for learning gained in the past through formal or informal study, work, and life experience. APL may be Accreditation of Prior Certificated Learning (APCL) and/or Accreditation of Prior Experiential Learning (APEL).

**Assessment**

Assessment describes any processes that appraise an individual’s knowledge, understanding, abilities or skills. Assessment is usually diagnostic, formative, or summative by type. A training course may use more than one type of assessment and a single assessment may use two or all of these types in combination. Different forms of assessment may include feedback to the student, grading/marking work, evaluating performance, award of a qualification.

**Competence**

This is intended to mean ‘to be able to do something or to be capable of doing something’. For the purposes of

this document, ‘competence’ is generic and not used as a qualification level indicator. Competence is where the student can demonstrate that they know or can do something following the completion of that part of the training.

**Cohort**

A group of students recruited to a specific course at the same time, with the expectation that the group proceeds to complete the whole programme of training together as a group and at the same time, graduating with the award pertaining to that course (not withstanding circumstances that might prevent an individual from completing with that cohort).

**Course**

A planned, coherent learning experience, such as a specific combination of taught modules or a taught programme of study, to which a student can be admitted, which leads to a named qualification or award upon successful completion of all requirements. For the purposes of Accreditation of Training Courses, the term ‘course’ is used to mean the total programme of study which is being submitted for accreditation. This may be one course or a combination of courses (for example a two-year MSc course or three-year training programme which consists of certificate, diploma

and advanced diploma).

Where a programme of training is submitted for accreditation, there should be clear evidence that a single, discrete, and identifiable cohort progresses continuously through all stages of the course and graduates together with the award pertaining to the programme.

A course applying for accreditation must be able to stand as an award in its own right.

**Direct teaching or instruction time**

This is the timetabled course time where students receive direct, face-to-face instruction from members of course teaching team. Essentially, it is made up of timetabled tutor-led lectures, tutorials, and seminars.

**Dual roles**

Dual roles occur within a relationship between two or more people who encounter one another in different circumstances. Where a person has responsibility in more than one area, the overlapping knowledge and responsibilities concerned with each of these areas may come into conflict. For example, a student may not wish to disclose to a supervisor who is responsible for assessing their course work as a tutor, or a supervisee may not

wish to disclose to their supervisor if he/she also has line management responsibility for them as an employee.

It is not always possible for a dual relationship to be avoided. Certain steps may be taken to counteract the situation, e.g., by ensuring a supervisee can take work to an independent person. However, if dual relationships are not managed to clear boundaries, there is a risk for a potentially damaging situation to develop. This may lead to less effective work and possible unexpected complications.

**Further reading:**

BACP has a range of [Good Practice in Action](https://www.bacp.co.uk/events-and-resources/ethics-and-standards/good-practice-in-action/) resources to help you and your students implement the Ethical Framework in practice.

Ethical Framework for the Counselling Professions (BACP 2018). This is available to download on our [website](https://www.bacp.co.uk/events-and-resources/ethics-and-standards/ethical-framework-for-the-counselling-professions/).

The Online and phone therapy competence framework, user guide and training curriculum can also be accessed via the BACP [website](https://www.bacp.co.uk/events-and-resources/ethics-and-standards/competences-and-curricula/online-and-phone-therapy/).

**Guided learning time**

**Guided learning time is where a member of the teaching team is present to give specific guidance towards the qualification or module being studied on a course of study either in the classroom or via live, synchronous online teaching delivery.**

**Guided learning time can include tutor-led lectures, tutorials and facilitated study. It also includes directed assignments, skills practice sessions, facilitated workshops, discussion groups, timetabled group supervision and experiential groups. Facilitated study could include tutor guidance for students in open learning centres, staff-facilitated research, or research awareness, learning workshops, and web-based tutorials.**

**Guided learning time can also include time spent by course tutors when assessing students’ achievements, for example in ‘live’ practice assessments where demonstration of competence is assessed by course tutors. Tutor-student community meeting time may also be counted.**

**It excludes learner-initiated private study (self-directed study) and any asynchronous online learning that the student undertakes.**

**Learning outcomes**

Those things that a student is expected to know, understand or able to do on completion of a learning process, module, or course of study.

**OPT – online and phone therapy**

Counselling or psychotherapy practice that relies on technologically mediated applications and processes for some or all its delivery. This may involve the use of phones (traditional or smart), tablets or any kind of computer (desktop, laptop etc.) with an internet connection. These enable interactions to take place remotely, implying that practitioner and client will not share the same physical space. Some of the administrative communication between the two parties may also be asynchronous. Technologically mediated communication may be the foundation for either a part or all of the therapeutic work. For further guidance on OPT, please see the OPT competence framework, user guide and OPT training curriculum: [www.bacp.co.uk/optcompetences](http://www.bacp.co.uk/optcompetences)

The OPT competences for supervisors are described in the Supervision competence framework which can be accessed here: Supervision competence framework (bacp.co.uk)

**Philosophy and rationale**

BACP accreditation requires that accredited courses demonstrate that they provide an in-depth practitioner training. (See B3.3) The training should be underpinned by a defined body of knowledge and the concepts and

assumptions of which should be consistently applied to the elements of the course, to ensure a training experience that is congruent with the stated theoretical model(s).

**Placement**

The period of time in which a student is required to complete a determined number of hours’ experience of formal, fully- contracted, direct counselling of real clients as an integral component of the training. Course placement hours are

in addition to the timetabled taught contact hours of the course and the placements usually take place outside of the training institution (NB some training providers have counselling services at which trainee practitioners can work as counsellors and/or psychotherapists with real clients).

It is important that relevant learning outcomes are identified and the students’ experience and learning is appropriately monitored. Placements should be structured, supported, monitored, and evaluated by both the course and the workplace.

In this context, placement does not mean work-based learning of any other type or the practise of counselling skills embedded within another role (e.g., nursing staff).

**Small scale research project**

Such a project will enable students to pursue a viable research question independently, whereby they will consider and select an appropriate research approach to ethically investigate this question. Students will demonstrate an ability to conceptualise and operationalise a researchable topic, along with knowledge of the subject which is being researched. They will provide a sound rationale for the research question being investigated and the methods/instruments being used to answer this question. Students will demonstrate their competence in both research and research based academic writing by producing a study report/thesis that describes in detail all stages of the research process they have undertaken. Overall, the thesis

will illustrate how they have selected and critically evaluated relevant theories, sources, and appropriate data to locate and support their thesis. Students must be introduced to the academic and practical tools necessary for such a project; being able to appreciate and understand issues relating to all

stages of managing, undertaking, and writing up an academic research study.

**Work-based learning**

Work-based learning presents students with opportunities to explore and gain

contextual awareness in a professional counselling and/or psychotherapy or appropriate related setting. The learning experience should be designed to enable students to relate their training to the workplace. It is important that relevant learning outcomes are identified, and the students’ experience and learning is appropriately monitored. Work-based learning opportunities should be

structured, supported, monitored, and evaluated by both the course and the workplace.

Such opportunities for work-based learning might typically include clerical duties; attending team meetings; case management conferences; reading literature, policies, and procedures; skills practice; structured training; observation, assisting, mentoring or job shadowing activities, all of which should be consistent with the learning outcomes of the course.

Work-based learning activities are separate to the counselling placement required by the course (see criterion A3).

## Appendix: The Core Curriculum\*

What are the key areas in which counsellors and psychotherapists should be competent?

**9.1 The Core Curriculum**

The key domains of knowledge, skill and application for counselling and psychotherapy practice identified in the generic core competencies document (Wheeler et al, 2006) are used to determine the core curriculum.

These domains are:

**A) The professional role and**

**responsibility of the therapist**

**B) Understanding the client**

**C) The therapeutic process**

**D) The social, professional and**

**organisational context for therapy**

The core curriculum is described here in terms of learning outcomes, incorporating knowledge and performance criteria that are summary statements for the elements identified in the generic core competencies. They are organised using the four domains listed above.

**9.1 A - The professional role and responsibility of the therapist**

The practitioner will have relevant knowledge to inform his or her ability to:

1. Show a commitment to personal

and professional development

including self-awareness and an

awareness of fitness to practice in

relation to clients.

2. Reflect on personal development

including ways in which life

experiences affect self and

relationships with peers, clients

and other professionals.

3. Demonstrate the psychological

and emotional robustness

necessary to work with intense

feelings and uncertainties.

4. Engage in rigorous self-

examination, monitoring thoughts,

feelings, physical sensations and

behaviour in the therapeutic

relationship.

5. Recognise personal and

professional limitations and

identify ways of addressing these.

6. Recognise and maintain

appropriate professional

boundaries even when these are

challenged by the client or others.

7. Understand the values

underpinning the profession, as

exemplified in the Ethical

Framework.

8. Demonstrate the capacity for

reflexivity as applied in

therapeutic practice.

9. Understand the importance of

supervision, contract for

supervision and use it to address

professional and developmental

needs.

10. Understand the importance of

professional development

activities.

11. Understand and use a relevant

ethical framework to make

critical decisions about the

practice of counselling and

psychotherapy.

12. Manage counselling practice

efficiently, including record and

note keeping, provision of an

appropriate environment, liaison

with other services, reviewing of

caseloads and evaluation of

practice.

13. Identify and use networks that can

be used for the benefit of the s

service.

14. Communicate clearly with clients,

colleagues and other professionals

both orally and in writing.

15. Demonstrate a critical awareness

of commonly recommended

therapeutic approaches that are

underpinned by evidence of

efficacy and effectiveness.

16. Give and receive feedback

constructively, reflect and make

appropriate changes.

17. Regularly evaluate and review

personal development progress,

making links with theoretical

knowledge and the counselling

process.

**9.1 B - Understanding the client**

The practitioner will have relevant knowledge to inform his or her ability to:

1. Devise a strategy for conducting

assessment interviews with potential clients.

2. Devise and use a comprehensive

risk assessment strategy.

3. Use all available information

including pre-assessment

information; client presentation; therapist response to the client and quantitative or qualitative measures or assessment tools to make a collaborative decision with clients regarding an appropriate therapeutic contract.

4. Reflect on, and synthesise

complex and sometimes contradictory information in order to facilitate an understanding of underlying psychological difficulties.

5. Access and interpret research

evidence and organisational guidance about appropriate and effective interventions for particular presentations of personal difficulties.

6. Demonstrate awareness of

diversity and the rights and

responsibilities of all clients, regardless of their gender, age, ethnicity, culture, class, ability, sexuality, religion, and belief.

7. Openly and freely discuss sexual

matters, when appropriate with a client, whatever the client’s sexual orientation or the nature of the client’s problem.

8. Make informed decisions about

referral and the compatibility of counselling/psychotherapy and psychopharmacological interventions in conjunction with other professionals.

9. Recognise the signs and symptoms

associated with mental distress and regularly update knowledge about mental health and wellbeing.

10. Identify ethical and legal

responsibilities with regard to potential risk including critical decision making with

respect to autonomy of the client and potential harm to self or others.

11. Recognise physical signs and symptoms that may accompany, mimic or be indicative of severe forms of psychological distress.

12. Understand the inter-relatedness of social and psychological factors.

13. Understand the inter-relatedness of psychological and physical illness and recognise that symptoms of physical illness may be indicative of the mental pain/distress/state of the client and vice versa.

14. Critically appraise conceptualisations of the nature of severe psychological distress.

15. Draw on empirical and theoretical sources to make an initial estimation of the number of sessions that may be most appropriate for clients with particular presenting difficulties.

16. Apply consistently a comprehensive, in-depth, and research-informed body of knowledge in their practice.

17. Critically appraise theoretical frameworks which underpin therapeutic practice.

**9.1 C - The therapeutic process**

The practitioner will have relevant knowledge to inform his or her ability to:

1. Establish and maintain an effective, collaborative therapeutic alliance with the client, with due regard to the physical, contractual, and ethical framework.

2. Manage the beginning, middle and end of a therapeutic relationship according to their theoretical perspective of practice.

3. Develop and sustain a relationship with the client that offers sufficient safety and security, understanding and warmth to explore complex emotional concerns and clearly defines the boundaries of the relationship.

4. Clearly agree roles and responsibilities with the client whilst in a therapeutic relationship.

5. Negotiate and agree with clients’ appropriate and achievable therapeutic goals or outcomes and the process by which these can be achieved.

6. Demonstrate awareness of theoretical and research literature regarding the provision of a secure frame for therapy, including physical environment, contractual arrangements, and ethics.

7. Apply and monitor a range of appropriate therapeutic interventions and strategies.

8. Acknowledge diversity relating to gender, age, ethnicity, culture, ability, religion, spirituality, and sexuality as it impacts on the therapeutic relationship or the process of therapy.

9. Acknowledge changes that have occurred for the client during the course of therapy whether they be practical, behavioural, emotional, or relational.

10. Acknowledge difficulties and ruptures encountered as part of the therapeutic process in order to find ways of making progress and re-establishing a positive therapeutic alliance.

11. Recognise and work with distortions in the client’s perception of the therapist or of their experience in therapy.

12. Support clients when in crisis by providing information about self-care strategies and making clear arrangements for future meetings or contact.

13. Anticipate the types of ‘out of session’ communication that clients might use, such as email, letters, text, telephone, and visits, and determine an appropriate policy for managing and responding.

14. Recognise ways in which breaks and holidays may affect the therapeutic relationship or therapeutic process and make appropriate arrangements for clients to seek support in case of emergency.

15. Apply a theoretically and empirically informed body of knowledge consistently and effectively during the therapeutic process.

16. Clearly communicate imminent endings for the client and work to ensure these are managed safely and appropriately.

17. Negotiate an end date with the client allowing sufficient time to process the ending in accordance with a consistent, coherent, and in-depth perspective.

**9.1 D - The social, professional, and organisational context for therapy**

The practitioner will have relevant knowledge to inform his or her ability to:

1. Take an active role as a member of a professional community.

2. Show a critical awareness of the history of ideas, the cultural context and social and political theories that inform and influence the practice of counselling and psychotherapy.

3. Identify and critique the philosophical assumptions underpinning the practice of counselling and psychotherapy.

4. Understand the inter-relatedness of truth claims, belief and ideology and their influence on professional practice.

5. Interpret and apply relevant policies and codes of the employing organisation, including equal opportunities statements, disability statements and widening participation strategies.

6. Explore sensitively and respectfully with clients their culture and associated values recognising cultural differences, for example, in terms of predispositions to individualism and collectivism, emotional involvement and detachment.

7. Reflect on the role and function of counselling and psychotherapy in society and understand national politics in relation to mental health service provision and client wellbeing.

8. Demonstrate a clear commitment to best practice and work within an ethical framework for professional practice.

9. Demonstrate understanding of the relevant legislation that affects the practice of counselling and psychotherapy.

10. Make a contract with the appropriate organisation for the provision of therapy, including the extent of the provision with regards to time, place, and resources.

11. Demonstrate an awareness of power relationships and dynamics within groups and organisations and their potential impact on therapy.

12. Work in multidisciplinary teams with other professionals and participate effectively to maximise therapeutic outcomes as appropriate.

13. Critically appraise published research on counselling and psychotherapy and integrate relevant research findings into practice.

14. Understand methodologies to evaluate the process and outcome of therapy.

15. Monitor and review the effectiveness of own practice.

16. Participate in therapeutic practice audit and other quality assurance procedures.

17. Identify suitable criteria and evaluation tools for evaluating own practice.

\*9.1 Core Curriculum extracted from Towards Regulation: The Standards, Benchmarks and Training requirements for Counselling and Psychotherapy (BACP 2007)