

# Setting standards for the profession of counselling / psychotherapy

BACP Annual Conference  
18 October 2008

# Introducing us

- Rebecca Grace – Quality and Standards Manager, BACP
- Christina Docchar – Project Manager – Supervision and CPD, BACP

# Training - Context

- Disparate nature of training in counselling / psychotherapy
- Statutory regulation of counsellors / psychotherapists

# Health Professions Council - Introduction

- Regulator for counsellors / psychotherapists
- Working date of 2010 / 2011
- Ways to register
  - Transfer from existing register (transitional phase)
  - Approved qualification (transitional phase and long term)
  - Grandparenting (transitional phase)

# Health Professions Council - Training

- Standards of Education and Training (SETs)
  - Generic standards for all approved qualifications
- Standards of Proficiency (SoPs)
  - Both generic and profession specific
- Approved qualification
  - Must meet all of the SETs and equip 'graduates' to be competent in all areas of the SoPs

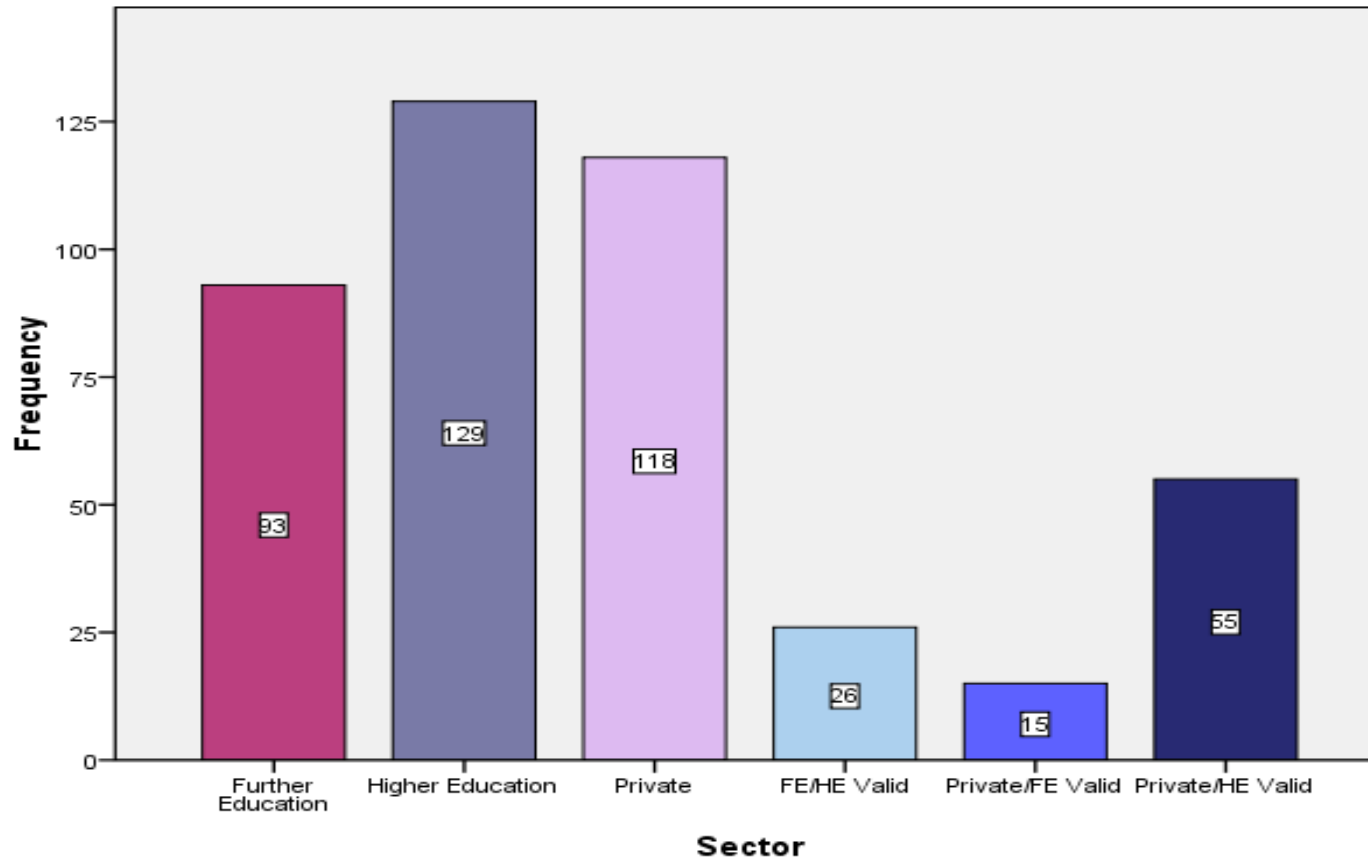
# Counselling / Psychotherapy Training - Current

- 420+ 'practitioner' training courses
  - Practitioner – minimum 1 year FT / 2 year PT with placement

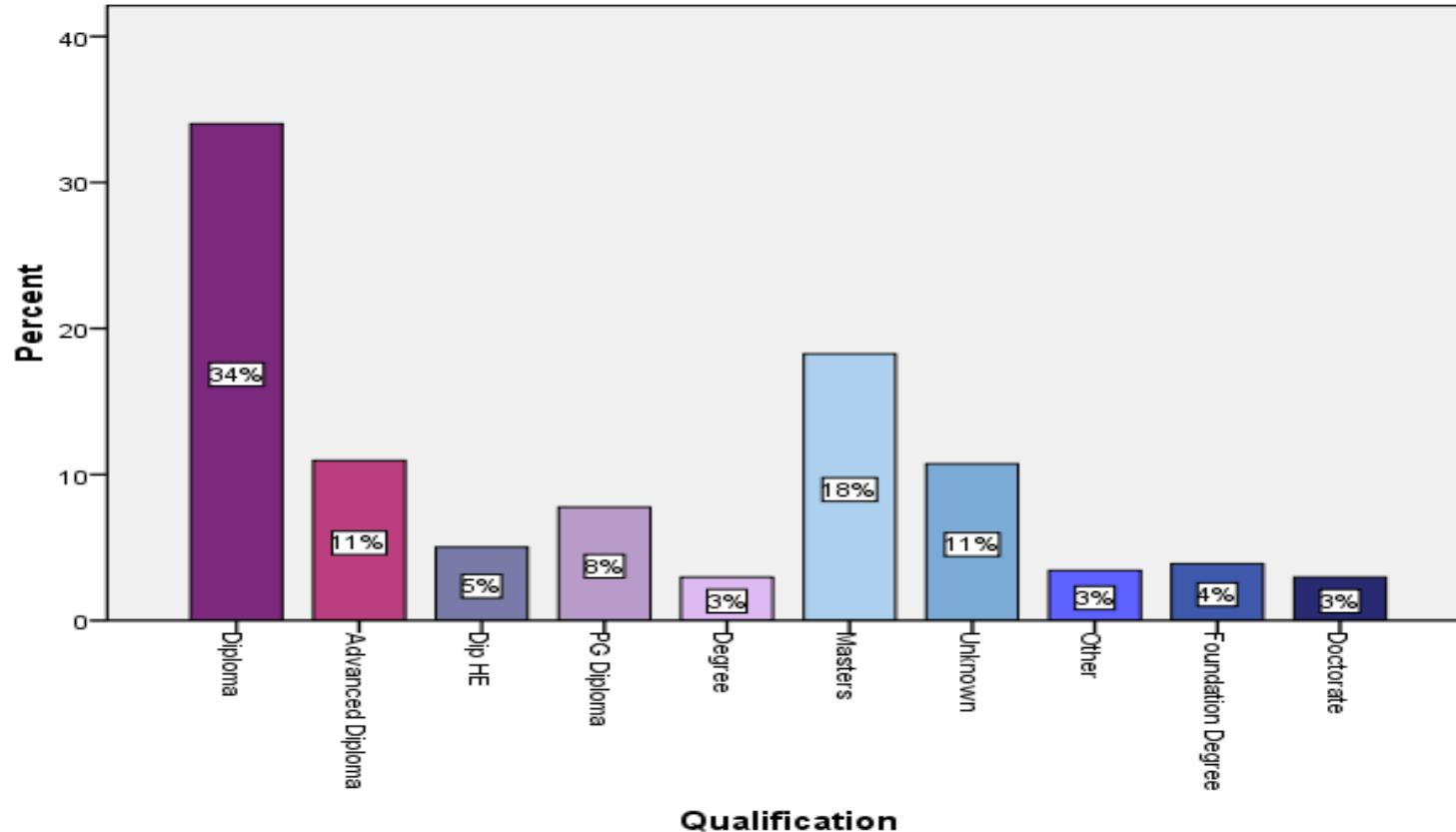
# Counselling / Psychotherapy Training - Current

- Subject of Training
  - Counselling 60%
  - Psychotherapy 25%
  - Counselling and Psychotherapy 5%
  - Other 10%

# Counselling / Psychotherapy Training - Current

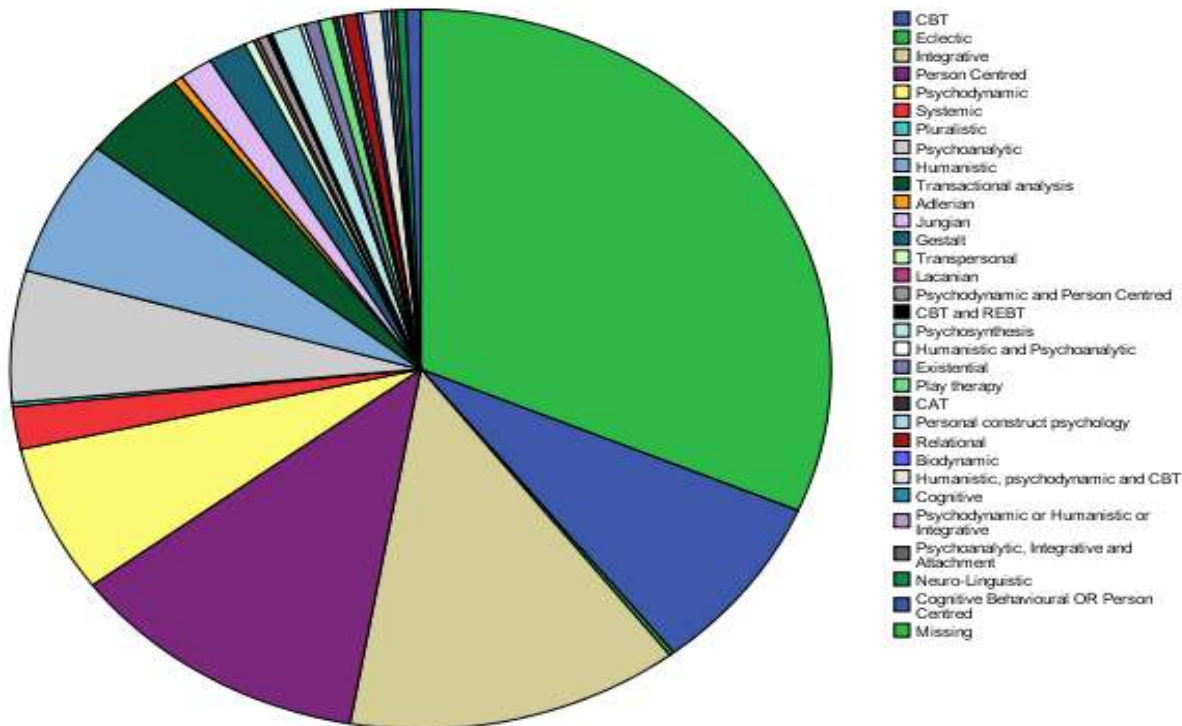


# Counselling / Psychotherapy Training - Current

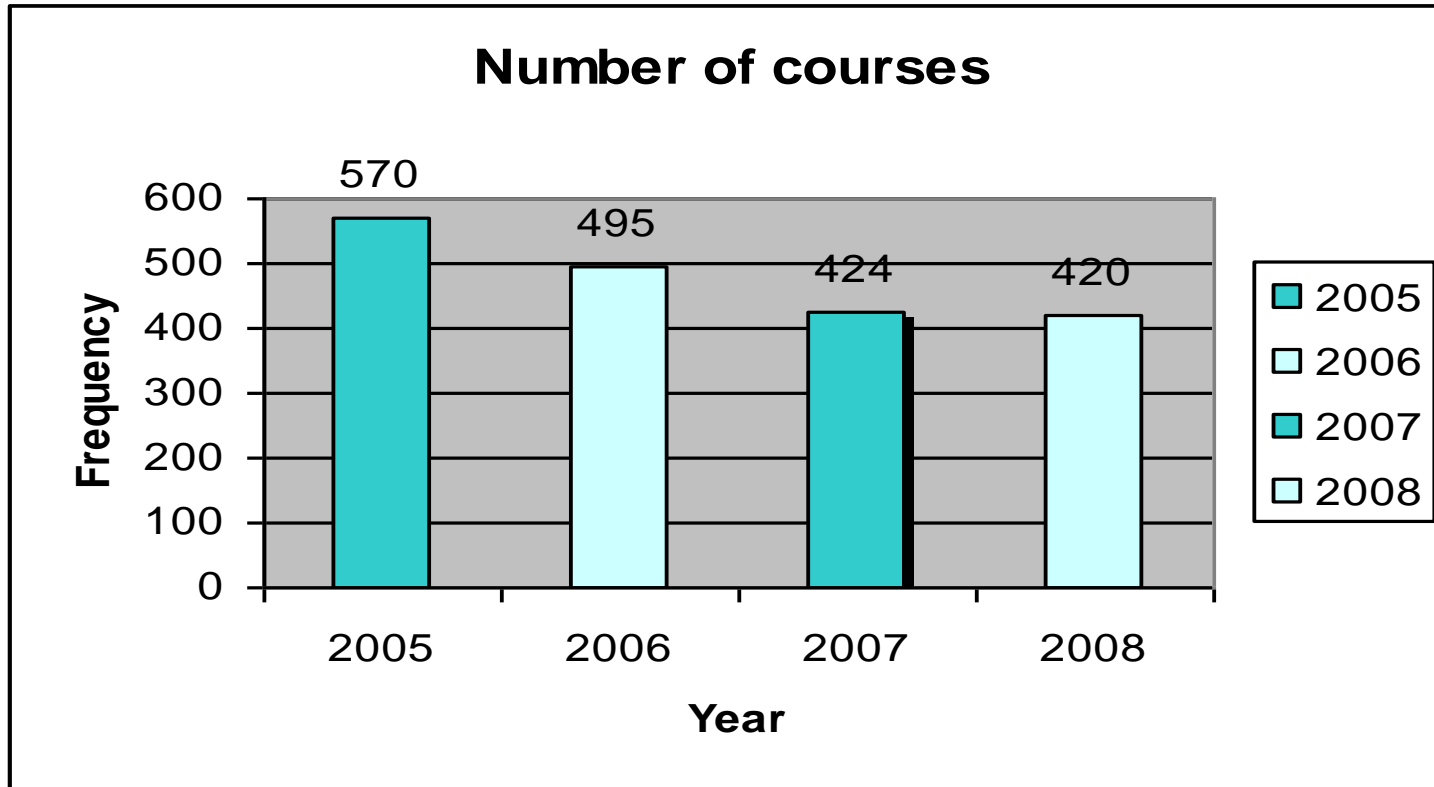


# Counselling / Psychotherapy Training - Current

Theoretical orientation



# Counselling / Psychotherapy Training - Trends



# Counselling / Psychotherapy Training - Trends

- Courses are closing but: -
  - No changes in the sector of delivery
  - No changes in the academic level
  - No changes in the qualification (although more foundation degrees)

# BACP Core Curriculum

- Internal and external reasons for development
  - Disparate nature of training
  - HPC – ‘Apply a defined body of knowledge’
- Consortium (9 trainers)
  - Range of training settings
  - Representing different theoretical approaches

# Core Curriculum

- Four domains – learning outcomes associated with each
  - 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

# Core Curriculum

- Learning outcomes
  - Recognise and maintain appropriate professional boundaries even when these are challenged by the client or others.
  - Recognise the signs and symptoms associated with mental distress and regularly update knowledge about mental health and well-being.
  - Manage the beginning, middle and end of a therapeutic relationship according to their theoretical perspective of practice.

# Core Curriculum

- Emphasis on practical requirements
  - 150 hours of client work
  - 50 hours of associated work
  - requirement for personal development

# Core Curriculum

- Approved by BACP Board
- Aligned with existing course accreditation requirements
- Launched to accredited courses  
November / December 2008
- A new 'Gold Book' launched this year

# Subject Benchmark Statements

- None approved by QAA for counselling / psychotherapy
- BACP, and others, looking to develop these for the profession
  - Will be working with academics representing a range of perspectives
- Hope to use aspects of the Core Curriculum in this development
- Usual for regulated professions to have benchmark statements or for them to be in development

# Skills for Health

- Commissioned to develop NOS for psychological therapies
  - Psychodynamic / psychoanalytic
  - Humanistic person centred / process experiential
  - Cognitive behavioural therapy
  - Systemic and family therapy

# Skills for Health

- Each modality is at a different stage of development
- BACP involvement
- Intention to look at generic as well as specific factors
- May be used by training providers in course development

# Conclusion

- Training field can still be confusing
- Core Curriculum will hopefully go some way to changing this
- Regulation will mean that the training field will become more standardised (threshold academic level will be set, specific criteria)
- BACP hopes to influence regulatory agenda

bacp

British Association for  
**Counselling & Psychotherapy**

