

# Accreditation of training courses

including the Core Curriculum

bacp

British Association for  
Counselling & Psychotherapy



BACP Professional Standards

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# Contents

<b>Foreword</b>	<b>4</b>
<b>Introduction</b>	<b>4</b>
<b>Accreditation of training courses</b>	<b>5</b>
<b>Criteria for BACP Course Accreditation</b>	<b>5</b>
Part A. Eligibility criteria for entry to the scheme	5
Part B. Course delivery criteria	6
<b>Explanation of terms</b>	<b>11</b>
<b>The course accreditation application process</b>	<b>13</b>
Preparation and support	13
The submission document	13
<b>The application assessment process</b>	<b>15</b>
<b>Maintenance and renewal of accreditation</b>	<b>16</b>
<b>BACP logo</b>	<b>16</b>
<b>Appeals</b>	<b>16</b>
<b>Appendix: The Core Curriculum</b>	<b>17</b>

## Foreword

The publication of a new *Accreditation of Training Courses* scheme represents a significant event in the process of defining standards of quality and competence for the profession of counselling and psychotherapy.

The fifth edition of *Accreditation of Training Courses* combines much of the content and inspiration of its predecessor with key aspects taken from the BACP Core Curriculum (2007), developed by a consortium of trainers whose work I had the privilege of coordinating. The consortium drew on the expertise of counsellor educators in colleges, universities and the private sector, as well as on experience within the wider membership. Well attended meetings of those involved in training in England, Scotland, Wales and Northern Ireland provided the consortium with a wealth of data on current perspectives and on the perceived needs of the next generation of professionals. In all, many hundreds of views were heard and noted. The richness of this data meant that the final version of the curriculum reflected a very wide range of interests, professional settings, practitioner orientations, experience and understandings.

The new scheme is not only specific and detailed, but is also inclusive in its application. Whilst those involved in the provision of programmes will find some of its requirements new and challenging, my hope is that it will be welcomed as a restatement of core beliefs and values. The document seeks to empower educators in their aspiration to provide a robust and reliable basis for the development of the next generation of practitioners. It will be widely used – not just within training teams, but crucially as a reference point for managers, validation panels and those responsible for overseeing standards of delivery and achievement at local and national level.

Dr Alan Dunnnett (November 2008)

## Introduction

The British Association for Counselling (BAC) began officially to recognise the standard of training courses in 1988, following the establishment of its *Recognition of Counsellor Training Courses* scheme. This scheme proved popular and was revised in 1990 and again in 1996. The fourth edition of the scheme, re-titled *Accreditation of Training Courses*, was published by the British Association for Counselling and Psychotherapy (BACP) in 2002. To date, over 120 courses have been recognised or accredited by the association.

Since it was first launched, the scheme has attracted a great deal of attention. Widely used by training providers wanting to gain formal recognition for the high standard of training which they deliver, it is also utilised by those setting out to design a professional practitioner training to a nationally recognised high standard. The scheme is consulted by prospective students seeking assurance about the quality of their prospective training and by employers concerned to recruit practitioners who have been trained to a high professional standard.

Students currently studying on a BACP accredited course will be eligible for entry into the corresponding student category of BACP membership. Graduates of a BACP accredited course are guaranteed to satisfy the training requirement for the corresponding graduate category of BACP membership (currently MBACP) and can be assured of meeting the training requirement for BACP counsellor/psychotherapist accreditation.

Only a course which has been awarded official BACP accredited status and has current accreditation may claim to provide a BACP accredited course and use any designated logo.

Other courses should not publicise their application or even state an intention to become accredited. Applications may be postponed, ineligible, withdrawn, delayed in assessment or unsuccessful. Consequently, disappointment to potential and current students and embarrassment for training providers may result from inappropriately raised expectations.

Misleading or ambiguous reference to any course's BACP accredited status may leave training providers vulnerable to a formal complaint.

## 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

#### 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 BACP Ethical Framework for Good Practice in Counselling and Psychotherapy (the *Ethical Framework*).

**A2** The course must have graduated at least one cohort of students before submitting an application (ie a group of students who were recruited at the same time and are graduating together).

**A3** The training provider must deliver an in-depth course offering professional practitioner training. There must be a minimum of **450** hours of timetabled guided learning time, within which there must be **400** hours of direct teaching or instruction time.

**NB** Each course should refer to the explanation of terms for guidance on meeting **A3** before embarking upon its application.

**A4** The course must require all students to complete **50** hours of work-based learning or other duties related to service provision during the course.

**A5** Students must undertake a minimum of **150** hours of supervised practice exclusive of missed sessions in addition to 50 hours of time spent in work-based learning and other duties related to service provision.

**A6** 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.

**A7** All course staff must be members of an appropriate professional body with a complaints procedure to which they are subject.

**A8** 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.

**A9** 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 Professional Standards Department at BACP for information.*

**A10** 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

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

**A11** The course must provide evidence of its staffing structure that clearly demonstrates lines of responsibility.

**A12** 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 **B10**.

## 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', eg supervision, personal therapy and residentials)
- vii. conditions of participation (eg time commitments)

**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 **B10**)

### 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.

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

*Framework for Good Practice in Counselling and Psychotherapy* (2007) (the *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 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 eg 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.

### B4. Work-based learning

**B4.1** The course must require all students to complete **50** hours of work-based learning or other duties related to service provision during the course, taking note of the following:

- i. There must be clearly defined policies and procedures for securing, approving and/or allocating work-based learning, which should be available to staff and students
- ii. There must be relevant learning outcomes for the work-based learning which contribute to the overall and coherent aims of their programme and which are appropriately monitored.
- iii. The course must inform students of their responsibility to meet the norms and expectations for professional conduct in the particular setting of the work-based learning, for example keeping confidentiality, adherence to an ethical framework.

### B5. Client work

**B5.1** The course must require all students to complete a minimum of **150** hours of supervised practice (exclusive of missed sessions), in addition to the **50** hours in work-based learning or other duties related to service provision during the course, taking note of the following:

- i. Before starting client work, students must be assessed individually for their readiness to take clients.
- 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. 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).

**B5.2** 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

**B5.3** The course seeking accreditation will have clear, written and published procedures for practice placements.

**B5.4** The course must demonstrate how it approves its placement providers as appropriate for the particular course.

**B5.5** 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 (eg 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
- 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 placement providers' professional practice such as the initial assessment of clients, methods of referral to students, note taking / record keeping requirements
- vi. 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.
- vii. Details of how clients are assessed for suitability to work with students.

## The application of theory to practice

**B5.6** 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.

**B5.7** Formal course time must be given to:

- i. Training in assessment procedures consistent with the rationale and philosophy of the course. 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.

**B5.8** The course will develop, monitor and assess each student's 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.

**B5.9** 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.

**B5.10** 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

**B5.11** 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*.

**B5.12** 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.

**B5.13** 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).

**B5.14** 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.

**B5.15** 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.

**B5.16** 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.

**B5.17** 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.

## **B6. Professional context**

**B6.1** The course must prepare students to take an active role as members of the professional counselling/ psychotherapy community.

**B6.2** 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.

**B6.3** The course must enable students to understand the role boundaries and issues around communication and collaboration within a multidisciplinary team setting.

**B6.4** The course must equip students with the skills to manage the administrative aspects of professional practice; including prioritising workload and time management.

**B6.5** The course must make students aware of the importance of identifying, developing and using networks for their professional support and the benefit of clients.

**B6.6** The course must enable students to work with therapeutic outcome measures or other quality assurance procedures.

## **B7. Student assessment**

**B7.1** The course must have clear published learning outcomes for the training programme.

**B7.2** 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.

**B7.3** 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.

**B7.4** To ensure public safety, the course must assess students at appropriate key stages throughout the training for:

- i. readiness/competence to practise counselling/ psychotherapy, and;
- ii. the ability to monitor and manage the therapeutic process.

**B7.5** The course must demonstrate that it has an assessment process which includes regular ongoing constructive feedback through which students are helped to identify and build upon their strengths and which takes a developmental approach to their difficulties.

**B7.6** Formal procedures must be in place to terminate the training of incompetent, incapable or ethically unsound trainees.

**B7.7** 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.

**B7.8** 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.

**B7.9** The course should provide evidence that students are assessed against clear and specific criteria as being competent to practise with real clients.

**B7.10** 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.

**B7.11** 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.

**B7.12** There must be a published and readily accessible appeals procedure.

## **B8. Course completion**

**B8.1** 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'.

**B8.2** 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.

**B8.3** The course must make students aware of the purpose of ongoing Continued Professional Development (CPD) post-qualification.

**B8.4** The course must make students aware of the BACP counsellor/psychotherapist accreditation scheme.

**B8.5** There must be provision for students to complete the course in the event of it being withdrawn or of departmental/institutional failure.

## **B9. Course evaluation**

**B9.1** The course must provide ongoing opportunities for students and staff to meet as a whole community to reflect on all aspects of the course.

**B9.2** The course must give students regular opportunities to evaluate their training experiences and give feedback on the course.

**B9.3** The course should hold regular course management meetings with the opportunity for student representation.

**B9.4** The course must demonstrate that it provides opportunities for feedback from persons external to the course eg the external examiner, course consultant, complaints mediator.

**B9.5** The course management meetings must consider feedback from appropriate sources and show how this contributes to the development of the course.

**B9.6** The course is required to demonstrate how it reviews and amends the training programme in line with developments in the profession.

**B9.7** The course must have a published complaints procedure that includes a person in the hearing process who is independent of the course.

## **B10. 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 B10.*

**B10.1** The course seeking accreditation will have clear, written and published procedures for the admission of students via APL.

**B10.2** 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.

**B10.3** 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.

**B10.4** 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.

**B10.5** The course must require APLed students to undertake a minimum of 150 hours of supervised client work and an additional 50 hours of work-based learning or other duties related to service provision 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 staff. Essentially, it is made up of timetabled staff-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, eg 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 Information Sheet G3: Dual roles – blurring the boundaries in professional relationships. Michael Jacobs (BACP 2006)

BACP Information Sheet P5: The challenge of working in a multitasked job. Lynne Gabriel (BACP 2004)

Ethical Framework for Good Practice in Counselling and Psychotherapy (BACP 2007). This is available to view free online at [www.bacp.co.uk/ethical\\_framework](http://www.bacp.co.uk/ethical_framework) or a published copy can be purchased from BACP.

### Guided learning time

This is a measure of the substance of a qualification. It is the timetabled hours spent on direct teaching or instruction (see explanation above), together with other timetabled structured learning time, such as directed assignments, assessments 'on the job', facilitated workshops, study and practice. It excludes learner-initiated private study.

#### *What can be included?*

Guided learning time is where a member of staff is present to give specific guidance towards the qualification or module being studied on a course of study. Guided learning time can include staff-led lectures, tutorials and facilitated study. Facilitated study might include: staff 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 staff when assessing students' achievements, for example in

assessing the demonstration of competence by course staff or supervisors. Staff-student community meeting time may also be counted, see criterion B9.1.

#### *What cannot be included?*

Guided learning time would not extend to time spent by staff in the day-to-day marking of assignments or homework where the student is not present. Guided learning time does not include hours where assistance is of a general nature and therefore not specific to the study of the students. For example, time spent engaged in study in a library or study group could not be included, even though a member of staff would be in attendance.

The following time is not counted as guided learning time: supervision of client work, personal therapy, non-facilitated private or group study (eg personal reading, writing course work assignments, individual research for assignments), client work, course social time (eg timetabled or non-timetabled breaks, including coffee or lunch breaks).

Time spent in work experience and/or work-based learning does not count as guided learning hours, unless a member of staff from the course is present to give specific guidance towards the qualification or to assess the achievements of a student.

#### **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.

#### **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 (eg 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 A5).

#### **Further information and resources**

BACP has a range of information sheets covering a wide variety of topics, including many of the elements of the *Accreditation of Courses*. Examples include: recognising mental health and mental health problems, psychopharmacology and counselling and psychotherapy, using measures and thinking about outcomes, ethical decision making, and dual roles. These are available free for members to download/order via the BACP website or can be purchased from the online shop. There is a wide range of useful publications available from BACP's online shop. Examples include guidance for trainers on teaching the *Ethical Framework for Good Practice in Counselling & Psychotherapy*, resources for those teaching research methodology and ethical guidelines for researching counselling and psychotherapy.

Tutors can find a Research Dissertation Database and details of the Research Surgery for BACP members at [www.bacp.co.uk/research](http://www.bacp.co.uk/research).

The Information Services ethics helpdesk team is available to BACP members who may wish to explore ethical issues.

# The course accreditation application process

## Preparation and support

### Course accreditation workshops

Designed primarily for established courses, these workshops might also be useful to courses at a developmental stage which are considering accreditation in the future. Workshops aim to clarify the accreditation requirements, explain the application and assessment process and may provide networking and support opportunities.

To register your interest in attending a workshop or for details of forthcoming workshops and costs, please contact BACP Events on 01455 883300 or email [events@bacp.co.uk](mailto:events@bacp.co.uk).

### Professional Standards Department

Please contact Professional Standards on 01455 883338 or [accreditation@bacp.co.uk](mailto:accreditation@bacp.co.uk) if you require any assistance.

## The submission document

### Purpose

The submission should address how the course meets:

#### Part A Eligibility criteria

#### Part B Course delivery criteria

A detailed submission document is required (likely to be in the range of 5,000–8,000 words, excluding appendices).

The submission document must be able to stand in its own right and provide a complete and comprehensive coverage of the criteria, even though it may be accompanied by a variety of explanatory and promotional material.

Where any supporting material is to be considered in support of a criterion, for assessment purposes it must be clearly referenced or 'signposted' in the submission document text at that point and the corresponding material should be easily identifiable.

*Eg Advanced Diploma Handbook (Year 2) 'Personal Development Groups', page 22'*

### Appearance

The document should be typed double-spaced, single-sided on plain A4 paper and the pages should be numbered.

### Contents

#### 1. Title page

- Title of the course.
- Name of the training provider.
- Address, telephone and fax numbers, email and website address for the training provider.
- Name and contact details of the main contact person for the application.

- BACP organisational membership number of the training provider.
- A statement to say whether or not the course admits students via an APL/APEL procedure (if so you must include this in the submission).

#### 2. Signature page

The document should be signed and dated by the Course Director or Leader and by a responsible person or representative of the training provider, institution, organisation, governing or management body to whom the course is accountable.

#### 3. Table of contents (containing page numbers)

#### 4. List of appendices and additional material (if applicable and containing page numbers where possible)

#### 5. Historical background

A brief statement about the organisation that is providing the course: ie when and how the organisation and course was established, including the date of completion of the first cohort and the range and type of any other courses or related counselling/psychotherapy service which is provided.

#### 6. Aim(s) of the course

A statement that clearly articulates the underpinning rationale and philosophy of counselling/psychotherapy as taught on the course.

*Eg "to provide a theoretical foundation and practitioner training in the particular approach which will enable students to practise as individual/couple counsellors/psychotherapists in such fields/areas as..."*

#### 7. Course structure

Information about the course should be presented to address the following points, in order:

- i. The target group of students.
- ii. The overall management and staffing structure of the course and how this relates to the management structure of the training provider.
- iii. Overall length of the course.
- iv. Mode of attendance (eg full- or part-time, day and/or evening, block release and residential).
- v. Day(s) of the week on which the course is held.
- vi. The times at which the course is held (sessional hours).
- vii. Total number of contact hours as defined in the Eligibility Criteria, Part A.
- viii. The number of hours of supervised client work and administration hours which are required to be completed as part of the training.
- ix. Course content and structure (i.e. what is taught by whom and for how long).
- x. Staff student ratios; and the contact hours for each core staff member.
- xi. Course policies on equal opportunity and diversity issues.

## 8. Main body

The course must then show how it meets:

### Part A Eligibility criteria

### Part B Course delivery criteria

It is important that the course submission follows and addresses each criterion heading and number in order, as laid out in Part A and Part B of *Accreditation of Training Courses* above.

## Appendices

All appendices and supporting materials must be clearly numbered and labelled or titled.

The following information must be provided as appendices to the submission document:

### i. Details for all course staff

These must include:

- Training, qualifications, accredited/ registered status or otherwise with BACP or other professional body.
- On-going counselling/psychotherapy, supervision and training work including supervision arrangements.
- Counselling/psychotherapy related research, publications, conference presentations and relevant work experience.
- Specific contribution to the course.

*Staff CVs can be included if the information required above is included in them and clearly presented. Otherwise, the information required should be listed for each staff member, for the purposes of this application.*

### ii. The current or most recent report from the external examiner and/or consultant and an indication of how this feedback and evaluation has been integrated into the course.

### iii. Accreditation of Prior Learning procedure/s (APL) (if applicable)

If the course admits students via an APL (APCL/ APEL) procedure, these procedures must be submitted for assessment as part of the application for course accreditation (see Appendix 1).

### iv. Selected items of course documentation

Where such material is included, the purpose of doing so must be explained and the items cross-referenced to the main body of the document. Material might typically include the course brochure or booklet; a blank application form, placement contracts supervisor contracts etc. Generally, however, course handouts, completed evaluation forms and other materials should be made available at the time of the Assessors' visit and not included as part of the initial application.

For criterion B7 (student assessment), a list of practical and theoretical assignments and assessment procedures including marking schemes and arrangements for referral and deferral of assessed work should be provided.

## Copies to be submitted

FOUR complete applications are needed for assessment, ie the original submission document plus all original supporting documentation, plus three complete and collated copies. Copies may be printed or photocopied but must include all appendices and additional materials.

## Acceptance of applications

Applications can be submitted at any time – please notify the Professional Standards Department in advance of submitting an application. If the submission documentation does not conform to this guidance, it will be returned to the applicant for review.

## The application assessment process

To begin the application assessment process, please send four copies of the submission document together with the application stage fee to the Professional Standards Department at BACP. Before submitting an application, please check the current fee with BACP.

The application will be acknowledged and the office will check that there is evidence in support of all eligibility criteria (Part A). Any queries concerning the eligibility criteria will be taken up at this stage. Should any queries not be answered satisfactorily, the application will be returned with the application stage fee minus an administrative charge. It will be clearly stated which criteria have not been fulfilled and why.

Once an application is deemed to have shown satisfactory evidence in support of the eligibility criteria, (Part A) Part B will then be assessed by two of BACP's professional assessors.

The assessors will assess the information submitted against the course delivery criteria. Points of clarification and additional information may be requested.

If any requests for clarification and additional information cannot be met within a specified period, the course will be advised to withdraw the application. Should the response be deemed insufficient, a visit will not take place and the assessors will provide the course with a report identifying which criteria have not been fulfilled and why.

When appropriate clarification is made the assessors will arrange to visit the course. The visit stage fee is payable at this point. The assessors will attend either together or separately, for a period of not less than four hours each. Occasionally, they will be accompanied by a third person who will attend and observe in the role of internal verifier.

The purpose of the visit will be to assess the extent to which course delivery is in accordance with a) the submission document and b) course accreditation criteria.

The assessors will identify in advance those activities, course documentation and samples of work that they need to observe in order to assess the application adequately. The assessors may request a selection of students' written work to be made available in advance of the visit. They will also take time to discuss the course with both staff and students. Full details of the assessors requirements will be sent in advance of the visit.

In the event of a continuing lack of clarity following a visit, an assessor may make a later visit.

### The outcome

Once the assessment has been completed, a written report that addresses the criteria will be prepared. The report will make one of the following recommendations:

#### That accreditation is granted

The report will specify the date of accreditation which normally will be the date of the visit. The cohort of students graduating from the course after the date of accreditation may properly claim to have undertaken a BACP accredited course.

#### That accreditation is not granted

The report will detail in full which criteria have not been met with the reasons. In this case a new application would be required at some later date when the course can demonstrate that all criteria are met.

#### That accreditation is deferred

Accreditation will be deferred where specific criteria have not been satisfactorily evidenced. The requirements to meet the criteria will be clearly stated in the report and a maximum time given for the criteria to be met.

Accreditation will not be granted until the course has submitted additional evidence that demonstrates that all outstanding criteria have been met. The report will clearly state whether the assessors are recommending that once the criteria have all been met satisfactorily, accreditation can be backdated to the date of the visit or whether the outstanding criteria are of such a nature that accreditation can only date from the time when the evidence of their fulfilment is received and accepted by the Head of Professional Standards.

Should no response to the outstanding criteria specified in the assessors' report be received by the given date, the application will be deemed to have lapsed.

Accredited status is granted for a period of five years from the date of accreditation. Once accreditation has been granted courses will receive a BACP Certificate of Accreditation, they may then advertise themselves as a BACP Accredited Course, and use the BACP Accredited Course logo which is available as a download from the BACP website.

### Timetable for the assessment process

It is difficult to predict precisely how long the process will take from the time an official submission document is received by BACP. It will depend partly on the number of requests for further information or clarification that are required, the time taken by the course to respond to these requests and the total number of applications awaiting assessment in all accreditation schemes at any one time.

BACP will attempt to expedite the process as far as is reasonably possible. The target will be for assessors, once appointed, to make an initial response to an application within six weeks, and to produce a report within a six-week period following the date of the visit. Under normal circumstances course accreditation applications submitted by the end of October will be completed within that academic year.

# Maintenance and renewal of accreditation

## Maintenance of accreditation

Accreditation will be retained within the period of accreditation awarded, provided that the following requirements are met:

- i. Current and ongoing BACP organisational membership and compliance with BACP's Ethical Framework for Good Practice in Counselling and Psychotherapy.
- ii. All course accreditation criteria continue to be met.
- iii. Any proposed changes to the course have been notified to BACP and approved in advance of the changes being made. (The developmental changes procedure and/or change of facilities procedures should be requested from BACP for this purpose)
- iv. Compliance with BACP's quality assurance/monitoring procedures:
  - Courses must complete and return an annual monitoring report form, provided to courses on an annual basis. Courses must submit details about the development of the course as appropriate.
  - Courses must provide representation at one of the annual networking and information sharing regional meetings for accredited courses.
  - Audit procedure: courses may be selected for a more in-depth quality assurance check as part of the annual monitoring procedures. Those courses selected will be notified and asked to provide more detailed documentation about their course. BACP may also choose to visit the course as part of the audit process.

The sanction for failure to comply with these mandatory requirements for the maintenance of accreditation is that BACP will carry out a quality assurance visit to the course, the cost of which will be borne by the course.

All BACP accreditation schemes are subject to external moderation.

## Renewal of course accreditation

A course is required to apply for the renewal of its accredited status in advance of the accreditation period expiry date. This expiry date will be given in the latest report and shown on the certificate of accreditation.

A course will be given sufficient notice of the renewal requirements and procedure in advance of its accreditation expiry date. Information on how to apply for the renewal of accreditation is also available from BACP.

A course must provide evidence of how it continues to meet the criteria for course accreditation at the current time. The annual monitoring reports completed since the accreditation/last-reaccreditation was awarded will be used as part of the course's renewal documentation.

In considering an application for renewal of course accreditation further information or clarification may be sought and BACP reserves the right to visit the course.

## BACP logo

Accredited courses may apply for a licence to use the BACP accredited course logo. For further details please contact Professional Standards Department on 01455 883300.

## Appeals

Acceptable grounds for appeal are:

- i. where there is clear evidence that the assessment has not been conducted according to the published assessment procedure for the scheme
- ii. where there is clear evidence that the application has not been fairly and properly assessed against the published criteria for the scheme.

*\*Please note that disagreement with the assessors' professional judgement is not grounds for appeal.*

Appeals must be made in writing to the Head of Professional Standards within three months from the date of the final report.

All appeals will be considered by the appeals panel, which is independent of the course accreditation assessment process.

## 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 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 regard 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)

