## Mapping document for Accredited Courses and CYP pre-placement training providers

Introduction

The BACP Counselling Children and Young People (4–18 years) Training Curriculum provides a consistent minimum standard to which counselling practitioners of children and young people aged 4–18 should be trained and assessed. The curriculum offers training providers a framework for a comprehensive course, reflecting the BACP Competences for work with Children and Young People (4–18 years. It is recommended that the curriculum is read in conjunction with these competences, which can be found at: https://www.bacp.co.uk/events-and-resources/ethics-and-standards/competences-and-curricula/children-and-young-people/

Stage 1 of the training curriculum gives counsellors the basic competences to begin working with children and/or young people. All students must successfully complete training that covers all of the elements within Stage 1 of the training curriculum before beginning work with children and/or young people in placement.

This mapping document has been developed to provide a quality assurance mechanism for accredited courses whose students are receiving pre-placement CYP training outside of the core training course (e.g. with the placement provider). The aim of this document is to enable accredited courses and those delivering CYP pre-placement training to map the training against Stage 1 of the CYP curriculum to ensure that BACP pre-placement requirements for working with CYP are being met. In this way, accredited courses can have oversight of any externally delivered CYP training to ensure adherence with BACP’s requirements.

Once the placement/external training provider has completed the mapping document the accredited course can cross-check it against the requirements set out in the curriculum. If the accredited course is satisfied that the pre-placement CYP training meets the standards they may choose to allow students to undertake a CYP placement, provided that the student also has appropriate supervision in place and any CYP placement hours are included in the accredited cousre’s overall assessment strategy. Accredited courses will need to monitor the external CYP training and assessment regularly to ensure it continues to meet BACP requirements.

Important information on completing the mapping exercise:

1. The form has three parts - please complete all sections
2. The accredited course will need to see the following:
* Course timetable
* Sample session plans
* Outline of the assessment strategies
1. It is helpful to clearly cross-reference any evidence referred to within the corresponding section of the mapping document
2. The BACP Counselling Children and Young People Training Curriculum is based on the competences for counselling children and young people aged 4–18 years
3. CYP placement hours can only be undertaken face-to-face. BACP are currently developing the competences for working with CYP remotely. Once these have been published later in 2022, this will be revisited
4. The course and the placement will need to agree which age groups the students will be working with and therefore, the age groups that the pre-placement training will cover (i.e. 4-10 years,11-18 years or 4-18 years).

**Part 1: Information about the CYP pre-placement training**

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| --- | --- | --- | --- |
|  | **BACP Counselling Children and Young People (4–18 years) Training Curriculum Requirements** | **Response statement** | **Meets BACP’s CYP pre-placement training requirements?** **Yes / No**  |
| 1. Name of training provider(s)
 |  |  |  |
| 1. Lead contact(s)
 |  |  |  |
| 1. Title of course
 |  |  |  |
| 1. Modality of the course

  | Please see BACP Counselling Children and Young People (4–18 years) Training Curriculum, page 12, point 19.**Is the modality compatible with that of the accredited course?**  |  |  |
| 1. Ethical Framework/Code of Ethics espoused by the course
 |  |  |  |
| 1. CYP age group that the course offers training for i.e. 4-10 years, 11-18 years or 4-18 years.
 |  |  |  |
| 1. Level of training (if applicable)
 |  |  |  |
| 1. Duration of training
 | Please see BACP Counselling Children and Young People (4–18 years) Training Curriculum, page 8, point 10.  |  |  |
| 1. Number of tutor contact hours
 | Please see BACP Counselling Young People (4–18 years) Training Curriculum, page 11, point 11. |  |  |
| 1. Is the training externally validated? If so, by whom?
 |  |  |  |
| 1. Details of teaching staff
 | Please see BACP Counselling Children and Young People (4–18 years) Training Curriculum, page 11, point 1. |  |  |
| 1. Do all staff agree to adhere to the BACP Ethical Framework?
 | Please see BACP Counselling Children and Young People (4–18 years) Training Curriculum, page 12, point 22. |  |  |
| 1. Do students receive a certificate/award at the end of the training?
 |  |  |  |
| 1. Include a brief description of the teaching and learning strategies used
 | Please see BACP Counselling Children and Young People (4–18 years) Training Curriculum, pages 10-12, points 5, 6, 14 & 17. |  |  |
| 1. Include a brief description of the assessment strategies employed
 | Please see BACP Counselling Children and Young People (4–18 years) Training Curriculum, page 12, point 15 and page 14  |  |  |
| 1. How is the course structured?
 | Please submit a copy of the course timetable |  |  |
| 1. How are trainees selected and assessed for suitability?
 | Please see BACP Counselling Children and Young People (4–18 years) Training Curriculum, Course entry requirements for Stage 1 (Introduction), page 17. |  |  |
| 1. What is the minimum attendance requirement for the course? How are any missed sessions made-up?
 | Please see BACP Counselling Children and Young People (4–18 years) Training Curriculum, page 11, point 12. |  |  |

**Part 2: Delivery of Subject Areas 1 – 8**

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| --- | --- | --- | --- |
| **Subject Area** | **How and where in the course is this Subject Area taught?** | **Cross-reference to evidence document (i.e. page number, section etc.)** | **Meets BACP’s CYP pre-placement training requirements?** **Yes / No** |
| ***Example******SA1: Ethical and professional practice (1)*** | * ***Morning lectures***
* ***Skills practice sessions***
* ***Case study discussion groups***
 | ***Document 1: Course timetable: sections highlighted in yellow******Document 4: Session plans 1, 3, 5 & 7*** | ***Yes***  |
| SA1: Ethical and professional practice (1) |  |  |  |
| SA2: Child protection and safeguarding (1) |  |  |  |
| SA3: Child and adolescentdevelopment and transitions (1) |  |  |  |
| SA4: Communication with children and young people (1) |  |  |  |
| SA5: Beginnings and endings with children and young people |  |  |  |
| SA6: Risk assessments (1) |  |  |  |
| SA7: Mental health and children and young people |  |  |  |
| SA8: Working within the context of thecounselling setting |  |  |  |

**Part 3: Assessment of Learning Outcomes**

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| --- | --- | --- | --- |
| **Learning Outcome** | **How is this Learning Outcome assessed?** | **Cross-reference to training** **document**  | **Meets BACP’s CYP pre-placement** **student assessment requirements?** **Yes / No** |
| ***Example**** + - 1. ***Demonstrate knowledge of ethical and professional principles and guidelines that underpin the content of the Introduction to Counselling Young People***
 | * ***Individual development statement***
* ***Case study***
* ***Skills session - role play scenario***
 | ***Assessment document, sections highlighted in yellow*** | ***Yes***  |
| Demonstrate knowledge of ethical and professional principles and guidelines that underpin the content of the Introduction to Counselling Children and/or Young People |  |  |  |
| * + - 1. Evidence the ability to identify and critically appraise ethical conflicts in relation to confidentiality, information sharing, capacity and consent
 |  |  |  |
| * + - 1. Demonstrate an understanding of how to identify and respond appropriately to child protection and safeguarding concerns
 |  |  |  |
| * + - 1. Demonstrate an understanding of child and adolescent development and transitions and the impact on the client, their presentation in counselling and any implications for therapeutic work
 |  |  |  |
| * + - 1. Evidence knowledge of the different ways children and young people communicate and express themselves depending on their age and developmental stage
 |  |  |  |
| * + - 1. Demonstrate the skills required to communicate with, and engage clients of different ages and developmental stages
 |  |  |  |
| * + - 1. Demonstrate the skills required to be able to contract, establish and agree therapeutic focus/goals for counselling with children and/or young people, and how to bring the work to a close
 |  |  |  |
| * + - 1. Evidence the ability to identify and assess potential risk, and know how to act if a child/young person is at risk
 |  |  |  |
| * + - 1. Demonstrate an understanding of how mental health difficulties can emerge and present in children and/or young people
 |  |  |  |
| * + - 1. Demonstrate an awareness of own limits of competence, and knowledge of how and when to make an onward referral
 |  |  |  |
| * + - 1. Evidence the ability to critically appraise the impact that different organisational contexts can have on children and young people’s counselling services and know how to manage any ethical tensions
 |  |  |  |
| * + - 1. Demonstrate an understanding of the importance of working collaboratively with other professionals
 |  |  |  |
| * + - 1. Evidence self-awareness in relation to the content of the Introduction to Counselling Children and/or Young People and a readiness to begin practice with children and/or young people
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