# BACP Course Accreditation Scheme

## Application Form – Course Delivery (incl. OPT)

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| **THIS FORM IS FOR NEW APPLICATIONS FOR COURSE ACCREDITATION** |

The application process for accreditation consists of two parts. Part A - eligibility, must be met in full BEFORE we can accept submission of Part B of the application process. All criteria constituting Part B – operational, must be successfully met in full BEFORE we can proceed with the assessor visit. The final assessment report and decision will be issued on completion of Part B.

#### **We strongly advise that you read our**General Application Guidance **before you start putting together your application.**

#### Please ensure that your application is suitable for assessment

#### **Make sure you follow the guidance provided in this form for each criterion (see hyperlinks).**

* Ensure all sections of the form are completed, unless otherwise indicated to leave blank for assessor use.
* Do not change any of the application wording as altered text will result in an application being returned for revision before assessment can be completed.
* Complete and submit this form as an electronic document in Microsoft Office Word format – *boxes will expand as you type into them*.

#### **Poorly presented or incomplete applications will be returned for revision**

Please inform us by email to [accred.course@bacp.co.uk](mailto:accred.course@bacp.co.uk) when you are ready to submit your application and we will email you with a personalised link to a secure folder for you to upload all your application papers (no password protection required).

### BACP Fair Processing Notice

BACP is committed to complying with the GDPR and the DPA 2018. We only use the information you give us for the purposes specified on this form and laid out in detail in the BACP Privacy Notice. We will only hold the information for as long as we need it to carry out the task for which it was given. You have rights under current legislation to limit or prevent the processing of your data and to have access to this information. We never sell your personal information to third‑parties but may need to share your details with suppliers who work on our behalf. To find out more about how we use your personal data, any third‑parties we may share it with and your rights in relation to it, [see our privacy notice here](https://www.bacp.co.uk/privacy-notice/)

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| **Declaration of honesty** |
| By submitting your application, you are confirming that you have read and agreed to our [Terms & Conditions](about:blank) for course accreditation as set out by BACP (copy available on request).  By submitting your application, you are also declaring that, as far as you know, your application contains only true information and that you authorise the officers of BACP to make such enquiries as they consider necessary to verify the information given.  If any incorrect, incomplete or plagiarised information is discovered, your application for course accreditation may be invalidated and the application withdrawn. Such matters may also be referred for consideration under the Professional Conduct Procedure or the Article 12.6 procedure as appropriate. |

# ****COURSE CONTACT DETAILS**** (to be used for the Accredited Courses Directory)

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| **Full title of course applying for accreditation** | | |
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| **Name of training provider** | | |
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| **Website Link** | | |
|  | | |
| **Course Enquiries Email** | | |
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| **Course Enquiries Telephone** |  |  |
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# ****APPLICATION CONTACT PERSON****

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| --- |
| **Name** |
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| **Job title / role on course** |
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| **Direct telephone** |
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| **Email address** |
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| **MEETING THE CRITERIA - PART B: Course Delivery Criteria** |

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

**For specific information on criterion B1, please see the guidance on our website** <https://www.bacp.co.uk/media/1489/bacp-course-accreditation-application-guide-criteria-b1-b2.pdf>

B1.1 **& B1.1.1**

***please address each individual sub criterion - these appear separately in order below***

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

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| **i) structure** |

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| **How is this sub-criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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| **ii) aims** |

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| **How is this sub-criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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| **iii) staffing** |

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| **How is this sub-criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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| **iv) contents** |

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| **How is this sub-criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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| **v) assessment procedures** |

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| **How is this sub-criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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| **vi) fees (including any ‘extras’, e.g. supervision, personal therapy and residentials)** |

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| **How is this sub-criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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| **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)** |

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| **How is this sub-criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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### B1.2

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| **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.** |

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| **How is this criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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B1.3 ***please address each individual sub criterion - these appear separately in order below***

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

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| **i) Self-awareness, maturity and stability** |

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| **How is this sub-criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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| **ii) Ability to make use of and reflect upon life experience** |

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| **How is this sub-criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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| **iii) Capacity to cope with the emotional demands of the course** |

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| **How is this sub-criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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| **iv) Ability to cope with the intellectual and academic requirement** |

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| **How is this sub-criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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| **v) Ability to form a helping relationship** |

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| **How is this sub-criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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| **vi) Ability to be self-critical and use both positive and negative feedback** |

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| **How is this sub-criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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| **vii) Awareness of the nature of prejudice and oppression** |

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| **How is this sub-criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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| **viii) Awareness of issues of difference and equality** |

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| **How is this sub-criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **ix) Ability to recognise the need for personal and professional support** |

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| **How is this sub-criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **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.** |

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| **How is this sub-criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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### B1.4

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| **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).** |

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| **How is this criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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### ****B2. Teaching and learning****

**For specific information on criterion B2, please see the guidance on our website** <https://www.bacp.co.uk/media/1489/bacp-course-accreditation-application-guide-criteria-b1-b2.pdf>

### B2.1 & B2.1.1

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| **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.** |

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| **How is this criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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### B2.2

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| **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).** |

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| **How is this criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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### B2.3

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

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| **How is this criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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### B2.4 & B2.4.1

### *please address each individual sub criterion - these appear separately in order below*

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| **B2.4.1 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.)** |

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| **How is this criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **i) The course must have the appropriate technology, software and IT support for online teaching delivery to take place without unnecessary interruption.** |

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| **How is this criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **ii) There must be adequate data security in place.** |

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| **How is this criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **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.)** |

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| **How is this criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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### For B2.5 to B2.15, the course must:

B2.5 ***please address each individual sub criterion - these appear separately in order below***

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

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| **How is this sub-criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **ii) Include assessment of how far the course learning outcomes are being fulfilled.** |

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| **How is this sub-criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **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.** |

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| **How is this sub-criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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### B2.6

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

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| **How is this criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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### B2.7

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

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| **How is this criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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### B2.8

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| **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.** |

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| **How is this criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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### B2.9

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

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| **How is this criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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### B2.10

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| **Encourage students to take responsibility for their learning.** |

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| **How is this criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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### B2.11

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| **Require students to monitor and evaluate their own learning.** |

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| **How is this criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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### B2.12

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| **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.** |

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| **How is this criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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### B2.13

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

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| **How is this criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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B2.14 ***please address each individual sub criterion - these appear separately in order below***

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

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| **How is this sub-criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **ii) Enable students to work individually and collaboratively with ethical dilemmas.** |

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| **How is this sub-criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **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.** |

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| **How is this sub-criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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### B2.15

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

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| **How is this criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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### ****B3. Knowledge****

**For specific information on criterion B3, please see the guidance on our website** <https://www.bacp.co.uk/media/1490/bacp-course-accreditation-application-guide-criterion-b3.pdf>

### B3.1

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| **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.** |

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| **How is this criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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### B3.2

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| **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.** |

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| **How is this criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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B3.3 ***please address each individual sub criterion - these appear separately in order below***

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| **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:** |
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| **i) The social, political and legislative systems in which we live and the ways these affect client development and counselling practice.** |

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| **How is this sub-criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **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:** |

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| **a) What assumptions are made about the nature and development of human beings?** |

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| **How is this sub-criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **b) How do psychological problems develop and what are the implications of severe pathology for practice?** |

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| **How is this sub-criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **c) How does the rationale and philosophy account for the perpetuation of psychological problems?** |

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| **How is this sub-criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **d) How does the course’s rationale and philosophy explain the process of therapeutic change?** |

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| **How is this sub-criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| --- |
| **e) What therapeutic interventions are explicated within this rationale and philosophy?** |

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| --- |
| **How is this sub-criterion met?** |
|  |
| **Reference to supporting evidence** |
|  |
| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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| --- |
| **iii) Comparisons with other therapeutic approaches.** |

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| --- |
| **How is this sub-criterion met?** |
|  |
| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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| **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.** |

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| **How is this sub-criterion met?** |
|  |
| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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| --- |
| **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.** |

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| **How is this sub-criterion met?** |
|  |
| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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### B3.4

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| **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.** |

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| **How is this criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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### B3.5

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| **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.** |

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| **How is this criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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### B3.6

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

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| **How is this criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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### B3.7

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| **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.** |

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| **How is this criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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### B3.8

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| **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.** |

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| **How is this criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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### B3.9

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| **The course must demonstrate that students are taught in all the core subject areas within the OPT curriculum.** |

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| **How is this criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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### B4. Client work

**For specific information on criterion B4, please see the guidance on our website** <https://www.bacp.co.uk/media/1491/bacp-course-accreditation-application-guide-criterion-b4.pdf>

B4.1 & B4.1.1

***please address each individual sub criterion - these appear separately in order below***

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| --- |
| **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.** |

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| **How is this sub-criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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| --- |
| **ii) It is not appropriate for students to take other students on the course as clients whether from their own or a different cohort.** |

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| **How is this sub-criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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| --- |
| **iii) The client work undertaken by students should be congruent with the rationale and philosophy of the course.** |

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| **How is this sub-criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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| --- |
| **iv) Inexperienced students in training should not gain their client work experience through private/independent practice.** |

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| **How is this sub-criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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| --- |
| **v) The course has an obligation under the Ethical Framework to ensure that placement providers indicate student status to their clients.** |

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| **How is this sub-criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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| **vi) Due to the particular legislative, insurance and safeguarding considerations for international practice students should only work with UK based clients.** |

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| **How is this sub-criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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| **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).** |

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| **How is this sub-criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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| **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).** |

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| **How is this sub-criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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| **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.** |

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| **How is this sub-criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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### B4.2

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| **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.** |

|  |
| --- |
| **How is this sub-criterion met? *please address each of the three sub-criteria shown above*** |
|  |
| **Reference to supporting evidence** |
|  |
| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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### Practice placement

### B4.3 & B4.3.1

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| **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.** |

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| **How is this criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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### B4.4

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

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| **How is this criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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B4.5 & B4.5.1

***please address each individual sub criterion - these appear separately in order below***

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| **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).** |

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| --- |
| **How is this sub-criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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| --- |
| **ii) A confirmation from the placement provider that its aims, orientation and philosophy are congruent with that of the course.** |

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| --- |
| **How is this sub-criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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| --- |
| **iii) Details of where accountability lies for:** |

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| --- |
| **a) the client work** |

|  |
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| **How is this sub-criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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| **b) reporting relationships** |

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| **How is this sub-criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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| --- |
| **c) supervision arrangements** |

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| **How is this sub-criterion met?** |
|  |
| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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| --- |
| **d) limits of confidentiality** |

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| **How is this sub-criterion met?** |
|  |
| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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| --- |
| **e) complaints procedures** |

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| **How is this sub-criterion met?** |
|  |
| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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| --- |
| **f) health and safety issues** |

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| **How is this sub-criterion met?** |
|  |
| **Reference to supporting evidence** |
|  |
| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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| --- |
| **g) data protection** |

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| --- |
| **How is this sub-criterion met?** |
|  |
| **Reference to supporting evidence** |
|  |
| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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| --- |
| **iv) A contract between the course and placement provider that details the requirements for reports on students, reciprocal feedback, meetings etc.** |

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| --- |
| **How is this sub-criterion met?** |
|  |
| **Reference to supporting evidence** |
|  |
| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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| --- |
| **v) Details of the placement remote working support structures, to include:** |

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| --- |
| **How is this sub-criterion met?** |
|  |
| **Reference to supporting evidence** |
|  |
| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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| --- |
| **a) where OPT sessions will be conducted with a clear policy for homeworking if relevant** |

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| **How is this sub-criterion met?** |
|  |
| **Reference to supporting evidence** |
|  |
| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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| --- |
| **b) how students can debrief after OPT sessions and/or where to take concerns about their remote client work** |

|  |
| --- |
| **How is this sub-criterion met?** |
|  |
| **Reference to supporting evidence** |
|  |
| **Assessor comments** *- course to leave blank* |
|  |
| **Assessor decision** *- course to leave blank* |
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|  |
| --- |
| **b) how students can debrief after OPT sessions and/or where to take concerns about their remote client work** |

|  |
| --- |
| **How is this sub-criterion met?** |
|  |
| **Reference to supporting evidence** |
|  |
| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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| --- |
| **c) the placement procedure for when the technology fails during an OPT client session** |

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| **How is this sub-criterion met?** |
|  |
| **Reference to supporting evidence** |
|  |
| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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| --- |
| **d) information about additional support services and onward referral pathways that students can share with OPT clients when required** |

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| --- |
| **How is this sub-criterion met?** |
|  |
| **Reference to supporting evidence** |
|  |
| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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| --- |
| **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.** |

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| **How is this sub-criterion met?** |
|  |
| **Reference to supporting evidence** |
|  |
| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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| --- |
| **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.** |

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| **How is this sub-criterion met?** |
|  |
| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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| **viii) Details of how clients are assessed for suitability to work with students, and for working online or over the phone.** |

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| **How is this sub-criterion met?** |
|  |
| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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### The application of theory to practice

### B4.6 & B4.6.1

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| **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.** |

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| **How is this criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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B4.7 & 4.7.1

***please address each individual sub criterion - these appear separately in order below***

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| --- |
| **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.** |

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| **How is this sub-criterion met?** |
|  |
| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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| --- |
| **ii) Teaching the students to conceptualise the nature of the clients’ issues and to negotiate an appropriate therapeutic contract, which may include referral.** |

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| **How is this sub-criterion met?** |
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| **Reference to supporting evidence** |
|  |
| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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| --- |
| **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.** |

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| **How is this sub-criterion met?** |
|  |
| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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B4.8 & B4.8.1

***please address each individual sub criterion - these appear separately in order below***

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| --- |
| **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;** |

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| **a) awareness of the limits of confidentiality and other ethical and professional boundaries** |

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| **How is this sub-criterion met?** |
|  |
| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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| --- |
| **b) clear procedures for pre-assessment communication with clients about services on offer** |

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| **How is this sub-criterion met?** |
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| **Reference to supporting evidence** |
|  |
| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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| **c) clear information about the process of therapy and the process of therapeutic change** |

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| **How is this sub-criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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| **d) a description of the responsibilities of each party to the contract** |

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| **How is this sub-criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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| --- |
| **e) the negotiation of appropriate outcomes with clients** |

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| **How is this sub-criterion met?** |
|  |
| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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| **f) the negotiation of all details of the practical arrangements including the number of sessions available** |

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| **How is this sub-criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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| **ii) Apply a body of knowledge, informed by contemporary research, consistently and effectively during the course of the therapeutic process.** |

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| **How is this sub-criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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| --- |
| **iii) Apply and monitor a range of therapeutic interventions consistent with the rationale and philosophy of the course.** |

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| **How is this sub-criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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| **iv) Work with difference and diversity as it impacts on the therapeutic relationship or the process of therapy.** |

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| **How is this sub-criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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| **v) Be aware of the potential power imbalance in the therapeutic relationship.** |

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| **How is this sub-criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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| **vi) Reflect on and manage the therapeutic process and to work with the unexpected nature of life and of the therapeutic relationship.** |

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| **How is this sub-criterion met?** |
|  |
| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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| **vii) Review and evaluate the initial assessment decisions and if necessary modify the work with the client or conduct a referral.** |

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| **How is this sub-criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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| --- |
| **viii) Conduct an ending.** |

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| **How is this sub-criterion met?** |
|  |
| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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### B4.9

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| **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.** |

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| **How is this criterion met?** |
|  |
| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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### B4.10

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| **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.** |

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| **How is this criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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### ****Supervision****

B4.11 ***please address each individual sub criterion - these appear separately in order below***

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| **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.** |

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| **How is this sub-criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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| **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.** |

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| **How is this sub-criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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| **iii) Developmental – to facilitate student development as ethical, competent and accountable practitioners.** |

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| **How is this sub-criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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| **iv) Supportive – to consider student personal and professional well-being with respect to client work.** |

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| **How is this sub-criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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| **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.** |

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| **How is this sub-criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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### B4.12 & B4.12.1

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| **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.** |

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| **How is this criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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B4.13 ***please address each individual sub criterion - these appear separately in order below***

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| **The supervisory contract during training must stipulate:** |
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| **i) That all cases should be presented for supervision.** |

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| **How is this sub-criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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| **ii) That students must present their work in supervision not less than fortnightly.** |

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| **How is this sub-criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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| **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).** |

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| **How is this sub-criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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### B4.14

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| **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.** |

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| **How is this criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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### B4.15 & B4.15.1

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| **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.** |

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| **How is this criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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### B4.16 & B4.16.1

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| **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.** |

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| **How is this criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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### B4.17

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| **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.** |

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| **How is this criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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### ****B5. Professional context****

**For specific information on criterion B5, please see the guidance on our website** <https://www.bacp.co.uk/media/1492/bacp-course-accreditation-application-guide-criterion-b5.pdf>

### B5.1

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

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| **How is this criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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### B5.2

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| **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.** |

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| **How is this criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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### B5.3

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

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| **How is this criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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### B5.4

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

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| **How is this criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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### B5.5

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

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| **How is this criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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### B5.6

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

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| **How is this criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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### ****B6. Student assessment****

**For specific information on criterion B6, please see the guidance on our website** <https://www.bacp.co.uk/media/1493/bacp-course-accreditation-application-guide-criterion-b6.pdf>

### B6.1

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

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| **How is this criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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### B6.2

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| **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.** |

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| **How is this criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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### B6.3

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| **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.** |

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| **How is this criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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B6.4 & B6.4.1

***please address each individual sub criterion - these appear separately in order below***

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| **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;** |

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| **How is this sub-criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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| **ii) the ability to monitor and manage the therapeutic process in both face-to-face and remote practice.** |

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| **How is this sub-criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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### B6.5

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| **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.** |

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| **How is this criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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### B6.6

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

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| **How is this criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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### B6.7

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| **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.** |

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| **How is this criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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B6.8 ***please address each individual sub criterion - these appear separately in order below***

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| **There must be evidence of progressive monitoring, evaluation and assessment of the students’:** |
|  |
| **i) Self-awareness and personal development in relation to practice.** |

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| **How is this sub-criterion met?** |
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| **Reference to supporting evidence** |
|  |
| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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| **ii) Development as a member of the profession.** |

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| **How is this sub-criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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### B6.9 & B6.9.1

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

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| **How is this criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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B6.10 ***please address each individual sub criterion - these appear separately in order below***

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| **The course must provide clear evidence of the development of the following attributes in students:** |
|  |
| **i) Self-awareness, maturity and stability.** |

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| **How is this sub-criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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| **ii) Ability to make use of and reflect upon life experience.** |

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| **How is this sub-criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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| **iii) Capacity to cope with varying emotional demands.** |

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| **How is this sub-criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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| **iv) Ability to cope with intellectual and academic requirements.** |

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| **How is this sub-criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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| **v) Ability to form a working alliance with clients.** |

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| **How is this sub-criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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| **vi) Ability to use self-awareness in monitoring the therapeutic relationship.** |

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| **How is this sub-criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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| **vii) Ability to be self-critical and use both positive and negative feedback, reflect and make appropriate changes.** |

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| **How is this sub-criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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| **viii) Ability to draw on personal and professional support.** |

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| **How is this sub-criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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| **ix) Awareness of the nature of prejudice and oppression.** |

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| **How is this sub-criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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| **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.** |

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| **How is this sub-criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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### B6.11

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| **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.** |

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| **How is this criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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### B6.12

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

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| **How is this criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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### ****B7. Course completion****

**For specific information on criterion B7, please see the guidance on our website** <https://www.bacp.co.uk/media/1494/bacp-course-accreditation-application-guide-criterion-b7.pdf>

### B7.1

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| **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’.** |

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| **How is this criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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### B7.2 & B7.2.1

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| **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).** |

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| **How is this criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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### B7.3

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

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| **How is this criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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### B7.4

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

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| **How is this criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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### B7.5

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

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| **How is this criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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### ****B8. Course evaluation****

**For specific information on criterion B8, please see the guidance on our website** <https://www.bacp.co.uk/media/1495/bacp-course-accreditation-application-guide-criterion-b8.pdf>

### B8.1

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| **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.** |

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| **How is this criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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### B8.2

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

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| **How is this criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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### B8.3

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

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| **How is this criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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### B8.4

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| **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.** |

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| **How is this criterion met?** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
|  |
| **Assessor decision** *- course to leave blank* |
|  |

### B8.5

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

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| --- |
| **How is this criterion met?** |
|  |
| **Reference to supporting evidence** |
|  |
| **Assessor comments** *- course to leave blank* |
|  |
| **Assessor decision** *- course to leave blank* |
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### B8.6

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

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| **How is this criterion met?** |
|  |
| **Reference to supporting evidence** |
|  |
| **Assessor comments** *- course to leave blank* |
|  |
| **Assessor decision** *- course to leave blank* |
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### B8.7

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

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| **How is this criterion met?** |
|  |
| **Reference to supporting evidence** |
|  |
| **Assessor comments** *- course to leave blank* |
|  |
| **Assessor decision** *- course to leave blank* |
|  |

### ****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.***

***For specific information on criterion B9, please see the guidance on our website*** [*https://www.bacp.co.uk/media/1496/bacp-course-accreditation-application-guide-criterion-b9.pdf*](https://www.bacp.co.uk/media/1496/bacp-course-accreditation-application-guide-criterion-b9.pdf)

### B9.1

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

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| **How is this criterion met?** |
|  |
| **Reference to supporting evidence** |
|  |
| **Assessor comments** *- course to leave blank* |
|  |
| **Assessor decision** *- course to leave blank* |
|  |

B9.2 ***please address each individual sub criterion - these appear separately in order below***

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| --- |
| **The course must provide a rationale for:** |
|  |
| **i) The points of entry where students can be APLd onto the course.** |

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| **How is this sub-criterion met?** |
|  |
| **Reference to supporting evidence** |
|  |
| **Assessor comments** *- course to leave blank* |
|  |
| **Assessor decision** *- course to leave blank* |
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|  |
| --- |
| **ii) The maximum percentage possible to APL onto the course for any cohort.** |

|  |
| --- |
| **How is this sub-criterion met?** |
|  |
| **Reference to supporting evidence** |
|  |
| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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| --- |
| **iii) How internal consistency within the course will be maintained.** |

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| --- |
| **How is this sub-criterion met?** |
|  |
| **Reference to supporting evidence** |
|  |
| **Assessor comments** *- course to leave blank* |
|  |
| **Assessor decision** *- course to leave blank* |
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B9.3 ***please address each individual sub criterion - these appear separately in order below***

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| --- |
| **The APL procedure must demonstrate how the course assesses a potential student’s:** |
|  |
| **i) Suitability for the training offered.** |

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| --- |
| **How is this sub-criterion met?** |
|  |
| **Reference to supporting evidence** |
|  |
| **Assessor comments** *- course to leave blank* |
|  |
| **Assessor decision** *- course to leave blank* |
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| --- |
| **ii) Ability to demonstrate ‘reflective practitioner’ qualities.** |

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| --- |
| **How is this sub-criterion met?** |
|  |
| **Reference to supporting evidence** |
|  |
| **Assessor comments** *- course to leave blank* |
|  |
| **Assessor decision** *- course to leave blank* |
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| **iii) Ability to form a working alliance with the course team and existing student group.** |

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| **How is this sub-criterion met?** |
|  |
| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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### B9.4

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| **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.** |

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| **How is this criterion met?** |
|  |
| **Reference to supporting evidence** |
|  |
| **Assessor comments** *- course to leave blank* |
|  |
| **Assessor decision** *- course to leave blank* |
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### B9.5

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

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| **How is this criterion met?** |
|  |
| **Reference to supporting evidence** |
|  |
| **Assessor comments** *- course to leave blank* |
|  |
| **Assessor decision** *- course to leave blank* |
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## ****BACP ASSESSMENT REPORT****

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| **Materials assessed** | | |
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| **BACP Assessors** | | |
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| **Visit date/s** | | |
|  | | |
| **Visit course team members** | | |
|  | | |
| **Visit components** | | |
|  | | |
| **Retrospective accreditation for previous cohort** | | |
|  | | |
| **Course composition details** *e.g. The course is a three-year, part time course. The first year is a certificate level course of 100 hours…etc* | | |
|  | | |
| **Interim awards** *e.g. students wishing not to continue to the BA may leave the course at year two with a Foundation Degree (not the complete accredited course)* | | |
|  | | |
| *If students may exit with another award before the end of the course presenting for accreditation, assessors should state what this is and clarify that this is not the end of the accredited course qualification.* | | |
| **APL entry points** | | |
|  | | |
| **Summary of assessment findings and assessor comments** | | |
|  | | |
| **Conditions imposed and their deadline** | | |
| |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |  | | --- | | **B1: Admission** | |  | | **B2: Teaching and learning** | |  | | **B3: Knowledge** | |  | | **B4: Client work** | |  | | **Practice placement** | |  | | **The application of theory to practice** | |  | | **Supervision** | |  | | **B5: Professional context** | |  | | **B6: Student assessment** | |  | | **B7: Course completion** | |  | | **B8: Course evaluation** | |  | | **B9: Accreditation of Prior Learning (APL) procedures** | |  |  |  |  | | --- | --- | | **Deadline for resubmission to be made by:** |  |   *Where a course fails to meet a criterion or sub criterion, the assessor will specify a condition to be met before accreditation can be awarded. Each condition must be evidenced satisfactorily by the deadline shown in order for accreditation to be awarded. If further information is not satisfactory or is not submitted by the final deadline date, the course’s conditional accredited status will be withdrawn.* |   **Recommendations made** | | |  |  |
|  | | |
| *Recommendations are made with regard to course development and improvement but are not conditional for course accreditation. Please use the next Annual Monitoring Report to show how they have been considered and addressed.*  **Accreditation start and end date** (renewal date) | | |
|  | | |
| **Report ratified for BACP by** | | |
|  |
| **Date signed** |  |  |
|  |  |  |
|  | | |
| The course described in the materials assessed and this report, including but not limited to its content, structure, staffing, policies and procedures and venue, is the course which BACP has assessed against the course accreditation criteria. Any changes made to this course *other* than those specified by BACP may invalidate its accredited status *unless the changes are approved by BACP in advance*. Should the provider wish to make changes to the accredited course, it should notify BACP immediately. | | |
|  | | |
| Courses are reminded that the title of the course given in this application is the title by which BACP will recognise the course. Courses should be sure to replicate this title on any correspondence and reports regarding the course and certification for graduates. | | |
|  | | |
| The published Terms and Conditions for course accreditation apply to all courses currently accredited under this scheme. The Terms and conditions are subject to change and maybe updated from time to time as notified by BACP. It is the course’s responsibility to keep up to date with current requirements. | | |
|  | | |
| A course may not continue to be accredited if it fails to meet all criteria for the course accreditation scheme. | | |