# BACP Course Accreditation Scheme

## Application Form – Part A Eligibility Stage (incl. OPT)

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

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

The application process for accreditation consists of two parts. This form constitutes the first part, and all eligibility criteria must be met BEFORE we can accept the second part of the application, Part B.

#### **We strongly advise that you read our**[*Guide to applying*](https://www.bacp.co.uk/membership/organisational-membership/course-accreditation/apply/) **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 and T&Cs** |
| 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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| **Address** |
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| **Telephone** |
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| **Email** |
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| **Website** |
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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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# ****COURSE SUMMARY****

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| **Training sector** |
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| **Course overall duration (length)** *e.g. three years* |
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| **Mode of attendance** *e.g. full or part-time* |
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| **Total staff-student contact hours** *please give hours rather than credits* |
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| **Total placement hours** |
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| **Level of course *i****f applicable* |
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| **Validating/awarding body** *if applicable* |
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| **Course orientation, philosophy, approach or model. Please include main approaches if integrative / eclectic.** |
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| **Please give all possible APL entry points to the course** |
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| **Please give all possible interim awards available within the course submitted for accreditation.** |
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| **Is the course part of a longer training programme with the same training provider, i.e. is there a progression route for its graduates?** |
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| **Does this progression admit external candidates/graduates too?** |
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# ****COURSE HISTORY, CONTEXT AND BACKGROUND****

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| **When and how the training provider was established?** |
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| **On what date did the first cohort graduate from the course?** |
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# ****COURSE DELIVERY****

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| **Provide a statement to clearly articulate the underpinning rationale and philosophy of counselling/psychotherapy as taught on the course.**  One criterion which often causes confusion is B3.1. Very often courses provide a rationale for the training rather than a theoretical rationale for the course teaching. In other words, courses frequently explain the aims and objectives of the course, ie, tell us what they are doing but not why they are doing it.  Criterion B3.1 states:  *“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.”*  A clearly explained rationale and philosophy here will create a firm foundation on which the rest of the B3 criteria, and in fact the whole of the application, is based.  There are other criteria which are dependent on criterion this rationale and we list these below to help demonstrate what is needed. They give some additional pointers about what we’re seeking in the rationale, particularly at B3.3.   * **B2.5 i** – The course must demonstrate that its teaching and learning methods are consistent with the course rationale and philosophy * **B2.6** – The course must provide regular and systematic opportunities for demonstrating self-awareness, which are consistent with its rationale and philosophy * **B2.12** – The course must provide opportunities for the students to practice the blend of skills appropriate to the rationale and philosophy of the course. * **B3.2** – There must be sufficient theory, drawing upon relevant social science disciplines to enable students to make explicit and critically appraise the philosophical assumptions that underpin counselling and psychotherapy and its historical development. * **B3.3** – There must be sufficient theory to enable students to develop an in depth understanding of a substantial body of knowledge. This should draw upon relevant social science disciplines to enable students to make explicit and critically appraise:   **B3.3 ii a** – 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:   1. What assumptions are made about the nature and development of human beings? 2. How do psychological problems develop and what are the implications of severe pathology for practice? 3. How does the rationale and philosophy account for the perpetuation of psychological problems? 4. How does the course’s rationale and philosophy explain the process of therapeutic change? 5. What therapeutic interventions are explicated within this rationale and philosophy?   **B3.3 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.  **B3.3 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.   * **B4.1 iii** – 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: - The client work undertaken by students should be congruent with the rationale and philosophy of the course. * **B4.5 -** There must be an explicit written agreement/contract between students, the placement provider and the course, which is available to all. This must include: –   **i -** A description of the course including its rationale and philosophy, procedures and resources and the requirements of students for client work.  **ii –** A confirmation from the placement provide that its aims, orientation and philosophy are congruent with that of the course.   * **B4.7 i** – Formal course time must be given to: Training in assessment procedures consistent with rationale and philosophy of the course. This must include the important elements of a risk assessment strategy informed by evidence-based practice and relevant research. * **B4.8 –** The course will develop, monitor and assess each student’s competence to:   **i c** – Establish a clear framework for the therapeutic work, including; clear information about the process of therapy and the process of therapeutic change.   * **B4.8 iii** – The course will develop, monitor and assess each student’s competence to: **A**pply and monitor a range of therapeutic interventions consistent with rationale and philosophy of the course. * **B4.15** – The course must have specific criteria for the selection of supervisors. They must work within the Ethical Framework. Their rationale and philosophy should be compatible with that of the course.   What is required is an explanation of what the course and its staff feel is important about the approach(es) underpinning the course and why it was chosen as the theoretical approach on which the course is based. Such a statement might include the key knowledge, concepts and assumptions which underpin both course delivery and the student’s training experience. In other words, the assessors want to see how the approach is understood and applied to ensure that the training experience is congruent with the stated theoretical model.  **Statement** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **Please summarise the course's policies on equal opportunity and diversity issues** |
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| **Reference to supporting evidence** |
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| **Assessor comments** *- course to leave blank* |
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| **MEETING THE CRITERIA - Part A. Eligibility criteria** |

**Part A criteria must be met before an application can be accepted for assessment under part B of the course delivery criteria. Please see our** [website](https://www.bacp.co.uk/media/1505/bacp-course-accreditation-eligibility-guide.pdf) **for further guidance on the eligibility criteria.**

### ****A1****

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

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| **BACP organisational membership number** |
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| **Assessor comments** *- course to leave blank* |
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| **Assessor decision** *- course to leave blank* |
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### A2 & A2.1

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

**How is this criterion met?**

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| **Reference to supporting evidence** – please send us a clear calculation of the direct teaching  hours as part of your calculation   |  | | --- | |  |  |  | | --- | | **Assessor comments** *- course to leave blank* | |  | | **Assessor decision** *- course to leave blank* | |  | |

### A3 & A3.1

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

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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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### A4

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| **The course must have at least two core members of staff who have substantive involvement in admission, assessment, course management and decision making, in addition to teaching.** |

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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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A5 ***please fill in attached “Course Staff Overview” form***

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

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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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A6 ***please fill in attached “Course Staff Overview” form***

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

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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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### A7

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| **It must be demonstrated that the training provider is submitting a specific course for accreditation, rather than a network of courses.**  Separate procedures exist for identical courses to be delivered at different venues by the same provider. Please contact the BACP (Course Accreditation) for information. |

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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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A8 ***please address each individual sub criterion - these appear separately in order below***

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| **The course must submit evidence to demonstrate the accountability of the training provider for the course. This will include published policy and procedures on the following:**  *The list is the minimum requirement and is not necessarily exhaustive.* |

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| **i) admission** |

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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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| **ii) fees** |

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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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| **iii) placements** |

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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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| **iv) assessments** |

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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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| **v) appeals** |

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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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| **vi) complaints** |

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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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| **vii) quality assurance and enhancement** |

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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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| **viii) OPT appropriate data protection policies and 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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### A9

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

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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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### A10

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

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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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## BACP Assessment Summary

**Courses are requested to leave this entire section blank – Assessor to complete**

*Assessor to delete sections (1), (2) as required*

### (1) Eligibility requirements for accreditation met

### *Completion of part 2 of the application process can now be completed and submitted for further assessment.*

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| **Deadline for submission of application part 2** |  |

### (2) Course not yet ready for accreditation

### *There are several areas of your course that need further attention. Our recommendations are below for your consideration. Once you feel able to meet all eligibility criteria, you are welcome to submit a new stage 1 application for assessment.*

#### Recommendations for development:

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| Assessor name |
|  |
| Report ratified by | |
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| Date of report |
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