

BACP Course Accreditation Scheme

Delivery Guidance - B1 to B2

B1. ADMISSION

In this section, the criteria are focused upon the course admissions procedure. The submitted evidence must demonstrate how the course makes prospective students/ applicants aware of this procedure in relation to the specific criteria and sub-criteria. The evidence that you present will need to be published and ***accessible to applicants/ prospective students***, therefore submitting a student handbook (for example) or other document which is usually only accessible to enrolled students is not considered to be appropriate evidence to meet any of the 'B1' criteria.

Some common pitfalls:

Problems arise when submitted evidence constitutes course documents or information which is not available or accessible to prospective students/applicants (see above).

B1.1 and B1.3

The most common pitfalls when addressing the above criteria arise from failure to address individual sub-criteria. Applications that do not address each sub-criterion within the evidence provided will not meet the Gold Book requirements.

B2. TEACHING AND LEARNING

In this section, the criteria are focused upon the course's provision of teaching and learning experience for students. What is required here is that the course provides evidence that demonstrates how it meets each of the criteria and sub-criteria within the course structure and/or curriculum.

B2.1

All course staff must be appropriately qualified and demonstrate competence between them to cover all elements of the course.

This means that all course teaching staff should have appropriate practitioner qualifications (to at least the level and orientation of the course; plus specific qualifications in any specialism taught) and experience that demonstrate their competence to teach/supervise/assess the specific topics/areas within the course for which they are responsible. Although BACP recognises the usefulness of 'classroom assistants' in assisting the core teaching staff, in such cases clear limits must be set regarding the roles and responsibilities for those working in a supportive role. Therefore there must be a clear distinction between 'supporting' and 'teaching' roles. Any member of staff with teaching and learning responsibilities, relevant authority or charge of students, an assessment role (even if only formative) or is used to cover staff absences, will be considered part of the course teaching staff and should therefore be appropriately qualified. Evidence of appropriate qualification would include staff CVs (this evidence can be cross-referenced to staff CVs submitted in support of other criteria - for example A5).

Submissions may also meet the problems outlined below in the following criteria:

B2.3

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

A self-statement is often provided without supporting evidence - however this is not enough to meet the criterion. Examples of evidence that staff have regular meetings may include minutes of meetings and meeting schedules; examples of evidence of support and consultation available and accessed by the training staff may include supervision policy, consultation and/or schedules/documents from appraisal meetings; course/institutional policy for professional development and/or evidence of professional development undertaken by training staff.

B2.5 The course must:

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

The submission of a clear course rationale and philosophy is required in order to underpin and therefore meet many of the criteria in Part B, including both B2.5 and B3.1. If the above sub-criterion is addressed in the absence of a clear course rationale and philosophy, it will not be possible for any presented evidence/supporting statement to satisfy the criterion.

In order to meet this criterion (and subsequently for successful assessment in B2 and B3), the course must present a clear and coherent rationale and philosophy. This can be defined as a set of underlying principles of the course's teachings. The rationale and philosophy should demonstrate that the course is underpinned by a defined body of knowledge, concepts and assumptions which should be consistently applied to all elements of the course to ensure a training experience that is congruent with the stated theoretical model(s).

The sub-criterion above can then be addressed in light of the course rationale and philosophy.

B2.6

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

Successful applications may present an explanatory self-statement alongside evidencing ways in which students are provided with opportunities throughout the course to demonstrate their self-awareness. Examples of appropriate evidence may take the form of PD groups, reflective journals; experiential exercises and assessed reflective essays/assignments. What is important is that the evidence demonstrates regular and systematic opportunities for **demonstrating** self-awareness. Although BACP acknowledge that a course requirement for students to undertake personal therapy is an important factor in developing self-awareness, this will not constitute sufficient evidence to meet this criterion.

The requirement for personal therapy may, most appropriately be submitted as evidence for B2.8, although once again, it is acknowledged that this may be evidenced by a course in a number of ways.

B2.8

Ensure that the students have the opportunity to benefit from a regular process of self-exploration, self-examination and reflection in a confidential setting in order to develop an understanding of themselves.

Although once again, it is acknowledged that this may be evidenced by a course in a number of ways.

B2.14

The course must:

- i. Ensure students develop an ethical sense in relation to therapeutic practice and ethical decision making**
- ii. Enable students to work individually and collaboratively with ethical dilemmas**
- iii. Ensure students are given ample opportunity to study and discuss all aspects of the Ethical Framework and to be continually mindful of its implications for their own practice.**

Self-statements alone do not constitute sufficient evidence to meet this criterion. The course needs to provide evidence that demonstrates how each of the sub-criteria is met within the curriculum, therefore a self-statement isn't enough. Evidence may be presented in the form of module schemes of work or timetables for example, or from session plans etc. This is not an exhaustive list as courses may find a number of ways to evidence this criterion.

Please note that to meet criterion B2.14iii the course will need to demonstrate that it is the Ethical Framework for the Counselling Professions that they must refer to with students when addressing the requirements for this criterion.

B2.15

The course must:

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

This criterion requires evidence that not only is the training team keeping abreast of developments relevant to the profession, (perhaps via CPD or consultation) but that the course is then developed in accordance with these insights. Evidence is required and may take the form of minutes of meetings where developments have been discussed and incorporated into the programme; course changes in the light of developments (e.g. content of sessions).