

BACP Course Accreditation Scheme

Delivery Guidance - B5

B5. PROFESSIONAL CONTEXT

In this section, the criteria are focused upon how the course prepares students, upon qualification, for their place within the wider professional context of counselling and psychotherapy. This includes membership of professional network groups and employment within the context of counselling/psychotherapy.

The course is expected to demonstrate that teaching time is allocated to prepare students in this way. Therefore assessors will be looking for evidence of this allocated teaching time within, for example, timetables, module outlines or schemes of work, alongside session plans etc.

Below are some of the most common pitfalls arising from responses to criteria within this section:

B5.3

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

Problems arise when a response to this criterion merely cites the professional settings in which the students undertake their placements as evidence or when a statement is offered which affirms that this is indeed a taught element of the course. However, it is not sufficient to either evidence placements in address of this criterion, or to merely present a self-statement.

Clear documentary evidence should be provided to demonstrate that teaching time is allocated to enabling students to understand the role boundaries and issues around communication and collaboration within a multi-disciplinary team setting. Examples might include providing evidence of a session in which specific ethical dilemmas, which may occur in multiagency settings, are discussed and addressed; or perhaps evidence of a session facilitated by a visiting guest speaker from a multi-disciplinary team who talk to students about their role and how they communicate and collaborate with others within their setting. The above are examples and do not encourage a prescriptive response. Courses will find a number of ways to enable understanding and subsequently to evidence this.

B5.5

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

Problems are encountered by providing a general statement that students are encouraged to join BACP or professional support groups within the community. It is not sufficient to provide a self-statement here, as clear documentary evidence is required to demonstrate that time is allocated to make students aware of the importance of networks for professional support, what form these might take, where accessed etc. For example, some courses may give publicity to local counselling networking groups as well as to CPD opportunities. Other courses have annual conferences which attract a wider audience with networking opportunities. Information about events such as BACP Making

Connections might be disseminated. In other words, this criterion is about bringing the wider counselling world and its networking opportunities into the classroom with the expectation that students will want to be part of it.