

BACP Course Accreditation Scheme

Mapping Document of the BACP Ethical Framework for the Counselling Professions (2016) against BACP Course Accreditation Scheme Criteria (Gold Book, 2012)

The purpose of this document is to map the Ethical Framework for the Counselling Professions against the criteria for Course Accreditation. Courses may wish to use this document as a reference point to facilitate embedding the Ethical Framework for the Counselling Professions into training courses, when up-dating or writing a training programme and/or when making an application for accreditation or for accreditation renewal.

We would welcome any feedback that you may have on this mapping document. Please email any comments to Sabine Maltby at sabine.maltby@bacp.co.uk

CRITERIA	Corresponding EFfCP Reference Numbers	Comments
Part A: Eligibility Criteria		
A1 The training provider must be an organisational member of the BACP and thus subject to the current BACP Ethical Framework for Good Practice in Counselling and Psychotherapy (Ethical Framework).	Good Practice 1 & 4	<p>Good Practice 1 & 4:</p> <p>1. As members of the British Association for Counselling and Psychotherapy (BACP) we are committed to sustaining and advancing good practice.</p> <p>4. As members and registrants of BACP, we have committed ourselves to the principles and values set out in this Ethical Framework and recognise that our membership or registration may be at risk if we fail to fulfil our commitments.</p>
A2 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.		
A3 Students must undertake a minimum of 100 hours of supervised practice exclusive of missed sessions		
A4 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.	Training & Ed. 62 & 67	
A5 All course staff must be members of an appropriate professional body with a complaints procedure to which they are subject.	Our Commitments to Clients 4b (For students required by the course to be BACP Student members) Training & Ed. 62 & 67	
A6 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.	Training & Ed. 62 & 67	
A7 It must be demonstrated that the training provider is submitting a specific course for accreditation, rather than a network of courses.		
A8 The course must submit evidence to demonstrate the accountability of the training provider for the course. This will include published policy and procedures on: i. admission ii. fees iii. placements iv. assessments v. appeals vi. complaints vii. quality assurance and enhancement	Our Commitments to Clients 4a & 4b (A8ii) Building an Appropriate Rel. 31 Integrity 40 Training & Ed. 63, 64 (A8i), 65 (A8iv) & 67	

A9 The course must provide evidence of its staffing structure that clearly demonstrates lines of responsibility.	Training & Ed. 67	
A10 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.		All accredited courses that allow APL must submit evidence to show that they meet A10 and all of the B9 criteria. Please see B9 at the end of this document
Part B: Course Delivery Criteria		
B1. Admission		
B1.1 Applicants must be provided with detailed and accurate information about the course, including its: i. structure ii. aims iii. staffing iv. contents v. assessment procedures vi. fees (including any 'extras', e.g. supervision, personal therapy and residential) vii. conditions of participation (e.g. time commitments)	Values, Principles and Personal Moral Qualities Building an appropriate relationship 31 Integrity 39, 40 & 41, Training & Ed. 63	All Values, Principles and PMQ's are relevant however, the following appear to be most relevant: <u>Values:</u> <ul style="list-style-type: none"> - Enhancing people's wellbeing and capabilities. - Enhancing the quality of professional knowledge and its application. - Striving for the fair and adequate provision of services. <u>Principles:</u> Being trustworthy, Autonomy, Justice & Self-respect <u>Personal Moral Qualities:</u> Care, Diligence, Integrity, Respect & Sincerity
B1.2 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.	Values, Principles and Personal Moral Qualities Integrity 39, 40 & 41, Training & Ed. 64, 65	All Values, Principles and PMQ's are relevant however, the following appear to be most relevant: <u>Values:</u> <ul style="list-style-type: none"> - Enhancing people's wellbeing and capabilities. - Enhancing the quality of professional knowledge and its application. - Striving for the fair and adequate provision of services. <u>Principles:</u> Being trustworthy, Autonomy, Justice & Self-respect <u>Personal Moral Qualities:</u> Care, Diligence, Integrity, Respect, Sincerity & Wisdom

<p>B1.3 The course must show how the course applicants are assessed for the following attributes or the potential for developing them: i. Self-awareness, maturity and stability ii. Ability to make use of and reflect upon life experience iii. Capacity to cope with the emotional demands of the course iv. Ability to cope with the intellectual and academic requirement v. Ability to form a helping relationship vi. Ability to be self-critical and use both positive and negative feedback vii. Awareness of the nature of prejudice and oppression viii. Awareness of issues of difference and equality ix. Ability to recognise the need for personal and professional support 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</p>	<p>Values, Principles and Personal Moral Qualities Working to professional standards 13 & 20 Training & Ed. 64 & 65</p>	
<p>B1.4 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</p>	<p>Values, Principles and Personal Moral Qualities Building an appropriate relationship 31, 32b&d Integrity 39, 40 & 41 Accountability and candour 46 Training & Ed. 63</p>	<p>All Values, Principles and PMQ's are relevant however, the following appear to be most relevant: <u>Values:</u></p> <ul style="list-style-type: none"> - Enhancing people's wellbeing and capabilities. - Enhancing the quality of professional knowledge and its application. - Striving for the fair and adequate provision of services. <p><u>Principles:</u> Being trustworthy, Autonomy, Justice & Self-respect <u>Personal Moral Qualities:</u></p>

APL procedures are approved by BACP. (See Criterion B9)		Care, Diligence, Integrity, Respect & Sincerity
B2. Teaching and learning		
B2.1 All course staff must be appropriately qualified and demonstrate competence between them to cover all elements of the course.	Principles and Personal Moral Qualities Working to prof standards 13 & 14a-f Training & Ed. 62	All Principles and PMQ's are relevant however, the following appear to be most relevant: <u>Principles:</u> Being trustworthy, Beneficence, Non-maleficence & Justice <u>Personal Moral Qualities:</u> Care, Diligence, Integrity, Resilience, Sincerity & Wisdom
B2.2 All training staff for the course should be familiar with and agree to work within the current BACP Ethical Framework for Good Practice in Counselling and Psychotherapy (2007) (the Ethical Framework).	Whole EF	
B2.3 Course staff must have regular meetings and access to other forms of support, consultation and professional development.	Values, Principles and Personal Moral Qualities Working to prof standards 14c & d; 17 & 18 Supervision 50 Care of Self 75b & c Training & Ed. 62, 67	All Values, Principles and PMQ's are relevant however, the following appear to be most relevant: <u>Values:</u> <ul style="list-style-type: none"> - Enhancing people's wellbeing and capabilities. - Improving the quality of relationships between people. - Increasing personal resilience and effectiveness. - Protecting the safety of clients. - Ensuring the integrity of practitioner-client relationships. - Enhancing the quality of professional knowledge and its application. - Striving for the fair and adequate provision of services. <u>Principles:</u> Beneficence, Non-maleficence & Self-respect <u>Personal Moral Qualities:</u> Courage, Empathy, Identity, Resilience Respect, Sincerity & Wisdom
B2.4 The course must provide appropriate accommodation and teaching and learning resources, library facilities, and other learning support facilities for students plus	Values: Striving for the fair and adequate provision of services. Respect 25a & b	Appropriate accommodation is important for a number of reasons. However, when the learning activity involves discussion of client work and/or experiential/self-reflective work, the use of a suitable space is important to ensure confidentiality.

access to appropriate recording equipment.		The value cited on the left is an important one for courses to note , especially if they find they are fighting for adequate accommodation within a wider institution. The word `adequate' is key here.
B2.5 i. Demonstrate that its teaching and learning methods are consistent with the course rationale and philosophy. ii. Include assessment of how far the course learning outcomes are being fulfilled. 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.	Values, Principles and Personal Moral Qualities Working to Prof Standards 13, 14a & b Integrity 39 Training & Ed. 62 & 65	All Values, Principles and PMQ's are relevant however, the following appear to be most relevant: <u>Values:</u> - Striving for the fair and adequate provision of services. <u>Principles:</u> Being trustworthy, Beneficence, Non-maleficence Justice & Self-respect
B2.6 Provide regular and systematic opportunities for demonstrating self-awareness, which are consistent with its rationale and philosophy.	Values, Principles and Personal Moral Qualities Putting Clients First 7 Working to prof standards 13 & 18 Care of Self 75 a-d	
B2.7 Provide structured teaching and learning experiences and regular opportunities for observation, practice, feedback (from both staff and peers), discussion and review.	Values, Principles and Personal Moral Qualities Working to Prof Standards 13, 14a & b Integrity 39 Training & Ed. 62 & 65	All Values, Principles and PMQ's are relevant however, the following appear to be most relevant: <u>Values:</u> - Striving for the fair and adequate provision of services. <u>Principles:</u> Being trustworthy, Beneficence, Non-maleficence Justice & Self-respect
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.	Values, Principles and Personal Moral Qualities Putting Clients First 7 Working to prof standards 13 & 18 Respect 21 & 25a & b Care of Self 75 a-d	All Values, Principles and PMQ's are relevant however, the following appear to be most relevant: <u>Principles:</u> Self-respect
B2.9 Demonstrate that it assists its students to develop as reflective	Values, Principles and Personal Moral Qualities	

learners and practitioners.	Putting Clients First 7 Working to prof standards 13 & 18 Respect 21 & 25a & b Care of Self 75 a-d	
B2.10 Encourage students to take responsibility for their learning.	Values, Principles and Personal Moral Qualities	All Values, Principles and PMQ's are relevant however, the following appear to be most relevant: <u>Principles:</u> Autonomy
B2.11 Require students to monitor and evaluate their own learning.	Values, Principles and Personal Moral Qualities	All Values, Principles and PMQ's are relevant however, the following appear to be most relevant: <u>Principles:</u> Autonomy
B2.12 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.	Working to prof standards 13, 14 & 17 Training & Ed. 63	
B2.13 Provide opportunities for analysis, reflection and feedback on how the overall counselling process develops over time.	Values, Principles and Personal Moral Qualities Putting Clients First 7 Working to prof standards 13 Accountability & Candour 45, 46 & 49 Training & Ed. 65 & 67	
B2.14 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	Whole EF	

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.		
B2.15 Demonstrate that the course keeps abreast of developments relevant to the profession.	Values, Principles and Personal Moral Qualities Working to prof standards 13 & 14 Training and Ed. 62 & 67	All Values, Principles and PMQ's are relevant however, the following appear to be most relevant: <u>Personal Moral Qualities:</u> Diligence
B3. Knowledge		
B3.1 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.	Values, Principles and Personal Moral Qualities Integrity 40 & 41 Training & Ed. 62 & 67	All Values, Principles and PMQ's are relevant however, the following appear to be most relevant: <u>Values:</u> - Enhancing the quality of professional knowledge and its application. <u>Personal Moral Qualities:</u> Diligence
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.	Values, Principles and Personal Moral Qualities Integrity 39 & 40, 41 Research 68	All Values, Principles and PMQ's are relevant however, the following appear to be most relevant: <u>Values:</u> Enhancing the quality of professional knowledge and its application. <u>Personal Moral Qualities:</u> Diligence
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: i. The social, political and legislative systems in which we live and the ways these	Values, Principles and Personal Moral Qualities Working to prof standards 13 & 14 Respect 23 Integrity 39, 40, 41 & 42 Accountability and Candour: 45 and 46 Research 68	All Values, Principles and PMQ's are relevant however, the following appear to be most relevant: <u>Values:</u> Enhancing the quality of professional knowledge and its application <u>Personal moral qualities:</u> Diligence

<p>affect client development and counselling practice.</p> <p>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:</p> <p>a. What assumptions are made about the nature and development of human beings?</p> <p>b. How do psychological problems develop and what are the implications of severe pathology for practice?</p> <p>c. How does the rationale and philosophy account for the perpetuation of psychological problems?</p> <p>d. How does the course's rationale and philosophy explain the process of therapeutic change?</p> <p>e. What therapeutic interventions are explicated within this rationale and philosophy?</p> <p>iii. Comparisons with other therapeutic approaches.</p> <p>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.</p> <p>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</p>		
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findings.		
B3.4 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.	Values, Principles and Personal Moral Qualities Working to prof standards 13 & 14 Respect 22a-g & 29 Integrity 39 Accountability & Candour 45 & 46	
B3.5 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.	Values, Principles and Personal Moral Qualities Working to prof standards 13 Respect 29 Integrity 39 Accountability & Candour 45 & 46 Research 68	All Values, Principles and PMQ's are relevant however, the following appear to be most relevant: <u>Values:</u> Enhancing the quality of professional knowledge and its application <u>Personal moral qualities:</u> Diligence
B3.6 Students must be enabled to develop an understanding of the work and roles of other professionals in the mental health field.	Putting clients first 11 Working to prof standards 16 & 17 Respect 22f Building an appropriate relationship 33	All Values, Principles and PMQ's are relevant however, the following appear to be most relevant: <u>Values:</u> Enhancing the quality of professional knowledge and its application
B3.7 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.	Values 3: Enhancing the quality of professional knowledge and its application. Personal moral qualities 12: Diligence Working to prof standards 14a & b Research 68	
B3.8 Students must be enabled to gain an awareness and working knowledge of research methodology to enable them to develop basic	Values 3: Enhancing the quality of professional knowledge and its application. Personal moral qualities 12:	

competences in small scale research projects.	Diligence Research 68-74	
B4. Client work		
<p>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:</p> <p>i. Before starting client work, students must be assessed individually for their readiness to take clients.</p> <p>ii. It is not appropriate for students to take other students on the course as clients whether from their own or a different cohort.</p> <p>iii. The client work undertaken by students should be congruent with the rationale and philosophy of the course.</p> <p>iv. Inexperienced students in training should not gain their client work experience through private/independent practice.</p> <p>v. The course has an obligation under the Ethical Framework to ensure that placement providers indicate student status to their clients.</p> <p>vi. 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).</p>	<p>Training and Ed. 65 (B4.1i) & 66 (B4.1v)</p> <p>Working to prof standards 13 (B4.1iii & iv) & 15 (B4.1vi)</p> <p>Building an appropriate rel. 33 (B4.ii)</p> <p>Integrity 41 (B4.1v)</p>	<p>B4.1i: Assessment of individual students for their readiness to work with clients must be fair, respectful and provide reasoned explanations for the outcome</p> <p>B4.ii: Courses must ensure that students establish and maintain appropriate professional boundaries in their client relationships by not taking other students as clients</p> <p>B4.1iii: Students must work within their limits of competence by only undertaking client work that is congruent with the rationale and philosophy of their training course.</p> <p>B4.1iv: Students must work within their limits of competence by not gaining practice hours in private/independent practice. - Please also see the Good Practice in Action Resource (GPiA) for Private Practice (004)</p> <p>B4.1v: Although the EF states that, '<i>Clients will <u>usually</u> be informed when they are receiving their services from a trainee</i>' in order to maintain accreditation status, accredited courses <u>must</u> ensure that placement providers inform clients of their counsellor's trainee status in order to meet the requirements of this criterion.</p> <p>B4.1vi: Courses must ensure that students keep accurate, appropriate and confidential records for the purposes of assessment</p>
B4.2 The course must have a procedure in place for students to	Values 3: Striving for fair and adequate provision of services	

<p>extend the training period in order to complete the required practice hours:</p> <ul style="list-style-type: none"> 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. 	<p>Principles 5: Justice Integrity 39 Accountability & Candour 45 Training & Ed. 63</p>	
Practice placement		
<p>B4.3 The course seeking accreditation will have clear, written and published procedures for practice placements.</p>	<p>Values 3: Striving for fair and adequate provision of services Principles 5: Justice Integrity 39 & 40 Training & Ed. 63</p>	
<p>B4.4 The course must demonstrate how it approves its placement providers as appropriate for the particular course.</p>	<p>Values 3: Striving for fair and adequate provision of services Principles 5: Justice Integrity 39 & 40 Training & Ed. 63</p>	
<p>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:</p> <ul style="list-style-type: none"> 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). ii. A confirmation from the placement provider that its aims, orientation and philosophy are congruent with that of the course. iii. Details of where accountability 	<p>Principles 5: Justice (All sub-criteria) Personal moral qualities 12: Integrity & Sincerity (All sub-criteria) Putting clients first 11 (All sub-criteria) Working to prof standards 13 (All sub-criteria), 15 (B4.5v), 16 (B4.5i, iii b&c & iv) & 17 (B4.5iii b&c & iv) Respect 25 a & b (B4.5i, iiid) Accountability & Candour 45 (B4.5iii a-f) Supervision 54, 55 & 56 (B4.5i, iii b&c & iv)</p>	

<p>lies for:</p> <ul style="list-style-type: none"> a. the client work b. reporting relationships c. supervision arrangements d. limits of confidentiality e. complaints procedures f. health and safety issues <p>iv. A contract between the course and placement provider that details the requirements for reports on students, reciprocal feedback, meetings etc.</p> <p>v. Details of the placement providers' professional practice such as the initial assessment of clients, methods of referral to students, note taking/record keeping requirements</p> <p>vi. 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.</p> <p>vii. Details of how clients are assessed for suitability to work with students.</p>		
The application of theory to practice		
<p>B4.6 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.</p>	<p>Whole EF In Particular Good Practice points 1 - 6</p>	
<p>B4.7 Formal course time must be</p>	<p>Whole EF, in particular:</p>	

<p>given to:</p> <ul style="list-style-type: none"> i. Training in assessment procedures consistent with the 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. ii. Teaching the students to conceptualise the nature of the clients' issues and to negotiate an appropriate therapeutic contract, which may include referral. 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. 	<p>Working to prof standards 13 & 14 Respect 23 Integrity 39, 40, 41 & 42 Research 68 Accountability and Candour: 45 and 46</p>	
<p>B4.8 The course will develop, monitor and assess each student's competence to:</p> <ul style="list-style-type: none"> i. Establish a clear framework for the therapeutic work, including; <ul style="list-style-type: none"> a. awareness of the limits of confidentiality and other ethical and professional boundaries b. clear procedures for pre-assessment communication with clients about services on offer c. clear information about the process of therapy and the process of therapeutic change d. a description of the responsibilities of each party to the contract e. the negotiation of appropriate 	<p>Whole EF, in particular:</p> <p>Work to Professional Standards 13 and 14 Respect 21, 22, 25 and 27</p> <p>Building an appropriate relationship 31 - 38</p>	

<p>outcomes with clients</p> <p>f. the negotiation of all details of the practical arrangements including the number of sessions available</p> <p>ii. Apply a body of knowledge, informed by contemporary research, consistently and effectively during the course of the therapeutic process.</p> <p>iii. Apply and monitor a range of therapeutic interventions consistent with the rationale and philosophy of the course.</p> <p>iv. Work with difference and diversity as it impacts on the therapeutic relationship or the process of therapy.</p> <p>v. Be aware of the potential power imbalance in the therapeutic relationship.</p> <p>vi. Reflect on and manage the therapeutic process and to work with the unexpected nature of life and of the therapeutic relationship.</p> <p>vii. Review and evaluate the initial assessment decisions and if necessary modify the work with the client or conduct a referral.</p> <p>viii. Conduct an ending.</p>		
<p>B4.9 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.</p>	<p>Putting clients first 9 & 10 Working to prof standards 14f Respect 23 & 29 Integrity 42 Responding to ethical dilemmas and issues 76, 77 & 78</p>	
<p>B4.10 The course must ensure that</p>	<p>Values, Principles and Personal</p>	

students are able to reflect on and work with the developing therapeutic relationship, including how to monitor the limits of their own competence.	Moral Qualities Working to prof standards 13, 14a-f & 18 Building an appropriate relationship 38 Integrity 39 Accountability & Candour 45 Supervision 50 & 51 Training & Ed 65 Care of self as a practitioner 75a-d Responding to ethical dilemmas and issues 77 & 78	
Supervision		
<p>B4.11 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:</p> <p>i. Educational - to stimulate critical thinking about the relationship between theory and practice.</p> <p>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.</p> <p>iii. Developmental - to facilitate student development as ethical, competent and accountable practitioners.</p> <p>iv. Supportive - to consider student</p>	Values, Principles and Personal Moral Qualities Working to prof standards 14d Accountability & Candour 48 Supervision 50-56 & 58-60	<p>Courses will need to ensure that all requirements within the 'Supervision' section of the new EF (50-61) are being implemented.</p> <p>.</p>

personal and professional well-being with respect to client work. 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.		
B4.12 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.	Values, Principles and Personal Moral Qualities Working to prof standards 14d Accountability & Candour 48 Supervision 50-56 & 58-60	
B4.13 The supervisory contract during training must stipulate: i. That all cases should be presented for supervision. ii. That students must present their work in supervision not less than fortnightly. 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).	Values, Principles and Personal Moral Qualities Working to prof standards 14d & 16 Accountability & Candour 48 Supervision 50-56 & 58-60	
B4.14 The course will need to demonstrate the effectiveness of its own arrangements for ensuring the quality of supervision. If supervision	Values, Principles and Personal Moral Qualities Building an appropriate relationship 33a-d	With reference to B4.14 and dual supervisory relationships, please refer to page 11 of the EFfCP under Supervision 53 where it states: <i>'All supervisors will model high levels of good practice for the work they supervise, particularly with regard to expected levels of competence and</i>

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.	Supervision 51, 52, 53, 54, 55 & 56 Training & Ed 67	<i>professionalism, relationship building, <u>the management of personal boundaries, any dual relationships, conflicts of interest and avoiding exploitation</u></i> . Please also see Good Practice in Action Resources 010 and 011 on Monitoring the Supervisory Relationship for further guidance.
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.	Whole EF, in particular: Working to professional standards 13 Supervision 51 - 56 & 58-60 Training & Ed 67	Courses will need to update any agreements with supervisors to ensure that they are familiar with and are all working within the new EFfCP.
B4.16 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.	Principles 5 - Being trustworthy, Non-maleficence, Justice & Self-respect Putting clients first 11 Respect 25a&b Accountability & Candour 45 & 48 Supervision 51, 52, 53, 54, 55, 56, 57, 58, 59 & 60 Training & Education 65 & 67	Accountability for client work and issues of confidentiality are addressed in the EFfCP at points 54 and 55. Although at point 56 of the EFfCP it states ' <i>Trainee supervision will require the supervisor to <u>ensure</u> that the work satisfies professional standards</i> ' it should be noted here that ultimately it is the courses responsibility to ensure that a trainee is competent and fit to practise with real clients and it is also the courses responsibility to assess the trainee against core competences/professional standards. Minimum professional standards need to be demonstrated and the supervisor has an obligation to contact the course if they have concerns about a trainees practise. If a supervisor feels that a member of the public is at risk then they will need to take action. Trainees should be made aware that deliberately withholding information is a breach of ethics. Feedback from the supervisor and the placement may be used as part of the overall assessment of competence process. These issues of responsibility should be made explicit within the contract between the course, the placement provider and the supervisor to meet this criterion.
B4.17 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.	Putting clients first 11 Working to prof standards 16 & 17 Respect 25 a & b Building and appropriate relationship 33 a, b & d & 37 Integrity 39	See comments at B4.14 and B4.16 above.

	Supervision 51, 52, 53, 55, 56 & 58 Training & Ed 67 Responding to ethical dilemmas & issues 77 & 78	
B5. Professional context		
B5.1 The course must prepare students to take an active role as members of the professional counselling/ psychotherapy community.	Principles 5 Self respect Putting clients first 11 Working to prof standards 14 d & e, 16 & 17 Building and appropriate relationship 33 d Integrity 40 Research 68 & 69 Care of self as a prac. 75 c Responding to ethical dilemmas & issues 77	
B5.2 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	Principles 5 Being trustworthy & beneficence Putting clients first 9 & 10 Working to prof standards 13, 14 f Respect 22 a-g, 23, 28 & 29 Integrity 42	
B5.3 The course must enable students to understand the role boundaries and issues around communication and collaboration within a multidisciplinary team setting.	Principles 5 Being trustworthy, beneficence, non-maleficence & justice Putting clients first 8 & 11 Working to prof standards 16 & 17 Respect 21, 25 a & b & 26 Building an appropriate relationship 33 a & d Integrity 39 & 40 Supervision 55 Training and Ed 67	

	Responding to ethical dilemmas & issues 77	
B5.4 The course must equip students with the skills to manage the administrative aspects of professional practice; including prioritising workload and time management.	Principles 5 Self respect Working to prof standards 15, 18 & 19 Building and appropriate relationship 31, 32 b, d & e Care of self as a prac. 75 a-d	
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.	Principles 5 Self respect Putting clients first 11 Working to prof standards 14 d, 16 & 17 Accountability & candour 48 Supervision 50 Care of self as a prac. 75 a-d	
B5.6 The course must enable students to work with therapeutic outcome measures or other quality assurance procedures.	Principles 5 Justice Personal moral qualities 12 Diligence Working to prof standards 15& 17 Accountability & candour 45, 46, 48 & 49	Research 68-74 may also play a part here if therapeutic outcome measures such as CORE are being taught with a view to utilising in future research.
B6. Student assessment		
B6.1 The course must have clear published learning outcomes for the training programme.	Principles 5 Justice Personal moral qualities 12 Sincerity Integrity 39 Training and Ed. 63 & 65	
B6.2 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.	Principles 5 Justice Personal moral qualities 12 Sincerity Integrity 39 Training and Ed. 63 & 65	

B6.3 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.	Principles 5 Justice Personal moral qualities 12 Sincerity Integrity 39 Training and Ed. 63 & 65	
B6.4 To ensure public safety, the course must assess students at appropriate key stages throughout the training for: i. readiness/competence to practise counselling/ psychotherapy, and; ii. the ability to monitor and manage the therapeutic process.	Values, Principles and Personal Moral Qualities Working to prof standards 13 Accountability & Candour 45 Supervision 56 Training and Ed. 65 & 67	
B6.5 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.	Values, Principles and Personal Moral Qualities Working to prof standards 13 Supervision 50 - 53 & 56 Training and Ed. 62, 65 & 67	
B6.6 Formal procedures must be in place to terminate the training of incompetent, incapable or ethically unsound trainees.	Principles 5 Being trustworthy & non-maleficence Personal moral qualities 12 Wisdom Putting clients first 9 & 11 Working to prof standards 13 Respect 24 Integrity 44 Training and Ed. 65 & 67 Responding to ethical dilemmas and issues 76 - 78	
B6.7 The course must include assessed written work amounting to	Working to prof standards 13 Training and Ed. 62, 65 & 67	

a minimum of 15,000 words to ensure that the student's achievement against the learning outcomes is regularly and accurately assessed.		
B6.8 There must be evidence of progressive monitoring, evaluation and assessment of the students': i. Self-awareness and personal development in relation to practice. ii. Development as a member of the profession.	Values, Principles and Personal Moral Qualities Working to prof standards 13 Supervision 50-53 & 56 Training and Ed. 62, 65 & 67	
B6.9 The course should provide evidence that students are assessed against clear and specific criteria as being competent to practise with real clients.	Values, Principles and Personal Moral Qualities Working to prof standards 13 Supervision 50-53 & 56 Training and Ed. 62, 65 & 67	
B6.10 The course must provide clear evidence of the development of the following attributes in students: i. Self-awareness, maturity and stability. ii. Ability to make use of and reflect upon life experience. iii. Capacity to cope with varying emotional demands. iv. Ability to cope with intellectual and academic requirements. v. Ability to form a working alliance with clients. vi. Ability to use self-awareness in monitoring the therapeutic relationship. vii. Ability to be self-critical and use both positive and negative feedback, reflect and make appropriate changes. viii. Ability to draw on personal and professional support. ix. Awareness of the nature of	Whole EF	

prejudice and oppression. 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.		
B6.11 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.	Training and Ed. 65 & 67	
B6.12 There must be a published and readily accessible appeals procedure.	Principles 5: Justice Training and Ed. 63, 64, 65 & 67 Responding to ethical dilemmas and issues 76-78	
B7. Course completion		
B7.1 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'.	Principles 5: Being trustworthy Working to professional standards 15 Integrity 41 Training and Ed. 63	
B7.2 The course must provide a	Principles 5: Being trustworthy	

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.	Working to professional standards 15. Integrity 41 Training and Ed. 63	
B7.3 The course must make students aware of the purpose of ongoing Continued Professional Development (CPD) post qualification.	Values, Principles and Personal Moral Qualities Working to prof standards 14 a-f Respect 22 f Research 68	All Values, Principles and PMQ's are relevant however, the following appear to be most relevant: Principles 5: Beneficence, Justice, Self-respect <u>Values:</u> <ul style="list-style-type: none"> - Enhancing people's wellbeing and capabilities. - Increasing personal resilience and effectiveness - Enhancing the quality of professional knowledge and its application. - Striving for the fair and adequate provision of services. <u>Principles:</u> Beneficence, Non-maleficence, Justice & Self-respect
B7.4 The course must make students aware of the BACP counsellor/psychotherapist accreditation scheme.	Whole EF	
B7.5 There must be provision for students to complete the course in the event of it being withdrawn or of departmental/ institutional failure.	Values 3: Striving for the fair and adequate provision of services Principles 5: All Training and Ed 63 & 67 Responding to ethical dilemmas and issues 78	
B8. Course evaluation		
B8.1 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.	Whole EF in particular: Training and Ed. 62, 63, 65 & 67	
B8.2 The course must give students	Whole EF in particular:	

regular opportunities to evaluate their training experiences and give feedback on the course.	Training and Ed. 62, 63, 65 & 67	
B8.3 The course should hold regular course management meetings with the opportunity for student representation.	Whole EF in particular: Training and Ed. 62, 63, 65 & 67	
B8.4 The course must demonstrate that it provides opportunities for feedback from persons external to the course eg the external examiner, course consultant, complaints mediator.	Whole EF in particular: Training and Ed. 62, 63, 65 & 67 Responding to ethical dilemmas and issues 76, 77 & 78	
B8.5 The course management meetings must consider feedback from appropriate sources and show how this contributes to the development of the course.	Whole EF in particular: Training and Ed. 62, 63, 65 & 67	
B8.6 The course is required to demonstrate how it reviews and amends the training programme in line with developments in the profession.	Whole EF in particular: Training and Ed. 62, 63, 65 & 67	
B8.7 The course must have a published complaints procedure that includes a person in the hearing process who is independent of the course.	Whole EF in particular: Training and Ed. 62, 63, 65 & 67 Responding to ethical dilemmas and issues 76-78	
B9. Accreditation of Prior Learning (APL) procedures		
B9.1 The course seeking accreditation will have clear, written and published procedures for the admission of students via APL.	Values, Principles and Personal Moral Qualities Working to professional standards 20 Building an appropriate relationship 31 Integrity 39, 40 & 41 Training and Ed. 63, 64, 65 & 67	All accredited courses that allow APL must submit evidence to show that they meet all of the B9 criteria.

B9.2 The course must provide a rationale for: i. The points of entry where students can be APld onto the course. ii. The maximum percentage possible to APL onto the course for any cohort. iii. How internal consistency within the course will be maintained.	Values, Principles and Personal Moral Qualities Building an appropriate relationship 31 Integrity 39, 40 & 41 Training and Ed. 63, 64 & 67	
B9.3 The APL procedure must demonstrate how the course assesses a potential student's: i. Suitability for the training offered. ii. Ability to demonstrate 'reflective practitioner' qualities. iii. Ability to form a working alliance with the course team and existing student group.	Values, Principles and Personal Moral Qualities Working to Prof. Standards 13 Respect 22 a,b,c,d,e,f & g & 23 Integrity 39, 40 & 41 Training and Ed. 63, 64, 65 & 67	
B9.4 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.	Values, Principles and Personal Moral Qualities Integrity 39, 40 & 41 Training and Ed. 63, 64, 65 & 67	
B9.5 The course must require APLeD students to undertake a minimum of 100 hours of supervised client work whilst on the course	Whole EF	

CJ/Course Accreditation/Professional Standards
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