

**BACP Public Protection Committee Meeting  
Monday 1<sup>st</sup> September 2025  
MS Teams at 10:00hrs**

**Report Information**

<b>Meeting Date</b>	Monday 1 <sup>st</sup> September 2025
<b>Venue</b>	Teams
<b>Confidential/Non-Confidential</b>	Confidential
<b>Author</b>	Clair Parfrey, Governance officer

**Purpose of the Report**

To obtain approval	✓	To canvas opinion	
For information/ to note	✓	Regulatory requirement	
To provide advice		To highlight any emerging risks	

**Attendees**

<b>Committee Members Present</b>	Leon White	LW	Committee Member
	Dr Lynette Harborne	LH	Committee Member
	Dr Paul Taylor	PT	Committee Member
	Pippa Menzies	PM	Committee Member
<b>BACP Staff Present</b>	Caroline Jesper	HoPS	Head of Professional Standards
	Dr Lisa Morrison	DPSP&R	Director of Professional Standards, Policy and Research
	Clair Parfrey	CP	Governance Officer
<b>Apologies</b>	Ciaran Doyle	CD	Committee Member

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Item No	General business
1.0	<b>Preliminary matters</b>
1.1	<p><b>Welcome, introductions, apologies and quoracy.</b></p> <p>The Chair welcomed all in attendance. Apologies were noted from Ciaran Doyle.</p> <p>The meeting was noted as quorate.</p>
1.2	<p><b>Declarations of interest.</b></p> <p>There were no declarations of interest.</p>
2	<p><b>The processes and procedures for revising, developing and scrutinising BACP's course accreditation criteria and new course accreditation schemes (SCoPEd Integration and embedding EDI)</b></p> <p>The HoPS introduced her paper and the various appendices. It was noted that this was an extension of work commenced back in 2021 which had included a review of the EDI review course accreditation scheme undertaken by Dr Dwight Turner. This report was shared as appendix 1.</p> <p>In 2023 the Board approved the adoption of SCoPEd framework and work began on mapping the accreditation of courses against SCoPEd.</p> <p>The report was being submitted to PPC for appraisal of the processes and procedures employed to revise, develop, oversee and scrutinise BACP's Course Accreditation schemes due to launch before the end of 2025</p> <p>A developmental approach to implementing the new criteria will be utilised. This process began with a survey of existing accredited courses to identify best practice and the identification of areas for development, which has informed the revised criteria.</p> <p>During this work the need to move away from the term 'EDI' was identified as it could be viewed as tokenistic, and we have moved to using language such as anti-oppressive, inclusive and culturally attuned practice.</p> <p>The committee were asked to consider and endorse the development and oversight processes and procedures involved in the revision of the Course Accreditation criteria and creation of three new schemes, and to recommend their approval to the Board.</p> <p>The paper provided the PPC with a summary of the development and oversight processes and procedures involved in the revisions to BACP's Course Accreditation criteria and the development of three new Course Accreditation schemes for core practitioner training.</p> <p>The report also outlines how the Course Accreditation schemes aim to support graduates in their developmental journey towards Individual accreditation (SCoPEd column B) and Senior accreditation (SCoPEd column C).</p>

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Draft criteria for the BACP's Course Accreditation schemes for core practitioner training for which Board approval in September 2025 has also been shared.

A thorough discussion followed including:

- How transitional arrangements would be managed. *It was noted that providers have been given until January 2028 to align their courses to the SCoPEd framework- this is more than 5 years and allows for course validation cycles.*
- Supervision and practice hours - including ensuring that there is a variety of mental health issues included. *Course providers will continue to submit their procedures for determining suitability of placements. The course providers have a responsibility to assess the student's competence and therefore readiness to begin client work and again before qualification, this includes the variety, complexity and amount of practical experience in placements.*
- Guidance - what data do the course providers need to collect relating to diversity. *The Committee asked whether courses will be required to teach students about working with neurodivergent clients. Courses will be required to collect and monitor student cohort data and demonstrate how they are monitoring the diversity of students Courses will need to teach students how to work with certain client groups and it was noted that it would be impractical to name all characteristics and that the decision had been made to use broad statements around anti oppressive and inclusive, culturally attuned practice as these encompass all protected and non-protected characteristics.*
- Whether recommendations made in the review in the initial EDI report on 2021 had been tracked and embedded. *The EDI team will be reporting on review recommendations, lesson learnt, and additional work still required. All recommendations from the expert review panels have been included. The Ethical Framework is currently being developed and will include terms such as 'anti oppressive', a revised Ethical framework is due to be published for consultation later in 2025.*
- Processes for working with course providers who do not meet required standards. *It was noted that we already have a procedure for responding to concerns that are raised with us, and that's recently been reviewed and revised and it's a procedure that we can apply to courses and services that are accredited. Depending on the severity and nature of the issue it could be dealt with by our professional conduct team or our accreditation team. Often this includes a quality assurance visit and discussions with students and staff separately. The HoPS stated that this is an unusual situation and rarely occurs. When students raise concerns, they are logged and reviewed when the course annual review takes place.*

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- Types of guidance to be provided. *Existing guidance for accredited course is generally of a criterion type. BACP are looking to develop broader guidance on embedding EDI into core training, including staff recruitment, student recruitment, students experience on the course and competences that are developed.*
- How risk paradigms impact on EDI matters. *It was noted that criterion B4.7 talks extensively around this issue and ensures that courses are underpinned by contemporary research around this area and in particular to the NICE guideline NG225.*
- Ensuring that previous compliance and current compliance are coherent. *It was clarified that there are no changes to the existing EDI criteria as the review focused on enhancing the criteria. It is anticipated that we will work with providers to support them in developing and embedding criteria in this area. The renewal process is broken down into a yearly review of processes focusing on different areas. This will ensure that over the 5 years every criterion in the scheme will have been assessed.*
- Online courses where the provider has to ensure that the student has an adequate private space and IT equipment. *This is an increasing situation and currently we are asking for a 70/30 split between face to face and online teaching delivery. It is a course providers responsibility to ensure that their students have this space.*
- Working with children and young people. *BACP accredited courses are generally adult focused and provide a separate module for CYP Additional criteria are in place for courses that allow placements with CYP. The Gillick competence has been used - this refers to a legal standard allowing a child under 16 to consent to medical treatment without parental permission if they demonstrate sufficient understanding, intelligence, and maturity to fully grasp the treatment's nature, risks, and benefits. It is determined by healthcare professionals on a case-by-case basis, considering factors like the child's age, maturity, and ability to understand the implications of their decision.*


The HoPS and DPSP&R thanked the committee for their time and thoughtful insights.

The committee noted the tremendous amount of work and effort that has been involved on this project and wanted to thank everyone involved.

**Decision**

The committee unanimously voted to recommend to the Board that the revised criteria and new Course Accreditation schemes be approved.

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	<b>Next meeting:</b>  12 <sup>th</sup> November 2025 - Q3 standard meeting  <b>Meeting closed at 12:00pm</b>

<b>Approved by Committee on</b>	<b>12.11.25</b>
<b>Signed by Chair as approved</b>	  Dr Paul Taylor