

The Lead Organisation for CBT in the UK

British Association for Behavioural
& Cognitive Psychotherapies



British Association for Behavioural and Cognitive Psychotherapies

Course Accreditation Process for courses providing training in
Cognitive and Behavioural Psychotherapies

Application for Course Accreditation: Overview of the Process of Accreditation

Updated: Reviewed May 2015 next due for review May 2017

Contents:	Page No.
1. Introduction	2
2. Application for Course Accreditation	3
3. BABCP Course Accreditation Panel membership	5
4. How the course is appraised by the panel	7
5. Fees	15
6. Appendices	16

1. Introduction

Courses offering training in Cognitive Behavioural Therapies (CBT) can apply to the BABCP for accreditation as a course that provides some, or all, of the training necessary to meet the BABCP Minimum Training Standards (MTS, appended to this document). Individuals who wish to become accredited as a CBT therapist via BABCP must meet the MTS as one of the criteria for accreditation. Courses must be offered at postgraduate level by a Higher Education Institution in order to be eligible. The course must include some supervised clinical practice as part of the requirements.

Courses can apply for either Level One or Level Two accreditation.

a. Level One Accreditation:

This indicates that the course provides training that meets the BABCP quality criteria. The course does not, however, provide the quantity required to meet all the MTS. Each course accredited at Level One will provide a clear statement of the minimum quantity of training towards the MTS that a graduate of the course will have achieved.

b. Level Two Accreditation:

This indicates that the course provides training that meets both the BABCP MTS quality and quantity criteria. A graduate of a level two course will have received all the training required to meet the MTS.

Note: Meeting the MTS is one requirement for accreditation as a practitioner via BABCP. There are other requirements which applicants for accreditation must fulfil. For example, applicants must provide evidence that they are continuing to use CBT on completion of their training; have appropriate clinical supervision of this work, that they will engage in appropriate continuing professional development in CBT and that they will adhere to the BABCP 'Standards of Conduct, Performance and Ethics in the Practice of Behavioural and Cognitive Psychotherapies' (appended to this document)

2. Application for Course Accreditation: Overview of the Process of Accreditation

- a. There are a number of stages in the process for accreditation of courses. These are outlined in the table below.

Step	Action	Approximate Time frame
1. Notification of intent to apply for course accreditation	Course Director writes to the BABCP Course Accreditation Registrar stating intention to seek accreditation (stating Level One or Level Two). Contact – helen@babcp.com or rachel@babcp.com	
2. Initial document request	BABCP Course Accreditation Support Officer supplies documents requesting scrutiny information (see appendix 3 of this document- this appendix will have a list of documents required)	2 weeks
3. Course document submission	The course submits the documents	At least 8 weeks before proposed visit date
4. Initial document screening	BABCP Course Accreditation Support Officer completes checklist regarding document submission. See appendix x	2 weeks
5. Provisional date agreed	Subject to adequate document submission	
6. Scrutiny Phase	The BABCP Course Accreditation Registrar prepares an initial scrutiny report summarising the information received from the course. This includes any requests for further information or clarification. The report is sent to the course once it is approved by the course panel	4-6 weeks
7. Course response to scrutiny report	The course responds to the report providing clarification and further information as requested. If the course does not appear to meet basic criteria, the accreditation process will not continue until this is addressed	2-3 weeks
8. Confirmation of panel visit		
9. Panel visit	A course accreditation panel is, convened and a visit date with the panel and course is decided by mutual consent.	2-3 weeks
10. Visit timetable	The course is requested to arrange	>one month

	meetings with key people for the panel visit. Attendance should be confirmed at least one month before the visit is due to take place. (see appendix 4 for outline visit programme)	before the panel visit
11. Panel visit	A panel visit takes place to the course, and informal feedback is given on the day.	
12. Final report	The course accreditation registrar drafts a Panel Visit Report. The Panel adds comments and corrections. Recommendations and Conditions for accreditation are included. Matters may be referred to the Course Accreditation Committee if needed. The report is sent to the Course, including the Programme Director, Head of School and Registrar.	
13. Response to conditions	The course submits its response to any recommendations and conditions included in the report	Usually within three months of receiving the report
14. Accreditation	The course accreditation committee can take the following actions: <ol style="list-style-type: none"> 1. Approve the accreditation of the course, on condition that it continues to meet all the criteria and standards, and that changes to the staff and the course are notified to the course accreditation registrar for approval. 2. Notify the course that accreditation is pending, subject to further information, clarification or action as specified. Accreditation can only be 'pending' for one year. 3. Not approve accreditation. 	
15. Re-accreditation process	Courses are usually accredited for five years, subject to confirmation that conditions continue to be met. In particular, courses are responsible for ensuring that any significant changes to course team, course validation, host university, or resources are notified to the BABCP Course Accreditation Registrar for review. Accreditation may be suspended or invalidated unless changes are consistent with the standards and conditions set.	

	(See appendix 5 for an outline of the re-accreditation process.)	

3. BABCP Course Accreditation Panel membership

- a. The panel membership will usually include representatives who fulfil the following roles:
 - i. The Chair of Accreditation Panel- Course Accreditation Committee
 - ii. Course Accreditation Registrar - Course Accreditation Committee
 - iii. A course director from another CBT course and/or a supervisor of clinical work from another CBT course
 - iv. A former student or current trainee from another CBT course
 - v. Additional members of the panel or observers/advisors may be co-opted for their specific expertise
 - vi. Also in attendance Course Accreditation Support Officer (minutes)

- b. The panel will assess any potential conflict of interest, and the affiliations of panel members will be made available to the course if relevant.

The panel requires that the following are available for consultation during the course accreditation visit: (if such people are not available, the BABCP must be informed and a suitable alternative arrangement made)

- i. The whole course team

- ii. A representative from the course academic validation body (appropriate person who can testify about the validation of the course, its strategic position and its future staffing and resources, for example Head of School, Dean/Postgraduate Teaching/learning lead)

- iii. A representative from the sponsor/host of physical resources/environment (if different from (ii) above)

- iv. A representative of information services and learning resources/librarian who can address learning and information resources

- v. Current students (whole cohort if possible) and recent graduates from the course. The panel particularly like to meet students from various placement sites (if relevant), and a KSA student if the course accepts them.

- vi. clinical supervisors who represent different clinical areas- we accept Skype-
- vii. Manager /Service Lead or other person who is able to attest to the placement arrangements for each area in which students are doing their clinical work

4. How is the course appraised by the panel?

- a. The contemporary BABCP Minimum Training Standards are used as guide to assess both amount of CBT training provided by the course and the quality of the training provided.
- b. The quantitative and qualitative aspects of the training are assessed as follows:
- c.

Basic requirements	
Academic level:	The course should be at post-graduate level
Course validation:	The course should be validated/accredited by a higher education body
Course entry requirements and selection criteria	<p>The course entry requirements should ensure that trainees have achieved a qualification in a core profession. (See appendix 9)</p> <p>If the candidate does not have a recognised core profession: Either trainees must have met the core Knowledge, Skills and Attitudes (KSA) as defined by BABCP prior to being accepted on the course;</p> <p>Or the course must demonstrate how KSA criteria are met during the training. (Please see appendix 9 for KSA criteria).</p>
KSA assessor	<p>The course must identify a named assessor for KSA who has completed training, with updates a minimum of every 5 years.</p> <p>The course must demonstrate that it has processes in place to appropriately train new members of staff who assess KSA submissions, and must inform BABCP of any changes.</p>

Quantitative Requirements	
Theoretical and skills teaching	
1. Theoretical knowledge and skills teaching:	<p>This should be acquired through structured teaching and self-directed study.</p> <p>The minimum number of hours study required for all the cognitive/ behavioural elements of training is 450 hours of which 200 hours should be provided directly by BABCP individual practitioner accredited trainers through a recognised course or other validated programme of study.</p> <p>Where training is received in alternative formats from face to face teaching, the minimum amount of the 200 hours of face to face teaching required can be delivered by other media but this should total no more than 20% of the total taught content. All alternative teaching formats are required to allow either some sort of interactive teaching or opportunity for discussion/questioning/exploration and should meet all other minimum training standards required (i.e. delivered by BABCP accredited practitioner).</p> <p>Self directed study i.e. watching a DVD, unfacilitated chat rooms or other material online is not be counted here although can be included under the 250 hours of self directed study required. Examples of acceptable, alternative teaching formats are: a. Skype/video conference teaching b. DVD or video teaching which is facilitated by a BABCP accredited practitioner and is accompanied by discussion etc</p> <p>The remaining 250 hours can be provided through non directed study although course must have a process in place to ensure that they can monitor the amount of this type of study.</p> <p>The course will be required to verify the number of taught hours provided as well as the minimum which could be received by a graduate from the course (i.e. taking account of any minimum attendance requirements).</p>
Course Content	<p>The course content must be relevant to training as a CBT therapist, including acquisition of a broad-based understanding of the theoretical underpinnings of cognitive and behavioural therapies and their application in clinical practice.</p> <p>Details of the course content will be appraised by the panel. The amount of teaching on CBT will vary from course to course, however, the BABCP panel will assess whether trainees have received adequate training. The course content should adhere to the BABCP Core Curriculum. (see appendix 6)</p> <p>The course will be required to complete a competency mapping audit to show how the taught content covers the aspects required.</p>

	<p>Graduates from the programme must have demonstrated the acquisition of critical understanding of the relevance of studies of human development, psychopathology, psychology, social issues and evidence-based practice; Where trainees have already completed a prior professional training in an appropriate discipline or 'core profession' (e.g. psychology, psychiatry, nursing, counselling, occupational therapy, social work, education), much of this will have been covered prior to acceptance on the CBT training course.</p>
Accreditation of trainers	<p>All course team, other teaching contributors and clinical supervisors must be individually accredited by BABCP as a practitioner, as verified by the central office.</p> <p>There may be exceptions to this e.g. where a course team member provides a specific role such as research teaching or course administration but is not necessary to the CBT training aspect.</p> <p>Courses seeking to use trainers from outside the UK should submit full information to allow an assessment of International Equivalence to take place. This is undertaken by the Course Accreditation Committee on a case by case basis.</p>
Special interest courses	<p>Some courses provide training in a specialist area. For example, using a specific model within CBT; working with a specific client group, such as children, or working with specific disorders such as severe mental illness. In order to achieve Level 2 accreditation, the course must cover the core curriculum in sufficient depth as well as the specialist area.</p> <p>For Level 1 accreditation, the course must demonstrate that the quality criteria are met, and specify the amount of training received by graduates of the course. It is not essential to cover the entire core curriculum for Level 1 course accreditation.</p>
Clinical experience and supervision	
Supervised practice:	<p>All courses should have some supervised practice as part of the course. Graduates from a Level 2 course must have conducted a minimum of 200 contact hours of therapy under supervision during training.</p> <p>The amount of supervised practice that is mandatory during the course should be indicated. The quantity of supervised practice must be monitored (e.g. through a mandatory log book or practice portfolio).</p>
Clinical Supervision of CBT practice:	<p>The supervision of the clinical practice must be carried out by individuals who are accredited as CBT practitioners by BABCP.</p> <p>The amount of supervision received can vary, however, the minimum clinical supervision requirement for the MTS (and therefore for a Level 2 programme) is that the trainee will have conducted therapy with:</p> <ol style="list-style-type: none"> 1. Eight completed cases, of which should be three 'closely' supervised (see below for a definition of close supervision) 2. Five hours' clinical supervision on each of the eight cases 3. Three different types of problem
Length of training	<p>The total length of professional training will usually be four years including both core professional training and the specific CBT training. (See appendix 8 for current list of recognised core professions)</p>

	The qualitative aspects of training are assessed using the following criteria. Note: Courses must meet the quality criteria if they are to become accredited at either Level 1 or 2.

Qualitative aspects	
Skills training	<p>Since skills training is an essential component of the acquisition of the knowledge and experience necessary; the taught programme should consist of not less than 50% skills training.</p> <p>The course should provide evidence of the balance between theoretical and skills training in the taught component of the course.</p>
Clinical practice	<p>The trainee should demonstrate adequate clinical practice of CBT. This should be monitored by the course (using a mandatory log book, practice portfolio, course assignments etc).</p> <p>The following criteria should also be met to facilitate this: Practice contracts/placement agreements; appropriate clients; monitoring and assessing clinical practice; case work, and clinical supervision</p>
Practice contracts and placement quality	<p>Contracts between the course, students and employers/placement managers should be in place. The contract should ensure that clinical work, and the context in which it is carried out as part of the course, meets appropriate standards for quantity and quality.</p>
Appropriate Clients	<p>Students are required to carry out CBT interventions with appropriate clients. The course is responsible for overseeing clinical practice, and for ensuring that clinical supervision is provided.</p>
Monitoring and assessing clinical practice	<p>The course must ensure that clinical practice is monitored and assessed; and that it is conducted according to the Standards of Conduct, Performance and Ethics. (see appendix 2)</p>
Case work (see clinical supervision above)	<p>In order to meet Level 2 requirements, students are expected to have:</p> <ul style="list-style-type: none"> • Worked with a minimum of 8 clients from assessment to completion or termination of treatment (This is defined as an absolute minimum of 5 sessions but may be considerably longer, and appropriate to the presenting issues), during the period of training. • These cases will cover at least three types of problems • Three cases will have been closely supervised as defined below. <p>Courses will only be awarded Level 2 accreditation if they meet this criterion. For Level 1 accreditation, course must indicate how many cases are seen for assessment and therapy during training and indicate whether these are closely or non-closely supervised.</p> <p>Only case work that meets the specified criteria will be counted towards the 8 cases required for accreditation.</p> <p>Each course must demonstrate how many cases their trainees see during training that meet the criteria.</p>
Clinical supervision	

'Close' supervision	<p>Close supervision is defined as follows:</p> <ol style="list-style-type: none"> a. That the case work has been formally assessed using video, live or audio observation and assessed to be of a reasonable standard using a CBT assessment scale. For example, the CTS-r, or other form of assessment of quality approved by the visit panel. Video or 'live' observation is preferred. b. That the work has been supervised by a BABCP accredited individual therapist c. That the case has undergone supervision of at least 5 hours or group equivalent. (See below for equivalence calculations). d. That the work is assessed by written case work and/or mandatory log book which are formally assessed by the course team.
Supervised cases 'not closely supervised'	<p>Cases defined as non-closely supervised should meet all of the criteria above except for Criterion 'a'.</p>
Clinical supervision	<p>The opportunity for both individual and group supervision must be provided. The form of the supervision is likely to vary and can be determined by the courses on the basis of the needs of their students.</p> <p>The course must offer at least some access to individual supervision. The course accreditation committee recommend that each trainee will have access to at least 5 individual supervision hours during their training.</p>
Group supervision: Calculating individual supervision time equivalence	<p>It is recognised that time spent in group supervision offers greater value to the trainee than simply calculating the time spent on an individual's case, and dividing the overall time spent in the group by the number of participants.</p> <p>The course accreditation process uses the following two calculations:</p> <p>1: Time spent discussing a particular case in group supervision is multiplied by two. For example, if there are four participants in a one-hour group, 15 minutes might be spent discussing each case.</p> <p>15 minutes x 2 = 30 minutes' equivalent case supervision time.</p> <p>2: Overall group clinical supervision equivalent time is calculated in the following way:</p> <p>The time spent in the group is divided by the number of participants in the group, and this time is then doubled. For example, if there are four participants in the group, and the group meets for two hours; the formula would be</p> <p>2 hours divided by 4 people = 30 minutes x 2 = 1 hour equivalent group supervision time.</p>
Clinical supervision contracts	<p>Contracts between supervisors and the course should be in place.</p>

--	--

Assessment	
Assessment of core competencies and acquisition of skills and knowledge	
Courses should ensure that trainees are able to critically appraise the Literature and evidence for CBT; that trainees demonstrate an understanding of the theoretical aspects of cognitive and/or behavioural therapy and its application. An understanding of evidenced based practice should be evaluated.	<p>Production of a literature review, essay or other demonstration of critical appraisal of evidence and production of a formal assessed essay, exam or research project.</p> <p>Both of these aspects may be included in the same assignment. For example:</p> <ul style="list-style-type: none"> (i) the production of an extended case report that critically discusses the research evidence or (ii) a relevant research dissertation; or (iii) a research paper they have contributed to (as a named author) published in a peer reviewed journal.
Four formal case studies should be written up and assessed as adequate expressions of case work in CBT	Case studies should be between 2000 – 4000 words and can be either an essay or a marked oral presentation with written supporting materials.
Courses should ensure that their course and the assessment procedures can demonstrate that trainees achieve skills and knowledge in line with the Core Competencies for CBT (Department of Health, Roth and Pilling, 2007).	The course should also complete a Competency Mapping audit using the guide for completion (see appendix 11)

Quality assurance	
Accreditation of teachers and supervisors	The course must demonstrate that all contributors to the programme teaching and clinical supervision are accredited as individual CBT practitioners via BABCP.
Marking moderation Inter- rater reliability	The programme team will be asked to demonstrate how markers are trained, and how marking is moderated. It is expected that markers will receive training in the use of the assessment instruments used by the programme, and that measures to ensure good inter-rater reliability are in place throughout all pieces of assessed work
Supervisor training	The course should ensure that clinical supervisors have received appropriate training, and that they are appropriately supported. For example, ensuring that supervisors receive supervisory supervision, and that channels of communication are clear and accessible between supervisors and the course team.
Supervisors' Handbook	Courses should ensure that supervisors receive a handbook which makes their role and responsibilities clear. This should include preparation required, suitable training cases; the expectation that students will 'shadow' in some of their sessions; that they will give formative feedback on recordings of sessions; that they will attend 'three way' meetings with the programme team, for example
Communication	Courses are expected to ensure that communication is facilitated between the student and the programme, workplace, managers and supervisors. Policies and processes for regular communication; reporting and for raising concerns should be made clear.

General criteria not covered elsewhere	
Suitability on a personal level	Courses must ensure that their trainees demonstrate personal qualities that make them suitable for the practice of cognitive and/or behaviour therapy. This should be demonstrated through selection procedures and throughout the course.
Diversity	The course should demonstrate how diversity features in all areas of the programme
Service User involvement	Courses will be expected to demonstrate how they have meaningful involvement of service users in the development and delivery of the programme
Self-awareness	Courses must ensure that trainees can identify and manage appropriately their personal involvement in the process of cognitive and/or behaviour therapy.
Understanding and interpretation of research	Courses should ensure that trainees acquire appropriate skills to use, understand and interpret research relevant to the outcome and effectiveness of CBT.
Seeking other professional advice	Courses should ensure that trainees have developed an ability to recognise when they should seek other professional advice in relation to their own needs and clinical work.
Standards of Conduct, Performance and Ethics	Courses must ensure that the BABCP Standards of Conduct, Performance and Ethics in the Practice of Behavioural and Cognitive Psychotherapies are adhered to during training KSA candidates are required to be members of BABCP since they may not have a statutory professional registration and must adhere to the Standards of Conduct Performance and Ethics.

5. Fees

- a. The fee will be confirmed by the BABCP Office on application. The course accreditation process fee does not cover any individual practitioner accreditation applications which are made by teaching or supervisory staff in relation to their role on the course. Should the course accreditation process be cancelled before completion the course will be responsible for any expenses incurred by BABCP in respect of the application.

6. Appendices

Appendix 1

BABCP Minimum Training Standards

Appendix 2

Standards of Conduct, Performance and Ethics in the Practice of Behavioural and Cognitive Psychotherapies

Appendix 3

Initial document screening

Appendix 4

Initial Scrutiny document – includes requests for all relevant information as well as course documents

Appendix 5

Proposed Timetable for Course Accreditation Panel Visits

Appendix 6

BABCP Core Curriculum document

Appendix 7

BABCP Course re-accreditation process

Appendix 8

BABCP recognised relevant core professions

Appendix 9

KSA criteria

Appendix 10

CTSr Scoring sheet with reference or link to the complete manual

Appendix 11

Competency Mapping Tool and Guidelines for completion

This document was prepared on 23.03.11 and updated in 2015. (Next due for review 2017).

BABCP 2015