

British Association for Behavioural and Cognitive Psychotherapies

Course Accreditation Process for the IAPT High Intensity Workers Training Courses

The National Implementation Plan for the Improving Access to Psychological Therapies (IAPT) Programme has recognised the requirement that the training programmes for the High Intensity Therapies Workers should be formally accredited. This accreditation will be undertaken by the British Association for Behavioural and Cognitive Psychotherapies (BABCP) which already has a system in place for the accreditation of CBT Training in the UK. Accreditation will ensure that the training meets both the demands of the IAPT core curriculum, whilst also meeting BABCP minimum requirements for training as a CBT practitioner. The expectation is that all trainees who have successfully completed the High Intensity courses will be able to apply for individual accreditation as a CBT Therapist at the end of their course.

Twenty-one education providers were commissioned by Strategic Health Authorities in England in the first year (2008/9) and most will have received their first cohort of trainees in October 2008. It is intended that the process of accreditation will be completed within the first year.

This document sets out a two-phased process of accreditation for IAPT High Intensity Training Courses which has been jointly developed between BABCP and the IAPT Workforce group.

The Process of Accreditation

1st Phase (Scrutiny of current documentation)

In the first phase a scrutiny of the course's documentation will be undertaken by a Panel involving members of the BABCP Course Accreditation Committee, IAPT and where appropriate members of the Oversight Group for the accreditation of IAPT trainings. This will not usually require a visit to the education provider but will enable the Panel to see how the course plans to deliver the programme and the supervisory resources that it has available.

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| Step 1 | A letter detailing the documentation necessary to begin the accreditation process will be sent to each course provider. This will request that education providers provide information to enable an <i>initial scrutiny</i> of the course by a panel of representatives from BABCP and IAPT |
| Step 2 | The course submits the documentation required within a month of receiving the letter |

- Step 3 A BABCP/IAPT Panel will review the documentation and produce a report which will provide feedback to the course on how it meets BABCP and IAPT accreditation criteria, the requirements of full accreditation and a timetable for the full accreditation visit.
- Courses which do not appear to meet all the accreditation criteria will be provided with advice and support from BABCP and IAPT outlining what action will be required in order to achieve accreditation.

2nd Phase (Formal accreditation visit)

In the six months prior to the end of the first year of the course, an on-site accreditation visit will be arranged. This will involve meeting with a range of people associated with the course, including supervisors and students. The visit will usually last a full day

- Step 4 The course submits the final documentation required at least a month before the accreditation visit takes place.
- Step 5 A visit by the BABCP Course Accreditation Panel with representation from IAPT to the course takes place
- Step 6 A report is produced by the Panel and a decision is made on how the training provided meets both the demands of the IAPT core curriculum and BABCP's minimum requirements for training as a CBT practitioner. Successful accreditation will allow trainees to apply to BABCP for individual accreditation as a CBT Therapist. The report will also be sent to the Education Provider and the IAPT Workforce Group.

The Accreditation Process

The following information details the BABCP/IAPT accreditation process:

1. Documents required for course accreditation

The following course related documents will be required during the accreditation process. However, it is not expected that all of these documents will be available for the *initial scrutiny*. Documents which are necessary to enable the Panel to complete the *initial scrutiny* in phase one of the accreditation process are marked with an asterisk.

- a. The course handbooks which are provided for students* (including the curriculum, academic programme and timetable if available).
- b. The university/academic institution course validation documents*
- c. Evidence of the HEI/SHA contract, written agreement and business plan*
- d. Details of the course admission policy for trainees and how the selection process was managed*
- e. A description of the cohort including professional background*
- f. Details of how the course assesses the Knowledge, Skills and Attitudes of potential trainees who are not from a recognised core profession
- g. A list of course staff together with information on their time commitment to the course, their role, their status in relation to BABCP individual accreditation and their Curricula Vitae (a brief one page CV is adequate)
- h. Details from the IAPT Expansion sites that the course relates to, including the status of supervising staff in relation to BABCP individual Practitioner accreditation and their Curricula Vitae (a brief one page CV is adequate), details of how supervision is organised and how students are guaranteed a satisfactory case mix.
- i. The type of supervision that is provided during the course (i.e. group versus individual, who the supervision is provided by and in what format). The amount of supervision that is required to be attended and a list of supervisors should be supplied together with information on their time commitment to the course, their role, their status in relation to BABCP individual accreditation and their Curricula Vitae (a brief one page CV is adequate). The nature of the relationship of supervisors to the course should be indicated and contracts between supervisors and the course

should be supplied if available.

- j. Details of physical resources (e.g. library facilities, administrative support etc) available to the course.
- k. A completed audit of how far the curriculum matches the Competences Framework which has informed the IAPT HI national curriculum. The audit tool will be made available to courses shortly with full instructions will be provided to assist course providers to complete it.

2. BABCP and IAPT Accreditation initial scrutiny panel

The initial scrutiny assessment will be carried out prior to or shortly after the commencement of the training course by:

- 2.1 At least one member of the BABCP Accreditation of Courses Committee
- 2.2 The BABCP Course Accreditation Registrar
- 2.3 At least one representative from IAPT

No member of this panel will be currently affiliated to the education provider seeking accreditation or based within the same SHA. The initial scrutiny will assess whether the course appears to be delivering the IAPT High Intensity curriculum (see IAPT Core Curriculum document Feb 2008) and whether this meets BABCP Course Accreditation Criteria (described in more detail below)

3. Full Accreditation status

Before the end of the first year of training, the course will undergo a full assessment in relation to accreditation. This will consist of assessment by a panel of representatives who will assess the course in a site visit. The panel will consist of representative(s) from BABCP and IAPT, a course director from a CBT course, a supervisor from a CBT course and a recent graduate from a CBT course. This panel will assess whether the course has delivered the training in line with the IAPT curriculum and BABCP minimum training standards and will produce a detailed report. This report will be considered by the BABCP Course Accreditation Committee and IAPT and recommendations will be made.

4. People who should be available for the Full Accreditation visit from the course which is being accredited

The following personnel should usually be available to meet with the Accreditation Panel during the full accreditation visit.

- 4.1 The course team

- 4.2 A representative from the course academic validation body (e.g. university)
- 4.3 A representative from the sponsor/host of physical resources/environment (if different from 4.2 above)
- 4.4 A current student representative
- 4.5 Representative of the clinical supervisors including those from the expansion sites
- 4.6 A representative from the course administrative support services
- 4.7 A representative from each of the Expansion sites which link to the Training provider

5. How is the course appraised by the Panel?

The contemporary High Intensity IAPT curriculum (DOH Feb 2008), the BABCP Minimum Training Standards document (BABCP 2004) the BABCP Course Accreditation document (BABCP 2008) and the Supervision Guidance (DOH Dec 2008) are used as a guide to assess the amount of CBT training provided by the course and the quality of the training provided. The BABCP and DOH document can be downloaded from [www. BABCP.com](http://www.BABCP.com)

5.1 The quantitative aspects of training are assessed in terms of:

5.1.1 Theoretical knowledge and skills teaching

This should be acquired through structured teaching and self-directed study. The minimum number of hours study required for all the cognitive/behavioural elements of training is at least 450 hours of which a minimum of 200 hours should be provided face to face by experienced trainers through a recognised course or other programme of study. The remaining 250 hours can be provided through non-directed study although courses must have a process in place to ensure that they can monitor the amount of this type of study. Courses need to verify the number of hours of each type provided and how much of this has been received by a graduate from the course (i.e. taking account of any minimum attendance requirements). Details of the content of what is provided will be appraised by the panel and should be consistent with the IAPT high intensity curriculum.

5.1.2 Supervised practice

Trainees will have conducted at least 200 hours of supervised assessment and therapy during training. The amount of supervised practice that is mandatory during the course should be indicated. This should also include details on how the quantity of supervised practice is monitored (e.g. through a mandatory log book)

5.1.3 Supervision of CBT practice

Supervision of clinical practice must be carried out by a practitioner with demonstrated competence in CBT. This will usually be someone who is CBT accredited. During this period the courses and IAPT Sites must ensure that trainees have access to a supervisor who is Practitioner accredited or will be Practitioner accredited by the end of the course and that any additional supervisors have recognised skills in the supervision of High Intensity Trainees. All supervisors should access the IAPT supervision training that will be available at a regional level. See IAPT and BABCP Accreditation and Supervision: October 2009 Update available from www.iapt.nhs.uk

The amount of supervision provided can vary but trainees must receive at least five hours supervision on any case with disorders as specified in the IAPT curriculum. A minimum of 70 hours of supervision should be provided in total. In addition, three of the 8 clients should be considered to be 'closely supervised' (see below for more details of these criteria).

5.2. How the quality of training is assessed

The qualitative aspects of training are assessed using the following criteria:

5.2.1 Course academic level

The course should be at post-graduate level

5.2.2 Course validation

The course should be validated/accredited by a higher education body

5.2.3. Course entry requirements

The course entry requirements should ensure that trainees have achieved a qualification in a core profession or have met the core Knowledge, Skills and Attitudes as defined by BABCP prior to being accepted on the course or the course demonstrate how these are provided during the training.
(www.BABCP.com)

5.2.4. Course content

The course content has to be consistent with the IAPT curriculum for High Intensity Therapies workers. Courses are required to demonstrate how they provide this course content.

5.2.5. Skills training

Skills training during the programme of training is an essential component of the acquisition of knowledge and experience and should not be less than 50% of a therapist's total, taught training programme. Failure to achieve this does not necessarily exclude a course from being accredited, however, it must be demonstrated that the skills training aspect is a significant part of the training programme and clear documentation about what is provided is essential. Courses that do not demonstrate this will not be eligible for accreditation.

5.2.6. Clinical practice

Adequate clinical practice of CBT should be carried out by the trainee and monitored by the course (using a mandatory log book, course assignments etc). The nature of this is outlined in the IAPT curriculum. The following criteria should also be met to facilitate this.

- 5.2.6.1. Course providers should ensure that clinical work carried out as part of the course meets the quantity and quality that the course purports to provide
- 5.2.6.2. Students are required to carry out CBT interventions with appropriate clients and the overseeing and supervision of this should be provided by the course in collaboration with services.
- 5.2.6.3. Courses must ensure that the clinical practice is appropriately monitored and assessed to ensure that it is carried out with adherence to good practice guidelines.

5.2.7. Case work

Trainees are expected to have worked with a minimum of 8 clients from assessment to completion or termination of treatment during the period of training before a therapist is regarded as having completed their training. This is defined as an absolute minimum of 5 sessions but may well be considerably longer. These cases will cover at least three types of problems and will also be consistent with those specified in the IAPT curriculum. At least three cases will have been closely supervised as defined below. Courses will only be awarded accreditation if they meet this criterion.

Close supervision is defined as follows:

- a. That the case work has been formally assessed using audio, video or live practice and assessed to a reasonable standard as judged by a recognised CBT assessment scale or other form of assessment of quality.

- b. That the work has been supervised by an appropriately qualified BABCP accredited individual therapist or equivalent
- c. That the case has undergone supervision of at least 5 hours (delivered in a group or individual format). Where group supervision takes place, this is not considered to be equivalent in hours spent to that carried out in individual supervision (although its importance is acknowledged). Time spent in group supervision has to be calculated by the time spent discussing the client in question during supervision and multiplying this by 2. For example, if there are 4 participants in a group supervision session each discussing 1 case, 15 minutes might be spent discussing each case. This should be multiplied by 2 making 30 minutes of supervision on this case (this attempts to take account of the importance of group discussion when this may not be directly about the case in question). Where supervision is delivered in a group format only, access to individual must be provided by the course.
- d. That the work is assessed by written casework and/or mandatory logbook which is formally assessed by the course team.

Cases defined as non-closely supervised should meet all of the criteria except for Criterion a.

Only case work that meets the above criteria can be counted towards the 8 cases required for accreditation. However, some courses may offer more clinical practice than this and others may require less. However, each course must demonstrate how many cases trainees see for assessment and therapy during training that meet these criteria.

5.2.8. Supervision of CBT practice

- 5.2.8.1. All course team and supervisors should usually be personally Practitioner accredited by BABCP as verified by central office. There may be exceptions to this e.g. where a course team member provides a specific role such as research teaching or course administration or if the trainer has an equivalent therapy accreditation or qualification. (see also 5.1.3)
- 5.2.8.2. The opportunity for both individual as well as any 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, however the following are likely to be included: one to one supervision about clinical cases, feedback from tape ratings/written formulations,

groups supervision on cases, one to one personal development.

5.3. Assessment of core competencies and acquisition of skills and knowledge

Guidance on course assessment is also provided in the IAPT High Intensity curriculum

- 5.3.1. Courses should ensure that trainees are able to critically appraise the literature and evidence for CBT
- 5.3.2. Courses should ensure that trainees demonstrate an understanding of the theoretical aspects of cognitive and/or behavioural therapy and its application by the production of a formal assessed essay, exam or research project.
- 5.3.3 An understanding of evidenced based practice should be evaluated by (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 published in a peer review journal.
- 5.3.4 Four formal case studies should be written up and assessed as adequate expressions of case work in CBT (between 2000 – 5000 words).
- 5.3.5. 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 standards outlined above should provide sufficient experience, training, supervision, monitoring and assessment from which to achieve these competencies and for courses to be able to *demonstrate* that they have achieved the competencies (through log books, case reports, course assessment, supervision etc). The Competency Mapping Test will be used to assess this.

5.4 General criteria not covered elsewhere

- 5.4.1. Courses should ensure through their course selection procedures and throughout the course that their trainees demonstrate personal

qualities that make them suitable for the practice of cognitive and/or behaviour therapy

- 5.4.2 Courses should ensure that trainees should achieve the skills to be able to understand and interpret research relevant to the outcome and effectiveness of cognitive and/or behaviour therapy.
- 5.4.3 The course must ensure that trainees can identify and manage appropriately their personal involvement in the process of cognitive and/or behaviour therapy.
- 5.4.4 Courses should ensure that trainees have developed an ability to recognise when they should seek other professional advice in relation to their clinical practice.
- 5.4.5 The course should ensure that trainees adhere to the BABCP. "Standards of Conduct, Performance and Ethics in the Practice of Behavioural and Cognitive Psychotherapies". (www.BABCP.com)

6. Outcome of the accreditation visit

6.1 Reports will be produced by the BABCP/IAPT Accreditation Panel following each phase in the accreditation process (scrutiny and formal visit) which outline the degree to which the course contributes (or is anticipated to contribute) to the IAPT curriculum from a quantitative perspective and a qualitative perspective

6.2 The final report will be reviewed by the BABCP/IAPT Course Accreditation Committee who will make the following awards to courses

6.2.1. Full accreditation

This award indicates that the course meets BABCP's and IAPT's quality of training criteria and that the course has a clear statement of the quantity of CBT training it provides within the course handbook that has been ratified by BABCP (and must be consistent with any course promotion literature). At least one cohort of student's has graduated from this course.

6.2.2 Provisional accreditation

This award indicates that the course appears to meet BABCP's and IAPT's quality of training criteria and that the course has a clear statement of the quantity of CBT training it provides within the course handbook that has been ratified by BABCP (and must be consistent with any course promotion literature). No students will have graduated from these courses.

6.2.3 Accreditation pending

This indicates that the course does not yet meet BABCP/IAPT criteria and that the course providers are receiving guidance as to how to achieve

accreditation. It is likely that courses in this category would reach provisional accreditation status within 1 year.

6.2.3 No accreditation

The course does not meet criteria for accreditation and is unlikely to be able to make changes necessary to achieve this within one year. However, full information will be available to courses to outline what would be necessary for them to achieve accreditation.

7. Length of accreditation

The course will be accredited for 2 cohorts in the first instance however, any significant changes to course team, course validation, host university, resources etc., will invalidate accreditation unless BABCP is informed to review the changed status of the course. Further cohorts will be accredited, subject to satisfactory reports.

8. Cost

The cost of the process has been set at £4000 per accreditation procedure. This will be reviewed annually.

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