

## **British Association for Behavioural and Cognitive Psychotherapies Course Accreditation process for courses providing training in cognitive and behavioural psychotherapies**

**May 2010**

Courses offering training in Cognitive Behaviour Therapy (CBT) can apply to the BABCP for accreditation as a course that provides some, or all, of the training necessary to contribute to an individual becoming accredited as a CBT therapist by British Association of Behavioural and Cognitive Psychotherapies (BABCP). Courses can apply for accreditation at two different levels:

*Level 1:* This indicates that the course meets BABCP's quality of training criteria and that the course has a clear statement of the quantity of CBT training provided that will count towards an individual's accreditation as an individual CBT practitioner.

*Level 2:* This indicates that the course provides all of the training necessary required to meet BABCP's Minimum Training Standards.

On graduation from Level 2 courses, individuals will have received the training that is required to fulfil BABCP Minimum Training Standards, however, graduates will also have to fulfil additional criteria to gain individual practitioner accreditation that cannot be provided during training. For example, they will also need to demonstrate that they are continuing to use CBT, have got appropriate supervision of this work, that they will engage in appropriate CBT and that they will adhere to the BABCP guidelines for good practice.

Courses seeking accreditation should follow the procedure outlined below.

### **Procedure for applying for CBT course accreditation**

- a. The course director (or other appropriate person) writes to the BABCP administrator outlining their intention to seek accreditation and at what level they are seeking accreditation.
- b. BABCP will reply outlining what documentation is necessary for a course to present an initial application for consideration for Course Accreditation.
- c. The course submits the necessary initial documentation to the BABCP Accreditation Panel Administrator

- d. The Course Accreditation Committee decides whether there is a case for proceeding with the application for accreditation. If the course does not meet basic criteria for accreditation by BABCP, the Course Director will be informed and no further action will be taken.
- e. If there appears to be a case for proceeding, a letter outlining what documentation is necessary for a course to provide for assessment is sent to the course from the BABCP accreditation panel administrator (see below). If any course, course staff or supervisors also need to gain individual CBT practitioner accreditation, the procedures needed for this will also be supplied.
- f. A Course Accreditation Panel is then appointed by the BABCP Course Accreditation Committee.
- g. The course submits full documentation to the BABCP accreditation panel administrator who circulates the relevant material to the Course Accreditation Panel.
- h. For any courses applying for accreditation where the supervisors and/or trainers are not already accredited as individual practitioners by BABCP (a necessary requirement for course accreditation), the course may simultaneously apply for accreditation of the course and any non-accredited trainers or supervisors. Any individual practitioner accreditation application required will be processed by the Individual Accreditation Committee in the usual way (with communication with the individual applying for accreditation) and the Application fee for individual accreditation applicable at the time will be the responsibility of the trainer and/or supervisor. However, their recommendations will also be forwarded to the Course Accreditation Panel for consideration. Where course staff and supervisors are not accredited when the Course Accreditation report is produced, courses are likely only to be awarded 'pending accreditation' (see below) with an expectation that individual practitioner accreditation status is achieved for all key course staff and supervisors within one year.
- i. An accreditation visit to the course premises is carried out by this panel (usually expected to last for one day although this will be assessed on a case by case basis) to evaluate the course (using the criteria outlined below).
- j. A report on the course is produced by the Course Accreditation Panel together with a recommendation and this is reviewed by the BABCP Course Accreditation Committee who decide whether to award

accreditation and at what level. Where courses do not meet criteria for either Level 1 or Level 2 accreditation at the time of the award, course can be given 'pending accreditation' at either level. This is a provisional accreditation status which means that, subject to the course implementing necessary changes within one year of the receipt of the report, accreditation will be awarded from the time that the changes have been confirmed by the course to have been implemented.

### **1. Documents required by BABCP Course Accreditation Panel to enable initial appraisal of whether the course warrants investigation for accreditation**

- (i) The course handbooks which are provided for students (including the curriculum, academic programme and timetable). This should include details
- (ii) The university/academic institution course validation documents
- (iii) 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 Curriculum Vitae (a brief one page CV is adequate). A template is available for this.
- (iv) The arrangements that are in place for the trainee carrying out clinical practice of CBT including the contracts between employers, trainees or other appropriate body or person. An indication of how this is monitored (for example in a mandatory log book) must be provided.
- (v) 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 Curriculum 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.
- (vi) Details of physical resources available to the course.
- (vii) Details of their admission policy for trainees i.e. whether only 'core' professions are accepted on to the course. Where non-core professionals are accepted, documentation indicating whether and how the course ensures that their trainees meet BABCP's Knowledge, Skills and

Attitudes criteria and/or whether and how the course provides them during training must be supplied

- (viii) Completed individual practitioner applications that are necessary for course staff or supervisors.
- (ix) A summary of the course information in the form of a summary table (templates are provided for this). This table will ultimately be used by the BABCP Individual Accreditation Committee when processing graduate's application's for accreditation as a therapist.

## **2. BABCP Course Accreditation Panel membership**

The panel membership will consist of the following members, although additional members may be co-opted where necessary:

- (i) The Chair of Accreditation of Courses Committee. The Chair of this group will not be affiliated with the institution/organisation seeking accreditation
- (ii) The Committee's Accreditation Officer
- (iii) A course director from another CBT course
- (iv) A former student from another CBT course
- (v) A supervisor of clinical work from another CBT course

Any potential conflicts of interest by panel members will be assessed

## **3. People from the course who should be available for the accreditation visit**

The following people should be available to meet with the BABCP accreditation panel during the accreditation visit:

- (i) The whole course team
- (ii) A representative from the course academic validation body (Dean or other appropriate person who can testify about the validation of the course and its future staffing and resources)
- (iii) A representative from the sponsor/host of physical resources/environment (if different from (ii) above)

- (iv) A representative from current and former students
- (v) A representative from the clinical supervisors
- (vi) A representative from the course's administrative support services

#### **4. How is the course appraised by the panel?**

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. However, other criteria are required to be demonstrated by courses to ensure that all trainees graduating from the course have met adequate training in experience in the practice of CBT. The quantitative and qualitative aspects are assessed as follows:

##### **4.1 The quantitative aspects of training are assessed in terms of:**

###### 4.1.1 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 450 hours of which 200 hours should be provided directly by experienced trainers through a recognised course or other programme of study. 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. 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. The amount of teaching on CBT will vary from course to course, however, BABCP will assess whether trainees have received adequate training in each aspect required. Contributors to course teaching should be accredited as BABCP individual CBT practitioners.

###### 4.1.2 Supervised practice

Therapists who seek individual accreditation will have conducted 200 hours of supervised assessment and therapy during training in addition to that specified in 4.11 above. 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)

###### 4.1.3 Supervision of CBT practice

The supervision of the clinical practice should be carried out by individuals who are accredited as individual CBT practitioners by BABCP. Although the amount of supervision received can vary, only trainees who have received at least five hours supervision on at least eight cases (covering three problem types) would be likely to meet Minimum Training Standards for supervision of cases. In addition, three of these 8 clients should be considered to be 'closely supervised' (see below for more details of these criteria).

4.1.4 The total length of CBT training will usually have been four years (this may include professional training if relevant).

## ***4.2 How the quality of training is assessed***

The qualitative aspects of training are assessed using the following criteria and courses have to meet these if they are to become accredited at either Level 1 or 2.

### **4.2.1 Course academic level**

The course should be at post-graduate level

### **4.2.2 Course validation**

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

### **4.2.3 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.

### **4.2.4 Course content**

The course has to have content that is relevant to an individual's training to become a CBT therapist. For individual accreditation as a therapist, the period of training will include the acquisition of a critical understanding of the relevance of studies of human development, psychopathology, psychology, social issues and evidence based practice. Courses are required to demonstrate how, and to what degree, they provide this course content. Where trainees have already completed a prior professional training in an appropriate discipline (e.g. psychology, psychiatry, nursing, counselling, occupational therapy, social work, education), much of this will may have

been covered prior to acceptance on their CBT training course. However, where the course accept trainees who have not already obtained an appropriate professional qualification when graduating from their CBT training, then courses should demonstrate how, and if, they ensure that their graduates have met BABCP Knowledge, Skills and Attitudes for the practice of BABCP (see 4.2.3 above).

All contributors to the course teaching need to be individually accredited as a CBT therapist with the BABCP (or a recognised international equivalent) International equivalency will be assessed on a case by case basis. Course seeking to use trainers from outside the UK, should submit full information on these trainers to allow an assessment of their equivalence to be carried out.

#### **4.2.5 Special interest courses**

Courses that provide training in a specialised area of CBT (i.e. in relation to one specific model) or provide training that is applicable to one particular client group (such as for children or those with severe mental illness), these courses will only be able to achieve full, Level 2 accreditation (i.e. provides all of the training required for accreditation as an individual CBT therapist by BABCP), if the trainees have covered all the necessary components i.e. broad-based understanding of the theoretical basis of cognitive and/or behaviour therapies and their application across a range of problem areas (including clinical practice with three different types of clients). However, for Level 1 accreditation it is only necessary for the course to demonstrate what amount of teaching, what clinical practice, with what clients etc they provide for graduates as long as this content meets BABCP quality criteria.

#### **4.2.6 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 Level 2 accreditation.

#### **4.2.7 Clinical practice**

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

- 4.2.7.1 Contracts between the course, students and employers should be in place to ensure that clinical work carried out as part of the course meets the quantity and quality that the course purports to provide
- 4.2.7.2 Students are required to carry out CBT interventions with appropriate clients and the overseeing and supervision of this is provided by the course.
- 4.2.7.3 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.

#### **4.2.8 Case work**

For individual accreditation, 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 three cases will have been closely supervised as defined below. 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 as defined below.

*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 a BABCP accredited individual therapist
- 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 into account 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 case work and/or mandatory log book 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.

#### **4.2.9 Supervision of CBT practice**

4.2.9.1.1 All course team and supervisors should be personally 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 but is not necessary to the clinical training aspect.

4.2.9.1.2 Contracts between supervisors and the course should be in place if the supervision is not carried out by course personnel.

4.2.9.1.3 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, 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.

### **4.3 Assessment or core competencies and acquisition of skills and knowledge**

1. Courses should ensure that trainees are able to critically appraise the literature and evidence for CBT.
2. Course 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.
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.
4. Four formal case studies should be written up and assessed as adequate expressions of case work in CBT (between 2000 – 4000 words).
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). For Level 2 accreditation, 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). For Level 1 accreditation, courses should identify what competencies trainees will acquire during the course.

### **4.4 General criteria not covered elsewhere**

4.4.1 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.

4.4.2 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.

4.4.3 Courses must ensure that trainees can identify and manage appropriately their personal involvement in the process of cognitive and/or behaviour therapy.

4.4.4 Courses should ensure that trainees have developed an ability to recognise when they should seek other professional advice in relation to their clinical practice.

4.4.5 Courses should ensure that trainees adhere to the BABCP Guidelines for Good Practice of Behavioural and Cognitive Psychotherapy during training.

## **5. Outcome of the accreditation visit**

5.1 A report will be produced by the BABCP accreditation panel which outlines the degree to which the course contributes to the minimum training standards from quantitative **and** qualitative perspective

5.2 The report will be reviewed by the BABCP Course Accreditation Committee who will make the following awards to courses

### **5.2.1 BABCP accredited course**

5.2.1.1 *Level 1:* This award indicates that the course meets BABCP'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).

5.2.1.2 *Level 2:* This award indicates that the course meets all BABCP's quantity and quality of training criteria in relation to the Minimum Training Standards.

### **5.2.2. Approval pending**

This is a provisional accreditation status which will lead to full accreditation depending on implementing the BABCP Course Accreditation Committee's recommendations within 1 year.

### **5.2.3 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.

## **6. Length of accreditation**

Accreditation will last 5 years in 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 course.

## **7. Individual practitioner accreditation status**

Successful completion of a BABCP accredited course does not guarantee BABCP individual practitioner accreditation. Graduates from Level 2 accredited courses will have had all the training necessary to meet BABCP minimum training standards and proof of attending and passing such as course will be all that is necessary to demonstrate this. However, Individual Practitioner Accreditation also requires practitioners to meet additional criteria whilst practicing as a CBT therapist, such as adhering to Guidelines for Good Practice, continued supervision etc. These criteria are those required to ensure CBT therapists continue to adhere to good practice following the acquisition of minimum training requirements.

## **8. Cost**

The cost of the process per course accreditation procedure is **on application**. This will be reviewed annually. This excludes fees relating to individual accreditation procedures for trainers and/or supervisors not currently accredited.

Should the course accreditation process be cancelled before completion the course will be responsible for any actual costs incurred by BABCP in respect of hotel, train bookings etc.

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