

The Lead Organisation for CBT in the UK and Ireland

British Association for Behavioural
& Cognitive Psychotherapies



Reaccreditation Guidelines: CPD

Statement of Standards and Recommendations of CBT Practitioner Accreditation Committee

Engaging in regular CBT specific Continuing Professional Development is regarded as an essential component of promotion of good and safe practice of CBT.

It is important that skills development be delivered by appropriately trained CBT trainer practitioners. It is to be expected that employers will support good CBT practice through providing and supporting engagement of accredited practitioners in quality CBT CPD.

Amounts of CPD

There should be engagement in a range of CBT specific activities appropriate to ones' scope of practice and including skills development as an essential component - so accredited practitioners should engage in at least five CBT specific CPD activities each year with a minimum of 6 hours of skills development overall within them.

Types of CPD

Types of learning and development activities which can be included within your CBT CPD are:

Clinical role

Short courses / in service-training
Secondment to specialist area (CBT relevant)
Workshops
Journal clubs / peer review
Skills practice groups (not supervision)
Presentations
Attending a Special Interest Group (SIG)
Shadowing / doing or coaching by others (CBT relevant work)
Project work / structured discussion with colleagues
Service audits
Personal development plans (PDP), job appraisals
Self-development
Committee representative

Management elements (clinical role)

Member of occupational group for managers (within CBT) i.e. IAPT service managers
CBP service managers training courses / modules
Expanding role
Organising courses

Professional role

Mentoring
Lecturing / teaching
Examining
Accrediting
Expert witness
Tutoring
Involvement with professional body (BABCP), branch meetings, SIG's
Maintaining or developing specialist skills - expanding role
Job / role promotion related activity

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Formal/educational role

Member of learning / teaching committee
Review for a professional journal - academic or 'CBT today' etc.
Studying for a teaching award
Seminars
Distance learning
Planning and running a course
Writing a professional article
Supervising clinical research
Reading books, journals / articles (CBT relevant)

Research role

Presentations at conferences
Membership of an ethics or research committee
Working for an academic journal / selecting CBP articles etc.
Completing a dissertation or thesis as part of an academic course (CBT relevant)

Self-directed study

Reading journal articles
Reviewing books / articles
Updating knowledge via TV, DVD, Internet / software
Keeping files of own progress

Other

Public service (CBT related)
Voluntary work (CBT related)
Promoting CBT / Publicising CBT (media etc.)

Recording CPD

Records of CBT CPD engaged in should be kept (to at least the level required for random audit). It is good practice to reflect and it is highly recommended that **Reflective Statements** (available on the BABCP website) should be completed as one form of evidence of engagement in CBT CPD. However it is up to the practitioner whether they use this or keep their own records elsewhere.

Additional forms of evidence that may be provided at audit include:

PDP's / appraisals
Paperwork from reviews / performance appraisals / formal feedback / certificates etc.
Business plans
Reflections - experiences, discussions with mentor / manager
Reflective statements

Materials

Information leaflets
Case studies
Critical reviews / Adapted notes (study notes etc.)
Policy / position statements
Discussion documents
Procedural / process documents
Job descriptions / applications
Reports / audits / reviews-forms
Business plans / appraisals / PDP plans

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Guidance materials / guidelines
Course assignments feedback / module credits
Action plans
Course programme documents / in service training / conferences / workshops
Presentations (power-point etc.)
Articles done
Questionnaires
Research papers / proposals / applications
CBT literature / leaflets etc., produced
Contributions to professional body
SIG contributions
Material showing reflection / evaluation of learning, for work, clients etc.
The reflective statement document

Material from others

Testimonies/letters - from staff / colleagues / clients / carers
Feedback from organisations / students / institutions (universities etc.)
Teaching assessment / feedback
Course certificates

Supervisory CPD

Accredited supervisors should engage in at least one CBT specific supervision-related CPD activity per year which can count as one of the five practitioner CPD activities referred to above.

Acceptable Supervisory CPD Activities:

There are many activities that could be included as evidence of sustained commitment to development as a CBT Supervisor. The activities need to be specifically related to CBT supervision. The list below is not exhaustive and you may include other activities if they contribute to your skills and development as a CBT Supervisor.

Activities might include:

attendance at workshops
courses relating to CBT Supervisory Practice and skills
attendance at conferences and seminars relating to CBT Supervisory Practice
involvement in relevant research
relevant publications by you
reading relevant books and journals etc.
involvement with Supervision SIGs,
relevant media involvement.

The hours spent developing CBT Supervision services may count once only.

Providing CBT Supervision, and undertaking Supervisory Supervision do not count as relevant CPD activity.

Trainer CPD

Accredited trainers should engage in at least one training-related (but not necessarily CBT specific) CPD activity per year which can count as one of the five practitioner CPD activities referred to above **only** if it is CBT specific.

Acceptable Training CPD Activities:

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There are many activities that could be included as evidence of sustained commitment to development as a CBT Trainer. The activities might not necessarily be specifically related to CBT (as is required for supervisor CBT CPD), but should have relevance to your CBT Training Practice.

Activities might include:

attendance at workshops or courses relating to Training Practice and skills
attendance at conferences and seminars relating to Training Practice, for example learning to use presentation skills, presentation aids such as PowerPoint or interactive whiteboards
involvement in relevant research
relevant publications by you
reading relevant books and journals etc.,
involvement with Training SIGs
relevant media involvement.

Time spent developing CBT Training services or CBT Training programmes may count once only, and first delivery of any 'Train the Trainer' programme may count, but subsequent repeated delivery may not be counted again.

Providing CBT Training, and undertaking Training Supervision do not count as relevant CPD activity as they are considered as part of your usual job.

If the activity is CBT specific, it may also be used as evidence of your practitioner CPD for Reaccreditation, but if it is specific to training but not CBT, it should only be recorded as Trainer CPD.

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