

## BPA Pathway to becoming a Trainer in Psychodrama Psychotherapy

This document was approved by the BPA TAC on 25 June 2026 and was **ratified by the BPA Full Executive Committee on 26<sup>th</sup> September 2026.**

### Rationale for change

Implementation of the previous trainer / senior trainer competencies pathways document (dated 2021) highlighted the need to separate out the processes for becoming a psychodrama trainer and senior trainer.

This document supersedes the previous trainer / senior trainer pathway document. There is a separate document outlining the pathway towards senior trainer in psychodrama psychotherapy.

Note: This document applies to psychodrama trainers and *not* sociodrama trainers. There is a separate pathway for qualification as a sociodrama trainer and sociodrama senior trainer.

### Definitions / Glossary of relevant terms:

**BPA registered trainer:** A BPA registered trainer is someone who is a registered BPA practitioner who has successfully completed a recognised process for becoming a BPA registered trainer. A BPA registered trainer may offer introductory courses up to 30 hours, taster sessions, in-house introductory training within their workplace, and may offer guest 'external' training hours to recognised psychodrama training organisations and trainees. They may also become regular members of the staff / faculty of a Training Organisation, and in some cases may co-run a Training Organisation (see 'BPA Training Organisation', below). A BPA registered trainer may also act as external examiner for BPA registered training organisations. They may also mentor apprentice trainers (provided they have at least three years of experience as a registered trainer).

**BPA registered senior trainer:** A BPA registered senior trainer is a BPA practitioner and trainer who is affiliated with a BPA recognised training organisation and who has successfully completed a recognised training process towards becoming a senior trainer. A senior trainer is authorised to co-run a training organisation and furthermore is authorised to qualify through their training organisation certificate and postgraduate diploma level trainees working towards their UKCP accreditation. This applies only if their training organisation is in good standing with the BPA and has been accredited by the Training and Accreditation Committee of the BPA.

**Apprentice trainer:** A BPA registered apprentice trainer is someone who is either being mentored actively by a BPA trainer or senior trainer to become a trainer, or who is registered with a BPA training the trainers programme. As part of the process of developing as an apprentice trainer, they may run taster sessions, weekend workshops, in-house training events, conference workshops, contracted teaching / training, online presentations, and other forms of training to build the required competencies as outlined in this document. Importantly, registered apprentice trainers may put their credential as an apprentice trainer on any relevant certificates of attendance offered to their participants. Additionally, registered trainees on BPA recognised certificate and diploma courses may earn up to 50 training hours with apprentice trainers, and this can take place both within and outside a training organisation.

**Apprentice senior trainer:** An apprentice senior trainer is a BPA registered trainer who is being mentored by a BPA senior trainer within a BPA recognised training organisation, with the aim of becoming registered as a senior trainer. This pathway is outlined in a separate document.

**Mentor:** A training mentor is a trainer or senior trainer who has primary responsibility for supporting, advising and evaluating the progress of the apprentice trainer or apprentice senior trainer.

Apprentice trainers can be mentored by a senior trainer or by a trainer with at least three years of experience as a trainer.

Apprentice senior trainers may only be mentored by a senior trainer. Normally, it is expected that an apprentice trainer will have a local mentor at the training organisation where they are building their competencies, AND that they will also have a senior trainer mentor external to that training organisation as their primary mentor. There must be three-way communication between the local mentor, the external (primary) mentor, and the apprentice senior trainer.

**BPA Training Organisation (TO):** This is an organisation, typically in the form of a legal partnership, limited company, CIC, not-for-profit, charity or other incorporated (and insured) entity, which is authorised by the BPA, via the TAC, to run courses and accredit postgraduate diploma level candidates as psychodrama psychotherapists. Training Organisations may also run introductory, certificate, supervisory, training the trainers and other courses, subject to approval by the TAC. Training Organisations must have regular representation at every TAC

meeting (three times per year) from a senior person within the organisation. Failure to do so risks de-registration as a Training Organisation. A Training Organisation must have at least two registered psychodrama trainers running the programme, and at least one of the two must be a senior trainer. In exceptional circumstances, an application may be made to the TAC, whereby a newly developing Training Organisation may be run by two or more registered psychodrama trainers under the regular in-person (i.e. in the room) supervision and mentorship of one or more senior trainers, for a limited time up to two years, while one or more of the TO's trainers are in the process of applying for senior trainer status. The senior trainer(s) holding this role must report back regularly (minimum twice per year) to the TAC on progress within the newly forming TO.

**Training placement:** Normally this will be with a BPA recognised training organisation. Apprentice trainers and apprentice senior trainers must complete a certain number of minimum required hours to build their competencies, as outlined in this document and in the relevant senior trainer pathway document.

**Local mentor at training organisation:** This is the senior trainer who takes responsibility for the internal apprentice trainer / senior trainer programme at the training organisation. They oversee the written evidence, write reports, offer tutorials and supervision to apprentice trainers and apprentice senior trainers, co-facilitate sessions with them, observe their facilitation, etc. They ensure that programmes of learning are sufficient for the apprentice trainer / senior trainer to gain the relevant competencies. This will be individually tailored and negotiated for each apprentice trainer / senior trainer.

**BPA accredited Training the Trainers programme:** This is a programme that has been approved by the BPA TAC and ratified by the BPA Executive and is authorised to train apprentice trainers and / or senior trainers. In 2024-2026, the first of these programmes (*The Trainer's Journey*) offered such qualifications in-house. Future training the trainers programmes will recommend the change of status (e.g. from practitioner to trainer) to the TAC in the normal way.

### [Prerequisites for starting the process to become a BPA registered trainer](#)

A candidate for this role would normally be 2 years post qualification as a Psychodrama Psychotherapist, but in exceptional circumstances (e.g. existing qualification as a trainer in another psychotherapy modality, or qualification / experience as a teacher or trainer in another field) could start the mentoring process 1 year post qualifying. The candidate will already be a Registered Supervisor with HIPC/ UKCP or be well on the way to achieving this professional status at the point of starting their mentorship. If the candidate is not a registered supervisor at the start of their mentorship, they must have achieved such qualifications by the end of the mentorship, i.e. at the time of applying for trainer status.

## Competencies to be evidenced for trainer status

### **Academic Competencies**

1. The ability to deliver training at an appropriate M Level, demonstrating awareness of the relevant historical and current literature in the fields of psychotherapy, psychodrama psychotherapy and related areas.
2. Understanding of and ability to use evaluative and assessment tools and processes, and to deliver verbal and written feedback to participants / trainees as appropriate to the individual.
3. Ability to offer appropriate learning in accordance with the BPA Training Standards and the Professional Training Standards of HIPC and UKCP.

### **Research**

1. Ability to guide trainees at different levels to fulfil the research requirements of the Diploma Training, which includes the ability to be research literate, i.e. 'informed consumers' of research. This may mean being explicit about your competency limitations and demonstrate the ability to refer to higher expertise where appropriate.
2. Ability to support and advise trainees who wish to undertake research to follow the appropriate channels and routes of consultancy, so that they use methods of research appropriate to their research question.

### **Methodological Competencies**

1. Ability to teach the method of psychodrama psychotherapy through appropriate means, including modelling, demonstration, facilitation of sessions, live supervision, online and in-person presentations, etc.
2. Explicit linking of psychodrama methodology to theoretical concepts and the history of psychodrama and Morenian approaches.
3. Ability to assess and evaluate how trainees meet the criteria for psychodrama psychotherapy practice and methodology. This might include writing reports and other types of feedback to be shared with the trainee and their training organisation.

### **Professional Competencies, Values and Ethical Grounding**

1. Being an integrated member of a staff team, able to collaborate, give and receive feedback and plan a presentation and lesson plan. This includes giving timely and clear feedback, and being highly responsive to time-sensitive communications, reports, feedback, etc. This also includes being professional and punctual.
2. Ability to demonstrate and model rigorous ethical standards in all aspects of the trainer role, being particularly mindful of issues of boundaries, power, socio-cultural differences, authority, neurodiversity, role complexity and all [The Social GRRRAACCEEESSS](#), taking into account the principles of Whole Experience Model

WICKET-BOND (Ahmad, 2025).

3. Being consistently open to feedback from local mentors and trainers.
4. Ability to demonstrate appropriate professional values in accordance with all BPA, HIPC, and UKCP guidelines.
5. Where online formats of teaching, training and therapy are used, the candidate must demonstrate a clear process for risk minimisation in online formats. For example, when practices are disseminated through online or video formats accessible to the public, the apprentice trainer / facilitator must critically evaluate whether necessary limitations and safeguards have been implemented to minimise psychological risks and risks regarding confidentiality. The apprentice trainer / facilitator must demonstrate understanding that protecting the professional field of psychodrama psychotherapy means protecting our professional integrity, the credibility of our systems, and the trust of the groups we serve.

### **Pedagogic Competencies**

1. Competence in developing learning plans with specified learning outcomes.
2. Ability to use a variety of teaching approaches, including lecture, demonstration, visual aids, small group discussion and experiential learning processes, through both in-person and online formats. This includes modelling and teaching the techniques and processes of action methods, psychodrama, sociometry, group process, online adaptations and techniques, and processing.
3. Ability to deliver learning plans appropriate to the groups being taught, and where appropriate making explicit reference to current developments in learning theory. (Models of Adult learning [https://dera.ioe.ac.uk/22486/1/doc\\_2768.pdf](https://dera.ioe.ac.uk/22486/1/doc_2768.pdf))

### **Continuing Development for Trainers**

After the apprentice trainer is approved as a trainer, we strongly recommend the following points of development in the first five years of becoming a trainer:

1. To publish one or more articles or chapters in the field of psychodrama psychotherapy, if this has not already been done.
2. To become involved in the committee work, administration or leadership of the BPA, especially the TAC.
3. To present at one or more BPA and international conferences in related fields as a way of developing the role of Trainer and Leader. This can also include FEPTO, PAfE, IAGP, EAP and related organisations.
4. To become involved in research in psychodrama psychotherapy, possibly leading towards publication.

Note: Items 1 to 4 can be considered as forming part of the trainer's CPD for the purposes of reaccreditation every five years. As part of the requirements for CPD, it is expected that trainers will obtain regular supervision for their role as trainers and be able to evidence this supervision at the five-yearly reaccreditation meeting.

Applicants for BPA trainer status should be aware that it is important for trainers to stay involved in the work of the BPA by maintaining an on-going commitment to committee work, advocacy and being an ambassador for psychodrama and sociodrama to other professions and to the public. BPA trainers agree to uphold the ethos of the BPA and to work towards the enhancement and growth of the organisation and the profession.

### The process to become registered as a trainer with the BPA

The candidate will obtain a mentor. The mentor can be a BPA registered senior trainer, or they can be a BPA registered trainer with minimum three years of experience as a trainer *and* who is also regularly involved with BPA committees such as the TAC, the Executive or Ethics committees. On commencement of the mentoring process, the candidate and the mentor together should inform the Chair of the BPA TAC of this.

The mentoring process will last a minimum of two years, with an interim report to the TAC about progress. The mentor must observe (live and in person) the candidate leading a training session on at least one occasion (more if further evidence of competencies is required), and must have at least four face-to-face or online tutorials with the candidate, each tutorial lasting at least one hour. Fees and expenses for tutorials and observations are to be arranged with the mentor.

If there is any change to the mentor arrangement, the candidate must arrange for the outgoing mentor to write an interim report for the TAC and the new mentor.

The candidate will be attached to a training organisation for approximately three to six weekends of training (or the equivalent), to be discussed and agreed in coordination between the TO, the apprentice trainer and the mentor. A further number of hours of psychodrama-related training may be done independently as agreed with the mentor.

During the time in which the candidate is pursuing Trainer status, they will be given the title of Apprentice Trainer. With the title of Apprentice Trainer, it is intended that Diploma trainees could gain up to 50 external practice hours with the candidate, for example through open workshops run independently from any training organisation.

At the end of the mentorship process, the candidate will apply to TAC for approval as a registered BPA trainer in psychodrama psychotherapy. The application should include an introductory section explaining the candidate's reasons for wishing to become a trainer, their CV, and sufficient evidence in support of all competencies listed above. Evidence of training programmes facilitated, workshops run, presentations made, feedback received, evaluations performed, etc. can be included in appendices, as relevant. The entire document should not exceed 40 pages and should be presented as a professional, properly formatted and proofread document that can serve as an example for future applicants.

The application will be made in consultation with the local mentor at the training organisation hosting the candidate's placement, and the mentor. Feedback from the local mentor will form part of the evidence presented within the application. The mentor will write a report / recommendation in support of the application, and this report / recommendation should be included in the application rather than sent as a separate document.

Candidates should submit their application to the Chair of TAC, by email, in PDF format, as one document only. The candidate is responsible for ensuring that the application has been received by the Chair (i.e. by requesting confirmation of receipt).

The deadline for receipt of the application is **one calendar month** before the date of the TAC meeting at which it will be considered. Where possible, the application will then be considered at the next meeting, but it may sometimes be necessary to defer this to the following meeting. Applicants are advised to give the committee as much notice as possible of their intention to submit their portfolio for a particular meeting.

The application will be distributed by the Chair to all members of the TAC and will be closely read by a panel consisting of the Chair and one or two others. The decision of the TAC will be communicated by the TAC Chair to the candidate within five working days. If the application is unsuccessful, the TAC Chair or a designated member of the TAC will provide specific feedback about the competencies needing further evidence before the candidate resubmits their application.

#### Disclosure of criminal convictions and professional complaints

It is essential that all candidates for the role of trainer maintain the highest ethical and professional standards. Candidates must disclose and provide relevant information about any prior criminal convictions or if they have any criminal proceedings pending in any country or jurisdiction. In addition, candidates must disclose any formal complaints made against them which have been upheld by a professional body, or which are pending at the time of submission of the portfolio. Such complaints include complaints made in the context of paid as well as voluntary / unpaid work, in any country or jurisdiction. Failure to disclose convictions and complaints at the application stage may jeopardise the candidate's status as a trainer in the future.

#### Evidencing competencies

**The competencies listed in this document can be evidenced in many ways, for example:**

- Being observed by a more experienced trainer/mentor, with a report being written. (Required).
- Evidence of regular supervision for clinical work and for work as a trainer / apprentice trainer. (Required.)
- Letter of recommendation from a training mentor. (Required).
- Feedback from participants.
- Structured sociometric analysis to assess group effectiveness and personal change among participants.
- Documentation of attendance list from workshops (anonymized).
- Lesson plans from workshops or training sessions.

- Peer group feedback.
- Placement reports, e.g. from local placement coordinators / mentors / managers.
- Handbooks, advertising, handouts, flyers, articles and other written materials produced by the candidate for workshops, teaching, training, etc.
- Evidence of session record forms, where relevant (e.g. end-of-session reports, co-worker reflections, etc.)
- Self-assessment reports.
- Portfolio, self-reflective diary.
- Video-based materials related to running workshops, promoting, teaching, use of social media etc.
- Academic writing, published research, and other published writing.

**Note** dated 26-9-2026: This document is a revision of the 2021 trainer / senior trainer pathway document. This revision was done in April and May 2026 by Anna Chesner, Sarah Sargent and Clark Baim. This document was accepted by the TAC on 25-6-2026 and was ratified by the BPA Full Executive Committee on 26-9-2026.