BAMBA | British Association of Mindfulness-based Approaches

Registered charity 1211302

BAMBA Professional Standards

Introduction

The BAMBA Professional Standards set out the requirements for Mindfulness-Based Teachers and Supervisors to join and maintain membership on the BAMBA register. These standards ensure that all registered teachers uphold the integrity, safety, and quality of mindfulness teaching and supervision, while honouring the wisdom, roots, and contemplative traditions from which mindfulness has grown.

Together, BAMBA's Professional Standards, Good Practice Guidelines and Ethical Framework form a structure and approach that is both contemporary and rooted in tradition; protecting quality while honouring the wisdom and contemplative foundations of mindfulness teaching.

In the same way that BAMBA membership has been underpinned by the Good Practice Guidelines since c2005, the Professional Standards continues to focus on five key areas:

1. Trained to teach mindfulness-based approaches
    a. Via a quality assessed affiliate teacher training organisation
    b. Meeting the requirements under the approach of 'equal to or exceed' registration
2. Commitment to daily personal mindfulness practice
3. Mindfulness-Based Supervision (MBS) | Reflective Teaching Support (RTS)
4. Annual Engagement in Extended Periods of Mindfulness Practice | Retreat
5. Commitment to Ongoing Learning and Personal Development | CPD

Professional Standards in Detail

Please refer to Good Practice Guidelines for detail on how to achieve each Professional Standard.

1. Trained to Teach Mindfulness-Based Approaches

Registered teachers must demonstrate that they have completed appropriate preparation to teach mindfulness-based approaches safely, ethically and effectively.

This may be achieved through:

Successful completion of a minimum 12-month teacher training programme with a BAMBA Quality Assessed Affiliate Teacher Training Organisation; or

successful completion of teacher training outside the BAMBA Affiliate network in a recognised mindfulness-based pathway, approach or curriculum, together with a BAMBA-recognised MBI:TAC or other approved competency assessment; or

an alternative pathway through which applicants demonstrate that they have meet the requirements of BAMBA's professional standards at equal measure or have exceeded them through their learning, personal practice, teaching experience, supervision, retreat participation, ongoing professional development and embodied understanding of mindfulness.

2. Commitment to Personal Practice

Registered teachers sustain a daily **core commitment** to formal practice as the grounding discipline from which their teaching emerges. This practice may be mindfulness based, compassion focused, insight led or contemplative in nature.

Further to (over and above) this **core commitmen**t, we warmly welcome **additional** creative or community rooted forms of practice such as mindfulness-based embodied movement or mindfulness-based reflective arts.

3. Mindfulness-Based Supervision & Mentoring | Reflective Teaching Support

Mindfulness-Based Supervision (MBS) and Mentoring | Reflective Teaching Support (RTS) is understood as a contemplative dialogue, creating space to reflect on teaching, practice, and ethical issues. It allows teachers to connect with the roots and classical teaching frameworks of mindfulness while also attending to contemporary contexts and challenges.

3a. Minimum levels of Mindfulness-Based Supervision (MBS) & Mentoring | Reflective Teaching Support (RTS) to meet Professional Standards

Registered members must be in receipt of MBS and mentoring | RTS when they are actively teaching, training, or supervising others. This is a core requirement for maintaining safe, ethical and effective practice.

MBS & mentoring | RTS not only supports professional practice but also offers a reflective space for personal growth; helping us stay connected to our own lives, our practice, and whatever may be unfolding for us as teachers and practitioners.

MBS & mentoring | RTS can be accessed in different ways, including one-to-one sessions, group supervision, or peer-based approaches. Each of these can offer valuable perspectives and support when held with care and clarity (see GPGs and GPG appendix).

Although ongoing supervision beyond active teaching periods is strongly encouraged, the minimum requirement for meeting BAMBA's Professional Standards is that MBS & mentoring | RTS is in place during any period in which the member is delivering or supporting mindfulness-based work.

4. Annual Engagement in Extended Periods of Mindfulness Practice | Retreat

Extended periods of practice (commonly retreat), provide the opportunity to reconnect with the contemplative roots of mindfulness and the traditions in which it is embedded. These settings allow wisdom to deepen, teaching to be replenished, and practice to be nourished.

- BAMBA registered teachers must participate in extended periods of mindfulness practice in a supportive setting. This should allow space for extended practice to deepen and for insight to be explored.

Extended periods of mindfulness practice, often in the form of retreats, offer a valuable opportunity to reconnect with the contemplative roots of mindfulness and its rich traditions. These settings allow for deeper wisdom, replenishment of teaching, and nourishment of practice.

To ensure inclusivity, retreats or extended practices can be adapted in duration, form, and setting to accommodate diverse personal circumstances, cultural contexts, and accessibility needs, all while maintaining their contemplative depth.

BAMBA registered teachers and supervisors are required to participate in these extended periods of mindfulness practice within a supportive environment, creating space for deeper engagement and exploration of insights. All registered members should complete at least five days of engagement in extended period of mindfulness practice / retreat annually.

5. Commitment to Ongoing Learning and Personal Development | CPD

Registered teachers demonstrate an openness to learning that includes not only contemporary professional skills but also the study and exploration of classical teachings and contemplative traditions. This balance supports teachers to remain rooted in the origins

of mindfulness while engaging wisely and skilfully with the diverse settings in which mindfulness is taught today.

- Registered teachers must show a commitment to continuous professional development (CPD), ensuring they remain informed and skilled in mindfulness teaching and practice in alignment to their area of work.
- Various modalities such as peer-led groups, multimedia engagement, community projects, and self-directed learning can be considered as continuous professional development (CPD)
- CPD should be equal to or above 30 hours annually and must include attending at least one **live** (**online or in person**) mindfulness-based workshop or masterclass.
- Hold an accredited safeguarding qualification / safeguarding training refresh completed within the last 3 years. This training can be undertaken independently, may be employer led or the equivalent from another professional body.
    - **NB: Introduced in March 2026 - renewal applications to BAMBA are required to have level 1 or equivalent safeguarding training in place by March 2027.**