

**The Association of Child Psychotherapists
Quality Assurance Framework for the Training
of Child Psychotherapists**

January 2016

1. The Profession of Child Psychotherapy

1.1 Philosophy

1.1.1 Child Psychotherapists accept that each human being has a unique combination of neurological, physiological, emotional, social, cultural, genetic and psychological factors, conscious and unconscious, which influence their relationships to people and events. The work of a Child Psychotherapist is informed primarily by psychoanalytic theory, as well as attachment theory and a knowledge of child development. The Child Psychotherapist is committed to maintaining a thoughtful, objective stance in work with child patients, their families or carers, and all colleagues.

1.1.2 Clinical training in child psychotherapy includes a personal psychoanalysis which begins before clinical work is undertaken and lasts at least for the duration of the training. This safeguards a thoughtful and objective stance and supports the development of self-awareness necessary for the understanding and tolerance of emotional states in others. It also promotes the emotional resilience that is necessary to be able to practice.

1.1.3 Child psychotherapists will at all times uphold the code of conduct set out by the professional association, and maintain the professional ethic of confidentiality and respect for the dignity and value of each individual seen.

1.2 Purpose

1.2.1 The profession aims to help infants, children and young people adversely affected by emotional difficulties. A Child Psychotherapist is trained to endeavour to understand conscious and unconscious communications to provide a therapeutic mutative experience which helps the development of self-awareness and understanding of relationships.

1.2.2 The focus of the work can be individual children or young people, parents, families or groups. The work is non-directive and child led, and the aim is to promote long term mental health.

1.3 Aim

1.3.1 To provide a service to infants, children, young people, their families and carers that is non-discriminatory and responsive to their emotional needs. The aim of treatment is to promote the resolution of internal conflicts, resulting in enhanced self-understanding, a better ability to relate to the world, a sturdier sense of self-worth and resilience to face new developmental challenges.

- 1.3.2 The Child Psychotherapist will work respectfully with all colleagues, and ensure that the child's best interests are kept firmly in mind through liaison, training and consultation. Child psychotherapists work within multi-disciplinary teams and as members of inter-agency, professional networks. Participating in outcome monitoring and research projects is also an integral part of the work of a Child Psychotherapist.

2. The Training Council of the Association of Child Psychotherapists and its Governance

- 2.1 The Training Council of the ACP is a committee charged by the Executive Committee of the ACP and its Chair with the duty of developing, monitoring and maintaining the standards in the training of child and adolescent psychotherapists. It is responsible for all matters relating to the training of child psychotherapists, and for promoting good standards of training.
- 2.2 The ACP has vested in its Training Council the responsibility for granting recognition of new Training Schools, monitoring the standards of existing Training Schools and the suspension of recognition of existing courses in psychoanalytic psychotherapy with children and young people and work with their parents.
- 2.3 The procedures pertaining to recognition are contained in Rule 32 of the Association (as amended in 1982)
- 2.4 The Council , is similarly responsible for determining the principles governing the selection of students for training and the recognition of their competence on completing the course.
- 2.5 Accountability:
 - 2.5.1 The Training Council is accountable to the Registration Committee of the ACP for all matters pertaining to the quality assurance of the training, registration and qualification of students, and any difficulties which may arise. The Chair of the Council reports regularly to the Membership committee on these matters. An annual report on the work of the Council is distributed to the whole membership of the association. This report can be discussed at the Annual General Meeting of the ACP where it is either accepted or rejected.
- 2.6 Registration Committee:
 - 2.6.1 The Training Council is closely linked to the Registration Committee. The Chair of Training Council reports regularly to the Registrar.

2.6.2 The Registration Committee maintains a register of members of the ACP in accordance with the rules, code of ethics and standards of the ACP. The Committee also deals with continuing professional development and implements decisions about membership (based on reports from the Training Council and the Ethics Committee). The Registration Committee reports to the Independent Scrutiny and Advisory Committee of the British Psychoanalytic Council (BPC)/ACP.

2.7 Training Council responsibilities fall into three areas:

2.7.1 the accreditation of Training Schools according to the standards of the ACP;

2.7.2 the development of these standards in furtherance of the development of the profession in the United Kingdom;

2.7.3 ensuring, with the Registration Committee, that students accepted to train meet ACP standards of trainees, and that students qualifying meet the standards for registration as full members.

2.8 The monitoring and maintenance of standards by the Training Council takes place in the following ways:

2.8.1 There is an agreed outline of training

2.8.2 Training schools report annually to Training Council

2.8.3 Training schools are re-accredited every four years by a visiting panel selected by Training Council. (The guidance for the above forms the central part of this document).

2.9 The composition of the Training Council is as follows:

- Chair (elected every three years);
- Vice Chair/ Hon Sec;
- 3 Elected Members of the Association;
- 2 co-opted Child psychotherapist Members;
- A Representative from Child Psychiatry, Psychology or another mental health profession;
- At least 2 and up to 4 other lay members.
- Chair of trainees' analysts subcommittee reports once a year and attends as observer
- Representatives of the Departments of Health and Social Security and Education may be invited as observers

2.10 Training Council Working Groups

2.10.1 The Training Development Group

The Training development Group is a sub-committee of Training Council and consists of the members of Training Council plus a representative of each Training School. Its primary function is the development of the standards for training in pursuance of the development of the profession as a whole.

2.10.2 The Trainees' Analysts and Therapists Committee

- The Trainees' Analysts and Therapists committee is a sub-committee of Training Council. It has the primary function of monitoring the qualifications of those analysts and therapists suggested by each training school as being suitable to offer analysis to the trainees throughout their training. The chair of this committee reports annually to Training Council. Its members include representatives of the Training Schools and Child Psychotherapists who are also analysts.

2.10.3 Accreditation Visits Committee

- Led by the Chair of Training Council. Provides oversight of the process for accreditation of training schools according to the Quality Standards, including the recruitment of panels and training of panel members. Provides a link person for each visit, to be a member of Training Council with experience of accreditation visits, to act as representative of the Training Council liaising with the panel during the accreditation process.

2.10.4 Quality Standards Committee

- Meets as needed to review the QSD and make recommendations to Training Council for changes to the Quality Assurance Framework document.

2.10.5 Curriculum Committee

- Reviews and recommends changes to curriculum of training. Includes Heads of Training, Child Psychotherapists and lay members.

2.10.6 Student Registration

- A member of the Training Council who works with a member of the Registration Committee to ensure new students starting the training meet the ACP standards for registration of students.

2.10.7 Qualifying Students

- One member of the Training Council who works with a member of the Registration Committee to ensure that students qualified by the Training Schools meet the ACP standards for registration as full members.

3. Training of Child and Adolescent Psychotherapists

- 3.1 Child and Adolescent Psychotherapists are core members of multi-disciplinary child and adolescent mental health teams as well as working in other settings in health, social services, education and the voluntary sector. Their training equips them to make a unique contribution in understanding the child's perspective of the world.
- 3.2 The Child and Adolescent Psychotherapist's primary task is the assessment and treatment of children and their families, with the ability to offer a long-term individual psychotherapy when necessary. They also:
- 3.2.1 contribute to the service with short-term work, parent-infant and under-fives work, group work, family assessments;
 - 3.2.2 provide supervision, teaching and consultation across all tiers and professions, and with other agencies such as social services and education.
- 3.3 The training in child and adolescent psychotherapy enables trainees to develop the academic, clinical and research skills needed to prepare them for practice as professional Child and Adolescent Psychotherapists, eligible for membership of the ACP. Theory and practice are closely linked and the training reflects a coordinated approach, including close attention to the development of psychoanalytic clinical skills.
- 3.4 The training provides a thorough grounding in the emotional development of children and adolescents, drawing on psychoanalytically orientated developmental perspectives. It equips trainees to assess and treat a broad range of disturbances in childhood and adolescence. It encourages clinical sensitivity and solid practice enabling trainees to respond with sensitivity to the multi-cultural contexts encountered in clinical work.
- 3.5 Supervision and personal analysis are essential parts of the support systems for the training, and help develop in the trainee the personal qualities necessary for safe and effective clinical practice.

4. Requirements to enter Clinical Training and gain Trainee Membership

- 4.1 Child psychotherapy is a graduate entry profession. The pre-clinical training qualifications of each trainee must be approved by the Training Council of the ACP.
- 4.2 The criteria for entry onto the clinical training are:

- 4.2.1 An enhanced check from the Disclosure and Barring Service;
- 4.2.2 An honours degree or equivalent;
- 4.2.3 a further course of psychoanalytic observational studies leading to a Postgraduate Diploma/Masters or equivalent qualification. Candidates who do not already have an honours degree must complete the pre-clinical course to Masters level; those with an honours degree or equivalent must complete the pre-clinical course to Postgraduate Diploma level.
- 4.2.4 Work experience: Trainees are required to have substantial experience of working with children and adolescents of varying ages. This experience may have been gained in a number of settings, including health, education and social care;
- 4.2.5 Personal suitability: The pre-clinical studies provide an opportunity for assessment of suitability for working in psychotherapy and an opportunity to discuss with tutors the appropriateness of applying for clinical training;
- 4.2.6 Personal analysis: This may commence in the pre-clinical phase but is an essential component of the clinical training and trainees must have completed sufficient analysis to be competent to commence intensive casework. The expected minimum is 12 months of 4 times weekly personal analysis prior to starting intensive casework. The responsibility for making this decision lies with the Training School in consultation with the analyst.

5. Outline of Clinical Training

5.1 Theory and technique

5.1.1 The curriculum will cover the following areas:

- Human growth and development;
- Disturbances of development and psychopathology;
- Psychoanalytic theories;
- Psychotherapeutic techniques;
- Forms of adult mental illness and the impact of parental mental illness on children.

5.2 Clinical work under supervision

5.2.1 Clinical work will cover a range of disturbances and disorders and with work across the age range and with both sexes. It needs to include all of the following:

- assessment for psychotherapy of children and young people, with the capacity to distinguish the level of need;
- time limited or brief work; weekly or more frequent, psychoanalytic family assessments;
- various generic assessments in line with local and national clinic practice eg: CAPA (Choice and Partnership Approach);
- assessment of risk alongside other professionals;
- experience in utilising clinical guidelines (such as the National Institute for Health and Care Excellence and the Scottish Intercollegiate Guidelines Network) and research in reaching a clinical judgment, when undertaking assessments and making treatment recommendations;
- undertaking 'state of mind' assessments to add to network understanding and to inform decision making;
- Experience of evidenced based treatment, such as manualised Short Term Psychoanalytic Psychotherapy (STPP); child and adolescent psychotherapy, or an equivalent time-limited model;
- Long term non-intensive psychoanalytical psychotherapy of an intensity and duration appropriate for the case;
- Work with parents and parental couples informed by an understanding of the underlying meaning of, and what is being communicated through, a child's behaviour. This work takes into account the complexity of relationships in the family;
- A model of therapeutic consultation such as Young People's Counselling, Under 5s or parent consultation;
- Work with other professionals and networks involved with particular cases assessed or seen for therapy (Team around the Child);
- Case discussion, teaching or supervision of other professionals;

- Competence in applying psychoanalytic understanding in one or more of the following:
 - * Development of a specialist area of work: Inpatient unit, Looked After Children team, hospital setting or Primary Care, eating disorder team, learning disability team, forensic service;
 - * Parent/infant psychotherapy;
 - * Group work with children;
 - * Group work with parents, foster parents or other professionals;
 - * Psychotherapeutic work with families;
 - * Consultation: applying understanding of dynamics of groups/institutions to groups of professionals or teams concerned with children;
 - * A contrasting model of work, possibly alongside other colleagues such as Choice and Partnership Approach (CAPA), manualised individual or group treatment approach, systemic family therapy, Interpersonal Therapy (IPT), Cognitive Behavioural Therapy.

5.3 Intensive psychotherapy with children

5.3.1 Trainees will undertake intensive therapy, usually 3 times a week, with three patients, laying the groundwork for the understanding of complex mental health problems, the processes of therapeutic change at different developmental stages and ages, and understanding unconscious, non-verbal communication. This work enables child psychotherapists to develop skills to manage high risk cases in the community.

- 1 pre-latency;
- 1 latency;
- 1 adolescent.

- 5.3.2 The Training School will form a judgement informed by the views of the intensive case supervisor, course tutors, and service supervisors as to whether there has been appropriate intensive and supervised experience within each age group of establishing and sustaining a clinical relationship and of the process of therapeutic change. This is unlikely to be attained without experience of a two year treatment with one case, and for the remaining two cases to each be of at least a year's duration.
- 5.3.3 There should be a mix of girls and boys.
- 5.3.4 Each of the 3 cases is individually supervised by a different senior Child Psychotherapist to give the trainee a range of supervision experiences. It is the responsibility of the Training School to select intensive case supervisors.
- 5.3.5 In the event of time pressure, the breakdown of a training case or the limited availability of cases in a particular age range, the requirements for the third training case may be adapted to circumstances. It is the responsibility of the Training School to ensure that adequate, externally supervised, alternative experience within the age group is achieved.
- 5.4 An understanding the context of work with children, adolescents and their families. This will include:
- 5.4.1 Working in Child and Adolescent Mental Health Services. Trainees will demonstrate knowledge of:
- Structure and management of Child and Adolescent Mental Health Services;
 - Referral systems and pathways;
 - Theoretical underpinnings of other disciplines;
 - Current relevant legislation and guidance;
 - Clinical guidelines and evidence-based practice;
 - Child protection and risk procedures;
 - Critical evaluation of current child mental health research;
 - Clinical audit and service review
 - Report writing – court reports, letters to GPs and others, social services assessments;
- 5.4.2 Multi agency working

- Trainees need to have knowledge of the variety of settings across health, education, social service and forensic provision within which children and young people are at higher risk of mental ill health. These include paediatric wards, child development centres, residential children's homes, special schools and off site educational units and young offender units. Training Schools and work placements should liaise together to ensure that such knowledge is provided.

5.4.3 Recommended Further Training

- Dynamics of groups and institutions;
- Teaching courses to other professionals and care givers;
- Understanding of other forms of treatment such as cognitive and behavioural methods, family therapy, medication;
- Experience of consultation to other professionals;
- Capacity to undertake research such as awareness of contemporary debates, proposal writing, research design and governance, data collection, data analysis, dissemination.

6. Quality Monitoring of Training Schools

- 6.1 As set out in section 2.8.3 it is the responsibility of the Training Council to accredit each Training School every four years. The Quality Standards for accreditation are set out in section 7.
- 6.2 Each Training School submits an Annual Report to the first Training Council meeting of the academic year. The Annual report addresses the Quality Standards agreed by the Training Council and the progress made in implementation of recommendations of the last accreditation visit. The Annual Report should address any changes in the curriculum and any reports of accreditation visits to the school conducted by other supervisory bodies in the previous year, such as academic accreditation by the university.

7. Quality Standards for Training Schools

- 7.1 Training School Management and Organisation

7.1.1 The Training School should have in place a clear, transparent organisational structure which ensures efficient management of the training and delivery of the curriculum. It should have a sufficient degree of permanence in its establishment and organisation to enable entrants to commence a training course, which is normally of minimum four years' duration, with confidence. The organisational management should include systems and processes to ensure good communication between the Training School, service supervisor, training case supervisor and analyst as well as clearly delineated roles and responsibilities.

7.2 Staffing and Effective Use of Resources

7.2.1 All teaching staff and supervisors should be appropriately qualified. There should also be evidence of continued professional development for tutors in their teaching role specifically. The Training School should ensure that all staff are used effectively in the delivery of the training.

7.3 Curriculum

7.3.1 All Training Schools are to offer the curriculum as agreed in section 5.0 of the Quality Standards for Child Psychotherapists in Training as agreed by the Training Council. Training Schools should ensure that their courses reflect the needs of current NHS practice and should ensure that processes are in place to allow service supervisors to be involved in curriculum development.

7.4 Use of Learning Outcomes

7.4.1 Details the learning outcomes for all aspects of the training should be in place and provided to trainees.

7.5 Trainee Selection, Progress and Achievement

7.5.1 Training schools should have in place robust, transparent processes for trainee selection as well as processes in place to ensure trainee progress and achievement. This should include:

- a robust induction process;
- systems for monitoring of academic and clinical skills of trainees;
- a process for identifying early poor performance and/ or special learning needs and subsequent support;
- processes for monitoring placement experiences to ensure they are sufficient for trainees needs;
- career guidance.

7.6 Trainee Support

7.6.1 Training Schools are to provide appropriate information, advice and support to trainees during the training period.

7.6.2 Systems and processes should include:

- Induction process for the Training School and the training post;
- A robust tutorial System;
- A formalised and transparent process for the review of trainee progress which involves both the training post and Training School;
- Trainee feedback process for placement and Training School;
- a complaints procedures;
- an appeals mechanism;
- exit interviews.

7.7 Trainees Placement Learning and Teaching

7.7.1 Training Schools should ensure that training posts are able to provide a training placement that will meet the Standards for Providers of Clinical Training Posts set out in Appendix 3.

7.7.2 The Training School shall ensure that:

- There is an annual 3-way review of each trainee's progress, involving the trainee, the trainee's Tutor from the Training School and the service supervisor,
- There are systems and processes in place to ensure good communication between the Training School and the service supervisor.

7.8 Assessment

7.8.1 Training Schools should ensure that trainees are in consultation throughout their training with progress advisors or tutors, with regular progress reports and a training record held for each student.

7.8.2 Documentation about assessment processes should be transparent and available to trainees and service supervisors. There should be mechanisms in place for regularly assessing and feeding back to trainees on their development as clinicians.

7.9 Qualification

7.9.1 Training Schools must have systems and processes in place to ensure that trainees seeking qualification must have satisfied all of the requirements of the training and have submitted to the satisfactory written work including, as a minimum:

- A clinical paper demonstrating a capacity to integrate theory and practice
- Evidence of capacity for report writing as set out in section 5.4.1.

7.9.2 It is the responsibility of the Training School to ensure that the trainee has completed all aspects of the training curriculum recognised by the ACP in order to determine a trainee's readiness for qualification. The Training School will seek the opinion of the trainee's analyst/therapist and supervisors (including service supervisor), before putting them forward to the Membership Committee and Registrar.

7.9.3 In very exceptional circumstances a Training School may recommend the qualification of a trainee where the requirements of section 5.0 have not been precisely met, but indicating how an equivalent level of achievement is thought to have been reached.

7.10 Quality enhancement and maintenance

7.10.1 Training schools should have robust processes for monitoring and maintaining quality standards, and be able to demonstrate these processes at work in response to accreditation visits and external audit such as academic validation or reviews by funding bodies. There should be clear complaints processes in place.

7.11 Values, equality and diversity

7.11.1 Training Schools should:

- have in place appropriate policies to ensure it does not discriminate within the meaning and scope of the Equalities Act 2010.
- be able to demonstrate an active commitment to widening access to the training,
- ensure that the training programme reflects an understanding of cultural diversity in relation to working practice as a psychoanalytic child psychotherapist.

7.12 Personal Analysis

- 7.12.1 Training schools should ensure that all trainees are in their own psychoanalysis for a minimum of four times a week. This is an essential and central requirement of training. The requirements prior to commencing the training are laid out in section 4.2.6. In circumstances where there is an evidenced scarcity of analysts accredited by the Association of Child Psychotherapists then at the discretion of the Training School and in consultation with the analyst, this may be reduced to three times a week. All exceptions and reasons for exception are to be noted in an anonymised form in the Training School's annual report.
- 7.12.2 The analysis shall be concurrent with the training and with a person whose qualifications have been approved by the Trainees' Analysts Sub-Committee as laid down in the Memorandum on Qualifications for Trainees' Analysts (See Section 2).
- 7.12.3 In exceptional cases where the analysis is terminated before the end of training, this must be reported in anonymised form to the Training Council in the Annual Report. Any change of analyst or interruption of analysis must similarly be notified.
- 7.12.4 Training schools will contact the analyst/therapist before a student starts intensive casework and again before qualification. Analysts/therapists are requested to confirm at these points of transition that they know of no reason why the trainee should not proceed.
- 7.12.5 Each Training School must notify to the Chair of the Training Council and Chair of the Trainees' Analysts Sub-Committee annually the names of the analysts of current trainees.

8. Registration Processes during and on Completion of Training

- 8.1 The Training Council has responsibility for looking at the pre-clinical credentials of prospective student members. The Membership Committee has responsibility for inviting the successful candidates to become student members. On the completion of training, the Membership Committee will invite them into full membership.
- 8.2 If a trainee drops out of the training, the Training School should notify the Association so that the register can be modified. This should also be recorded in anonymised form as part of the Annual Report to the Training Council.
- 8.3 All trainees who successfully complete their training requirements are to be presented to the Training Council and their qualification recommended to the Membership Committee of the ACP.

9. ACP Accreditation Visits

- 9.1 Principles

- 9.1.1 It is part of the role of the Training Council to ensure that all Training Schools accredited by the ACP are functioning according to the ACP Quality Standards.
- 9.1.2 The Training Council carries out this function by authorising a representative panel of ACP and lay members to carry out a re-accreditation visit every 4 years.
- 9.1.3 The process should be a collaborative one, with Training School and Visiting Team working together to allow for a thorough assessment of the current status of the Training School in relation to the ACP Quality Standards.
- 9.1.4 The Training School is responsible for providing its own assessment of its functioning in relation to the Quality Standards of the ACP, in the form of a Self-Evaluation Document that is sent to the visiting panel in the required timescale.
- 9.1.5 The Training School is also responsible for demonstrating that there is a system for ensuring that quality monitoring standards and processes for placements are being implemented and are effective, to be assessed via the panel placement visit.
- 9.1.6 The panel should produce a report, co-authored rather than written by one panel member, which gives an overview and provides commendations, conditions and recommendations.
- 9.1.7 The panel reports to the Training Council, from whom it takes its authority, but the view of the panel is based on its experience of the accreditation process and its subsequent assessment of the Training School in relation to the QAF, without undue influence either from the Training School or from the Training Council.

9.2 Composition of Visiting Panel

- 9.2.1 The selection of the accreditation visiting panel is at the discretion of the Chair of the Training Council.
- 9.2.2 The panel needs to be made up of people who are able to be objective in their work, with no structural ties to the Training School in question. At least one panel member should be a member of the Training Council.
- 9.2.3 It is important that all panel members fully understand that the process is being defined by the ACP Quality Standards rather than individual orientation or preference.
- 9.2.4 The convenor of the visiting team is nominated by the Chair of the Training Council.
- 9.2.5 The team should normally consist of five members from among the following, with at least two of the panel lay members:
 - A senior ACP member working in the NHS with managerial responsibilities;

- A member of a Training School other than the one being visited;
- A newly qualified member of the school being accredited;
- A member from the previous visiting team to ensure continuity;
- A current member from the Training Council;
- A senior representative of another CAMHS profession;
- A University-based academic
- A representative from a commissioning body.

9.3 Setting up the accreditation visit

- 9.3.1 The Training Council alerts the Training School of the need to prepare for a re-accreditation visit.
- 9.3.2 The Training Council informs the Training School of the panel including the convenor and asks for the name of someone recently qualified to join the panel.
- 9.3.3 Once the panel has been agreed, dates for the visit are agreed between the convenor of the panel, and the Head of Training School.
- 9.3.4 After the panel has received and read the Self-Evaluation document, they will hold a pre-meet to discuss the self-evaluation document and practical arrangements for the visit. Where necessary, this might be by telephone conference or Skype.
- 9.3.5 If the panel has questions about the Self-Evaluation Document it may refer back to the Training School for clarification.

9.4 Preparatory tasks for the Training School

- 9.4.1 The Training School agrees dates for the visit with the convenor of the panel.
- 9.4.2 The Training School writes a Self-Evaluation document using the template set out in Appendix 2.
- 9.4.3 The Training School needs to identify evidence to support what is described in the Self-Evaluation document. This evidence should be made available to the panel. The convenor of the panel will agree with the Training School which documents need to be available to the panel prior to the visit and which can be available at the visit.
- 9.4.4 A meeting needs to be arranged with the convenor of the panel to agree on the schedule for the visit. Where necessary, this might be by telephone conference or Skype.
- 9.4.5 The Training School also needs to make sure that the panel will have an opportunity to visit at least two placements. (Exceptionally, in Scotland, the panel may only be able to visit one placement.)

9.4.6 The Training School needs to be ready to read and comment on any points of fact in the panel draft report within the defined timescale.

9.5 The Training Council

9.5.1 The Training Council is responsible for selecting a panel and authorising it to undertake the re-accreditation process.

9.5.2 During the re-accreditation process, an officer of the Training Council will be identified as a resource for the panel, to discuss any issues that arise in the carrying out of the re-accreditation process. All panel members will be provided with the contact details of the identified Training Council officer.

9.5.3 Before the report is sent to the Training School for corrections of fact, an officer of the Training Council will be asked to review the document to ensure that it is as clear as possible, and that any points of language or tone that might be likely to cause misunderstanding can be refined – in collaboration with the convenor of the panel or other representative. This review is not to change the findings, but to allow an outside view of the presentation of the document, and to ensure that it is written in such a way as to make it clear that the Quality Assurance Framework is the core point of reference, and the Accreditation Process as described here is the process by which the findings have been made.

9.5.4 The report will be sent to the Training School who can comment on any points of fact that are not correct.

9.5.5 The report will come back to the Training Council who will confirm the report. At this point any recommendations in the report become part of the conditions upon which the Training School's continued accreditation rests.

9.5.6 There should be a 'pre-meeting' between the convenor of the panel and senior staff of the school to plan the schedule for the visit. This would be an opportunity for both the panel and the school to identify particular aspects of the training school experience which would helpfully be reviewed by the panel.

9.5.7 Arrangements also need to be made for members of the panel to visit at least one placement and meet members of the multidisciplinary team.

9.6 The visit

9.6.1 During the accreditation visit there should be the opportunity for the panel to:

- meet with senior staff of the school - the composition of this group and the agenda for the meeting is to be discussed at the pre-meeting between school and visiting panel co-ordinator;

- meet with teaching staff: tutor-in-charge, clinical tutors and supervisors, individually and in groups;
- visit to a sample of teaching seminars;
- meet with trainees including the newly qualified member of the visiting team meeting on their own with trainees;
- see physical conditions for trainees such as meeting rooms, treatment rooms, common rooms and studies;
- visit at least two placements in order to meet the trainee, the service supervisor and other members of the multi-disciplinary team;
- meet with a selection of service supervisors as a group or obtain written comments;
- hold a preliminary feedback meeting with senior staff of the Training School and provide space for both panel and school to digest the process of the visit.

10. Documentation for re-accreditation visits

10.1 There are two documents that need to be produced for an accreditation/re-accreditation of a Training School. These are:

10.1.1 A Self-Evaluation Document, produced by the Training School in preparation for the visit; Further detail is set out in sections 10.2 to 10.4 and a template for the Self-evaluation document is set out in Appendix 1.

10.1.2 A re-accreditation report, produced by the accreditation panel after the visit. Further detail is set out in sections 10.5 – 10.6 and a template for the re-accreditation report is set out in Appendix 2.

10.2 Self-evaluation document: structure and layout

10.2.1 The Self-Evaluation Document should follow the structure of the template, which is based on the Quality Standards as detailed in sections 7.0 – 7.12 and with reference to the Standards for Providers of Clinical Training Posts set out in Appendix 3.

10.2.2 The report should be on Training School headed paper.

10.2.3 The template headings should be used in order, making reference to re-accreditation conditions/recommendations where needed.

10.2.4 There should be cross-referencing throughout the document to sources of evidence that are either included as an appendix, or will be made available to the panel on the day/s of the visit.

10.3 Self-evaluation Document: content

10.3.1 All headings in the template must be addressed, and a response made in relation to all sections of the Quality Standards as detailed in Section 7 and with reference to Appendix 3.

10.3.2 The report should include evidence (or signpost evidence) to support the way/s in which the Quality Standards are being met. If they are not being met the Training School should provide an account of any mitigating factors and details of an action plan to ensure the standard will be met in the future.

10.3.3 The language used should be appropriate for a formal, public document.

10.3.4 The references to students should be general to protect their privacy

10.3.5 The Self-Evaluation Document can be rejected by the accrediting panel if it is not written according to these guidelines.

10.4 Self-Evaluation Document: action plans

10.4.1 The conditions, conditions over time, and recommendations from the most recent accreditation visit must be reviewed and action plans updated for all conditions/recommendations. The action plans must indicate where conditions/ recommendations have been fully implemented or where the action is still in progress. The Self-evaluation document should indicate the timescale for all actions, and where they are still in progress, the anticipated date for completion

10.5 Re-Accreditation Report: structure and layout

10.5.1 The re-accreditation report should follow the structure of the template, which is based on the Quality Standards as detailed in sections 7.0 – 7.12 and with reference to Appendix 3.

10.5.2 References to any submitted evidence on which the panel has drawn should be clearly identified. Such evidence could include the Self-Evaluation document, other documentation provided in the course of the visit, or verbal input from staff or trainees during the visit in anonymous form.

10.5.3 As previously stated, the report should be co-authored by all members of the panel with the convenor holding a co-ordinating role.

10.6 Re-Accreditation Report: content

10.6.1 The report will provide information and evidence of the ways in which the Training School does or doesn't meet the Quality Standards as detailed in section 7.0 – 7.12, with evidence for any conclusions drawn. This may include information on the Training School's engagement with all of the requirements of the Re-accreditation process as detailed in Section 10.1 – 10.42.,.

10.6.2 The report should include, where applicable;

- commendations
- conditions (that the Training School **must** implement over an agreed time-scale in order to maintain accredited status);
- recommendations (to be reported on in Annual Reports and Action Plans) but not conditional for continued accredited status).

10.6.3 A generic timetable for a visit is set out in Table 1

Table 1

Flow chart and timescale	
Training Council: <ul style="list-style-type: none"> • signals to the Training School that it should start to prepare for the visit; • recruits the visiting panel 	6 months before visit
Pre-meeting between panel Chair and Training School representatives to include Head, Business Manager, Assistant Head of Training/Senior Tutor to discuss and agree: <ul style="list-style-type: none"> • timescales • timetable • practical arrangements including visits to placements, agenda for meeting with senior staff 	3 months before visit
Training School submits Self Evaluation document (SED) and evidence	6 weeks before visit
Panel convene: <ul style="list-style-type: none"> • get to know each other; • discuss issues arising from SED and identify key lines of enquiry; • decide who will do which part of visit; 	No later than 5 weeks before visit
Convenor informs school re key lines of enquiry	3 – 5 weeks before visit
Visit to Training School and placements	to take place on two days within one week
Feedback meeting during visit with panel members and Training School staff	To take place at the end of the visit
Draft report to Training Council link person for clarity/language	6 weeks after visit
Draft report sent to Training School by link person for response on points of fact only	8 weeks after visit
Training School response re factual inaccuracies sent to link person	11 weeks after visit
Panel consider response and amend report if needed, final report to be sent to link person ahead of next Training Council meeting	14 weeks after visit

Final report to Training Council At this meeting the Panel and the Training School have an opportunity to give feedback to the Training Council on the visit	At next Training Council meeting
Training School submits action plan	Within 4 weeks of Training Council

11. Annual Reports

11.1 Structure and Layout

- 11.1.1 The annual report should follow the structure of the template set out in Appendix 4.
- 11.1.2 The report should be on Training School headed paper.
- 11.1.3 The template headings should be used in order, making reference to re-accreditation conditions/ recommendations where needed.
- 11.1.4 Some additional refinements may be added at the point that reports go onto the website to ensure that they are similar in format.
- 11.1.5 Tables should be used to show any lists that are included (for example placement lists/progression lists)

11.2 Content

- 11.2.1 Apart from the Head of Training who signs the report, no names of individuals should be published (indicate role/structure where needed).
- 11.2.2 All headings in the template must be addressed.
- 11.2.3 The language used should be appropriate for a formal public document..
- 11.2.4 The Annual report should concentrate on changes and development since the last annual report, and where relevant since the last accreditation visit. It is not necessary to go into details about the history of the training – this is covered in the Re-Accreditation Self-Evaluation document.
- 11.2.5 The references to trainees should be general to protect their privacy, and should concern only those training, qualifying, and where possible, taking up their first post-qualifying employment during the year on which the report is based.

11.3 Action plan

- 11.3.1 The conditions and recommendations from the most recent accreditation visit must be reviewed and action plans updated for all conditions/ recommendations. The action Plan must indicate where conditions/ recommendations have been fully implemented or where the action is still in progress.

11.3.2 Where recommendations have not been implemented, the action plan should show evidence of how the recommendation has been approached, and what learning has taken place in relation to it for the Training School.

11.3.3 The Action Plan should indicate the timescale for all actions, and where they are still in progress, the anticipated date for completion.

11.4 Template headings for Annual Report

11.4.1 Summary of management structure, staffing and resources (including changes since last annual report);

11.4.2 Action plan in response to conditions/ recommendations of most recent ACP Accreditation visit;

11.4.3 Staffing;

11.4.4 CPD for staff (specifically related to teaching and tutoring);

11.4.5 Developments in curriculum;

11.4.6 Student intake and placements (including issues of access and diversity)
NB this is for the current first year group;

11.4.7 Student progression years 2+. (with comments re any difficulties in placements/ analytic arrangements/training school);

11.4.8 Qualifications since last report;

11.4.9 Post-qualification employment;

11.4.10 Academic completions (where appropriate);

11.4.11 Issues for the training school and host organisation (where appropriate);

11.4.12 Quality monitoring (including any complaints and with reference to university/ education commissioner processes);

Appendix 1: Template for the self-evaluation document

Self-evaluation document template
Proposed date of visit:
Introduction: Status of action plan following previous re-accreditation report
1. Training school's management and organisation
2. Staffing and effective use of resources
3. Curriculum
4. Use of learning outcomes
5. Trainee selection, progress and achievement
6. Trainee support
7. Trainee placement learning and teaching
8. Assessment
9. Qualification
10. Quality enhancement and maintenance

7.11 Values, equity and diversity
7.12 Personal analysis for trainees

Appendix 2: Template for Re-Accreditation Report

Re-accreditation report template
Report of the re-accreditation visit to [training school]:
Date of visit:
Names and roles of panel members, including job titles where appropriate
Training council link member:
Introduction part 1: Background to the visit including the process by which planning took place
Introduction part 2: Documents, meetings and observation of teaching and placements – a list of all ‘evidence’ seen including the self-evaluation document and other submitted documentation, as well as the seminars observed and placements visited
Introduction part 3: Actions since previous re-accreditation report - an update on the Training School’s progress with the previous action plan (this should have been commented upon in the SED) <ul style="list-style-type: none">• Conditions• Recommendations over time

1. Training school's management and organisation
2. Staffing and effective use of resources
3. Curriculum
4. Use of learning outcomes
5. Trainee selection, progress and achievement
6. Trainee support
7. Trainee placement learning and teaching
8. Assessment
9. Qualification
10. Quality enhancement and maintenance
11. Values, equity and diversity
12. Personal analysis for trainees
Conclusion: Commendations, conditions and recommendations

Appendix 3: Standards for providers of clinical training posts

The ACP wishes as many NHS Trusts and other providers as possible to offer clinical training posts for Child and Adolescent Psychotherapists but only where it can be clearly demonstrated, through the meeting of the following standards, that the post can provide the learning environment, clinical caseload and supervision necessary for the trainee to complete the clinical requirements of the training. Where providers are not currently able to meet certain of the criteria, the ACP, Training School and commissioning body will work actively with them to help put the necessary requirements in place. The criteria are as follows:

1. The Environment

The training post must be based within a multi-disciplinary team that is supportive of child psychotherapy. For example, the team should have staff who are willing and able to work with the parents of children who are being seen for therapy.

Trainees need a secure base that ensures the mix of casework needed to achieve the requirements of clinical training. They also need a close relationship with other MDT members and their service supervisor, who must also have a co-operative relationship with the whole team, not just the trainee.

The placements should provide access to treatment, administrative and storage facilities that are fit for purpose: administrative, I.T. and library resources that are equivalent to other members of the multi-disciplinary team

2. Service Supervision

Service supervision involves a number of functions, some of which require skills and access to levels of clinical governance and strategic planning inside and outside the provider organisation that can only be delivered by a Child and Adolescent Psychotherapy Head of Profession or child and adolescent psychotherapist acting in that capacity. These are:

- To ensure that placements meets the standards laid down by the ACP and that appropriate oversight and contractual arrangements are in place between the provider, commissioning body and Training School
- To represent training needs in the workforce planning forums of the Trust and the commissioning body
- To represent the interests and needs of trainees in clinical governance forums of the Trust, ensuring that training needs are not compromised by prioritising service delivery or the expectations of other senior clinical staff.

- To ensure that service supervisors in the Trust are appropriately trained and to provide supervision to less experienced supervisors

Other functions supporting the trainee can be delegated to an experienced child and adolescent psychotherapist who has the requisite training and supervision. These are:

- To ensure that the trainee has appropriate induction and in house training on issues such as working with diversity, child protection, health and safety and access to facilities that are the equivalent of other staff members
- To provide weekly clinical supervision of non-intensive cases
- To ensure that there is weekly provision for the discussion of management of cases, joint working, liaison and report writing
- To ensure that cases are appropriately assessed as suitable for treatment by the trainee and appropriately supported
- To ensure, in consultation with the Training School, that the trainee meets the casework requirements of the training and that there is an adequate supply of intensive and non-intensive training cases
- To communicate on a regular basis as necessary, and at least annually, with the Training School to ensure that the trainee meets the requirements of training to be provided by the placement
- To meet annually with the Training School to discuss issues that impact upon the training
- To maintain their own continuing professional development to fulfil the function of service supervisor

All trainees must be supervised by a Child and Adolescent Psychotherapist who has had the requisite training. The Service Supervisor has clinical responsibility for the trainee's work with patients and will hold case management responsibility for the employing provider's cases not held by other senior clinical staff. To provide the necessary support for the trainee, and clinical governance for the placement, requires that this supervision should be undertaken by a Child Psychotherapist who is an employee of the same provider as the trainee: ideally, the supervisor should be based in the same multi-disciplinary team. Given the limited number of senior Child Psychotherapists currently employed in some regions, the ACP recognises that Training Schools will have to work with providers to support them in a process of fulfilling the requirement to have a service supervisor who is an employee. It may be possible to achieve this by, for example, providers employing a suitably experienced Child Psychotherapist on a sessional basis to provide the necessary functions of clinical governance or to supervise a trainee or both. The cost of doing this would be the responsibility of the provider. If the service supervision is provided by a senior member of the profession who is employed from outside the service, arrangements must be put in place for another senior clinician to take management responsibility for the trainee and clinical responsibility for his/her cases. These arrangements should be confirmed in writing.

3. Training Standards for Service Supervisors

The training should comprise two parts to address the context and process of supervision.

- **Initial training**

This should contain elements that address the context of service supervision: responsibilities of the role; relationships and lines of communication; the group dynamics of multi-disciplinary teams in relation to trainees in placement and workforce planning.

This part of the training can be delivered through group teaching and workshops or individual mentoring by an experienced supervisor. The minimum requirement is of two half day workshops.

- **Supervision**

Following the initial training it is recommended, as a minimum, that there are 10 monthly supervisions of the service supervisors work with a trainee, either through attending a small, facilitated group of no more than 5, or individually, over a 2 year period. The ideal would be for 20 such sessions over a two year period. Consideration should be given to sessions that address the ending of placements. Supervision should address both the work with the clinical material and the dynamics of the training environment.

Eligibility

The training should be available for child psychotherapists at the recommendation of the Head of Training, in agreement with the Head of Profession.

Service supervisors who have already supervised two trainees to qualification will not need to attend the initial training but will need to meet the requirements for CPD.

Continuing professional development

Service supervisors are required to attend a facilitated small supervision group or individual supervision for a minimum of 10 monthly sessions every 6 years of accumulated work as a supervisor. At the discretion of the Training Schools there may also be some taught component in addition to address changes in practice and context.

These are minimum standards and it is seen as good practice that service supervisors attend peer supervision groups for this work on a regular basis.

4. Accreditation of placements and service supervisors

Monitoring of training and cpd for service supervisors is via Training School annual reports to the Training Council and re-accreditation visits.

In order to ensure that placements and Service Supervisors are acceptable, the Training Schools have the responsibility and authority to accredit new placements and supervisors before a placement is agreed. Any new Service Supervisor, once accepted, must attend the next initial training from the Training School. This would ideally be before the placement starts. Supervision of Service Supervisors should begin once trainees are in placement.

Minimum standards on placements and service supervision need to be agreed between Training Schools and, in the case of initial training, certificated and transferable.

5. Involvement of a “Partner Organisation”

NHS Trusts may wish to make use of another service or organisation to help meet the training requirements. There are a number of areas where it might prove useful for the trainee to undertake sessional work, under the continuing supervision of their service supervisor, outside their base CAMHS Team. Examples of this include:

- Work with other agencies such as social services, a youth offender team or the voluntary sector, to gain experience of inter-agency working and the understanding of children, adolescents and professionals in these environments:
- Work with another CAMHS team within the same NHS Trust to enable the fulfilment of the caseload requirements, if necessary cases are not available within the base team. This would also be of benefit to the other CAMHS team who would gain experience of working closely with a Child and Adolescent Psychotherapist.
- Work with another local NHS Trust that is not able to meet the criterion of providing service supervision currently but which wishes to develop a child psychotherapy service and which could benefit from the experience of working closely with a Child and Adolescent Psychotherapist.

Options of this nature may arise partway through the training period and it would be the responsibility of the host Trust to demonstrate to the Training School or commissioning body that the partner organisation was able to provide a suitable environment for the trainee.

These guidelines do not exclude the possibility of training posts being placed wholly in non-NHS organisations but the host organisation will need to demonstrate the ability to meet quality standards.

There must be a suitable contractual arrangement or Service Level Agreement to clarify responsibility between partners, including clinical governance, management accountability, supervision and obligations. This will include any honorary arrangements and additional placements with other agencies'

6. Training Post Monitoring Standards and Guidelines

These standards for monitoring of training posts are intended to accommodate differing arrangements, for example where Training Schools and LETB's delegate responsibility for training posts to a commissioning body.

- Standards for training posts and guidelines for communication between the Training school, placement provider, and funding LETB shall be agreed between them.
- It will be the responsibility of the relevant ACP Training School and funding SHA, advised by service supervisors, to formulate and document monitoring arrangements of these quality standards. This will include identifying clear lines of responsibility for supporting and monitoring placements experiencing difficulties in meeting ACP standards.

- These standards and processes shall be reviewed regularly by the Training Council of the ACP through Annual Reports of Training Schools and commissioning groups and through accreditation visits.

7. Training Agreement

A provider offering a training post shall have an agreement with the Training School or commissioning body that it undertakes to provide all of the requirements for the trainee as set out above. It is the responsibility of each Training School or commissioning body to agree a process of regular liaison with the training placement to ensure that their trainees' placements and service supervision are appropriate to their training needs.

A minimum of an annual review of the trainee's progress is required, involving the trainee's Tutor from the Training School, Service Supervisor, and trainee. A development plan for the next 12 months will be formulated in writing and copied to all review participants. This process is integrated with the trainee's annual KSF appraisal within the NHS.

The quality of the training environment and the program of the trainee will be regularly monitored by the process agreed between the provider, the Training School and commissioning body. Regular liaison will take place between the provider and the school or the body commissioned by the SHA to support the training process. As a minimum one visit to the training placement shall be made by a representative of the Training School or commissioning body.

8. Financial arrangements

Financial arrangements for the trainee post, for example, training salary, personal analysis, travel expenses, intensive training case supervision, will be clearly articulated in writing and be available to the trainee.

Appendix 4: Template for Annual Report

ANNUAL REPORT TO THE TRAINING COUNCIL OF THE ACP

1. SUMMARY OF MANAGEMENT STRUCTURE, STAFFING AND RESOURCES (INCLUDING CHANGES SINCE LAST ANNUAL REPORT)
2. STAFFING
3. CPD FOR STAFF (IN RELATION TO TEACHING AND TUTORING)
4. DEVELOPMENTS IN CURRICULUM
5. STUDENT INTAKE AND PLACEMENTS (INCLUDING ISSUES OF ACCESS AND DIVERSITY) NB THIS IS FOR THE CURRENT FIRST YEAR GROUP, RECRUITED DURING THE REPORTING YEAR
6. STUDENT PROGRESSION YEARS 2+. (WITH COMMENTS/REASONS RE ANY CHANGES IN PLACEMENTS/ ANALYTIC ARRANGEMENTS)
7. QUALIFICATIONS SINCE LAST REPORT
8. POST-QUALIFICATION EMPLOYMENT
9. ACADEMIC COMPLETIONS (WHERE APPROPRIATE)
10. ISSUES FOR THE TRAINING SCHOOL AND HOST ORGANISATION (WHERE APPROPRIATE)
11. QUALITY MONITORING (INCLUDING ANY COMPLAINTS AND WITH REFERENCE TO UNIVERSITY/COMMISSIONER AUDIT PROCESSES)

12. **ACTION PLAN RE CONDITIONS/RECOMMENDATIONS OF LAST ACP ACCREDITATION VISIT.**

CONDITION <i>(as detailed in most recent Re-accreditation Report)</i>	ACTION NEEDED	PROGRESS TO DATE	TIMESCALE FOR COMPLETION
RECOMMENDATIONS <i>(as detailed in most recent Re-accreditation Report)</i>			

