

Report of the re-accreditation visit to the Birmingham Trust for Psychoanalytic Psychotherapy (BTPP) Training



Date of visit: 8 – 9 March 2018	
Names and roles of panel members, including job titles where appropriate	
Rajni Sharma	Panel Convener. Consultant Child & Adolescent Psychotherapist – Manchester & Salford CAMHS & Northern School of Child & Adolescent Psychotherapy, (NSCAP)
Teresa Cooke	Lay member of the ACP Training Council
Penny de Ruyter	Child & Adolescent Psychotherapist, Sheffield CAMHS
Robin Solomon	Lay member of the ACP Training Council
Naomi Jackman	Child & Adolescent Psychotherapist recently qualified from BTPP & working in Wirral CAMHS
Training Council link member:	
Phillip McGill, Chair of Training Council	
<p>Since the last BTPP training school re-accreditation in 2014 there has been a major transition of leadership to a new head of training. With any significant change there are challenges. Our view is that the clinical training has effectively navigated this transition with a close collaborative relationship between the out-going and in-coming heads of training. This is one of the many examples that the re-accreditation panel found which evidenced a strong and creative organization, within which the clinical training school is at the heart. The school continues to provide a high quality psychoanalytic training that is evidenced through trainee evaluation, the progress of trainees to qualified posts and feedback from service supervisors and multi-disciplinary CAMHS teams.</p> <p>The panel was well supported by BTPP with timely documentation, comprehensive feedback from service supervisors, multi-disciplinary placement visits, observation of teaching and meetings with tutors and trainees. Documents were received within the timeframes stipulated in the ACP Quality Assurance Framework (QAF). The panel met over a conference call to discuss the documents, which included a comprehensive Self</p>	

Evaluation Document (SED). As required in the QAF the panel then formulated “key lines of enquiry”. These were:

1. The financial security of the training further to information in the SED, about the constraints and restrictions on funding which is such a feature of public sector pressures on training. This is discussed in section 1 - Training School Management, Organisation & Host Organisation.
2. The delineation of the role of personal tutor as a distinct and central role for the trainee. This is considered in section 5 - Trainee Selection, Progress and Achievement and is also a recommendation from this re-accreditation process.
3. Integration of learning about difference and diversity in the aims and objectives of the training - these seem to only be mentioned in the Parent Work objectives. This is discussed in section 4 - Use of Learning Outcomes and is also a recommendation at the end of this report.
4. The loss of two trainees at the cusp or at the very beginning of training. This is discussed in section 5 of the report.
5. Experience of writing the qualifying paper for trainees who are not required to submit written/academic work until this final piece. This is discussed in section 6 - Trainee Support and section 9 - Qualification.
6. Tenure of external assessor who reads qualifying papers - how external is this if the person has been in post for many years? This is discussed in the section sub headed External Assessors and External Consultant.

The panel convener communicated these to the head of training and these were thoroughly addressed and discussed with a commitment and openness that greatly facilitated that process of re-accreditation.

The panel received a generous and well organised BTPP welcome. The accreditation panel and the training school worked to the structure and remit of the ACP QAF. We experienced a shared recognition of the importance of regulatory standards and the value of external evaluation as well as the opportunities that this provides for development and innovation.

The report demonstrates how the school has thoroughly attended to all the action points from the 2014 re-accreditation. The further significant development of lines of communication and involvement of service supervisors is another noteworthy achievement for the school over the last four years and is a point of commendation stated at the end of this report.

The panel has not stipulated any conditions for reaccreditation. A number of recommendations are identified which were discussed in the preliminary feedback on 9th March 2018 and were formulated out of open and collaborative discussions with the head of training and training team.

Conclusion, Conditions and Recommendations

The panel's view is that the process of re-accreditation has been detailed and thorough. The openness, efficiency and prioritised level of engagement by the school has been incredibly enabling of the process. The school's response to the panel's key lines of enquiry exemplified the schools interest in different points of view and critique.

The panel was struck by the trainees confidence in expressing their opinions and experience constructively, thoughtfully and their ability to assert different views and perspectives. This was also true of the service supervisors who have been supported to deepen their engagement and involvement with the school over the last four years. There is an ongoing quality of rootedness in the core values and ethos of the training while adapting and innovating. This ensures that the training is relevant, responsive and resilient in the face of significant change in public sector child and adolescent mental health services.

The panel experienced a close-knit team led by a dedicated and talented head of training. The school strikes a creative balance between the importance and value of the perspectives of seminal psychoanalytic thinkers and teachers that have greatly shaped the ethos of the school, with an increasing openness and interest in adaption and application of these ideas.

The school has met all the requirements as stated in the Association of Child Psychotherapists' Quality Assurance Framework and there are no conditions for re-accreditation. The panel highlight three significant areas of commendation and the recommendations listed are ones that the school already has in mind for further consideration and development.

Commendations

1. This reaccreditation process highlighted the impressive and successful transition of leadership that underscores the adaptive strength of the school stretching forth into the next generation.
2. Longstanding service supervisor involvement in the school has been improved with more regular direct and lively contact. The feedback from service supervisors repeatedly expresses appreciation of the high quality of training the school provides to trainees and the openness to service supervisor involvement in influencing decisions and being actively involved across all stages of the training. There is across the board appreciation of the ease of access that service supervisors have to the school and the school's responsiveness when problems arise.
3. The school has creatively integrated and struck a balance between their core ethos and commitment to a psychoanalytic learning from experience approach and embedding learning outcomes and competency frameworks that attend to public sector standards and requirements. The school is to be commended for their prioritised focus on clinical development and the close support trainees receive with this.

Recommendations

1. We are confident that there is a commitment to teaching related to difference and diversity and would recommend more explicit signposting of related issues such as class, race, gender, etc across the programme. One way of addressing this is to further develop and integrate aims and objectives so that they more comprehensively capture the quality and value of all the different aspects of the training.
2. Continue to develop specialist reading lists to highlight the considerable contribution that child and adolescent psychotherapists have made in specialist clinical fields such as work with Looked After and Adopted Children and Eating Disorders etc.
3. We encourage the school to review the personal tutor role. Although the panel recognised that the present system is reported to be effective by trainees and staff, the opportunity to further define, delegate and authorise the personal tutor role amongst more of the training team would be useful. A clearer description of the personal tutor role in the handbook would also support this.
4. Receive consultation and support from the ACP Analysts and Therapists subcommittee to look at opportunities to develop the number of accredited training analysts/psychotherapists, so that more trainees are able to undertake four times per week psychoanalysis/psychotherapy closer to their work places/homes.
5. To increase the number of trainees returning evaluation forms and providing feedback by recommending the school's aim to redesign the feedback forms and processes to improve returns.

Report written by the re-accreditation panel:

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