

EXECUTIVE SUMMARY

Report of the Re-accreditation Visit to the Northern School of Child and Adolescent Psychotherapy (NSCAP)

8th and 9th July 2015

Composition of ACP re-accreditation team Panel

Barbara Lund: Contracts Manager, Health Education South West (Convenor)

Lynne Amidon: Child and Adolescent Psychotherapist

Jeremy Gunson: Consultant Child and Adolescent Psychotherapist

Penny de Ruyter: Child and Adolescent Psychotherapist (recently qualified from NSCAP)

Teresa Cooke: Lay member on Training Council

ACP Training Council link

Isobel Pick: Chair of Training Council

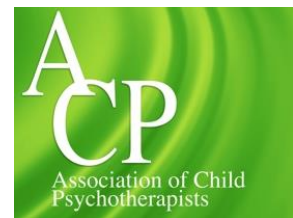
Introduction

The Northern School of Child and Adolescent Psychotherapy (NSCAP) was set up by the NHS in 2003 to serve the north of England. It is an associate centre of the Tavistock and Portman NHS Foundation Trust.

The purpose of this accreditation visit was to re-accredit the professional doctorate programme. There are currently 21 full time trainees on the programme which has both a clinical and an academic component.

All trainees enrolled on the programme at the time of the visit are enrolled on the revalidated postgraduate award of Professional Doctorate in Child Psychoanalytic Psychotherapy with the Tavistock and Portman NHS Foundation Trust / University of East London.

This reaccreditation came at a point of very significant change and development for NSCAP. In 2014 the Tavistock and Portman NHS Foundation Trust made a decision to withdraw its academic programmes (and those of its Associate Centres) from the University of East London, and seek validation with a new University partner, the University of Essex. NSCAP is therefore currently in transition from the University of East London to a new Clinical Doctorate provided by the University of Essex - the Professional Doctorate in Psychoanalytic Child and Adolescent Psychotherapy (M80). The doctorate was developed in conjunction with the Tavistock and Portman NHS Foundation NHS Trust and aims to integrate clinical work and research components of the training more effectively and enable the completion of a Clinical Doctorate over the course of the four year training. The validation of the Professional Doctorate took place on Monday 29 June 2015. It incorporates the exit award for the Masters in Professional Studies in Psychoanalytic Child and Adolescent Psychotherapy.



The information and evidence used by the panel in reaching its judgements and conclusions was drawn from a range of documents, meetings, placement visits and observations of teaching all of which are detailed and cross referenced in the main body of the report.

Conclusions

NSCAP is a well-established and mature organisation which provides a solid foundation for the training of Child and Adolescent Psychotherapists. The panel is satisfied that NSCAP has responded appropriately to the recommendations from the 2010 re-accreditation visit.

The visiting team is confident that NSCAP is being well managed and has rigorous and robust systems and processes in place. Course outcomes and learning outcomes are clearly defined, the system for recruitment and selection is well organised and thorough, as is the system for monitoring and tracking trainee progress.

There is currently a high level of change in NHS CAMHS Services which impacts on trainees' experiences. Despite this level of change NSCAP has managed to maintain very high standards in placement learning. A rigorous process of re-accrediting all the clinical placements was undertaken in 2013-14 and the developmental programme for Service Supervisors via a Lead role has proved very useful.

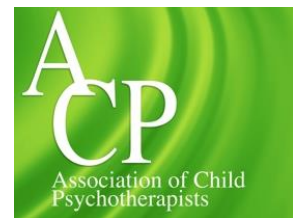
There may be issues relating to the transition from University of East London to the University of Essex. The panel is confident that NSCAP will manage these issues carefully and sensitively.

All ACP standards were met.

Commendations

The panel would like to commend NSCAP on the following:

- Excellent premises and facilities;
- An excellent handbook;
- The professionalism with which NSCAP manages the M80N and its other courses;
- The School's capacity to think about the training and support for students in innovative and flexible ways;
- The way in which the School manages to support service supervisors and trainees over a wide geographical area;
- The way in which the School successfully manages placements in what are sometimes very challenging contexts;
- The recognition of the importance of the Service Supervisor role, evidenced through the organisation of service supervisor meetings, structured training and the funding of the post of Lead for Service Supervision.
- Excellent and committed teaching and administrative staff;



Conditions

There are no conditions

Recommendations

There are two recommendations that the panel strongly advises NSCAP to implement within a timescale to be agreed with the ACP Training Council and reviewed as part of the Training Council Annual Report process.

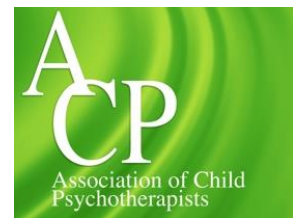
1. NSCAP is recommended to provide a variety of opportunities for trainees and service supervisors to provide feedback on the training. However, trainees would welcome the opportunity to get together as a whole student body. The panel therefore recommends that this opportunity is provided, details to be decided in conjunction with the trainees. One suggestion was that there could be a whole student body meeting before the bi-annual Course Committee meeting in order to discuss the issues that they would like to raise.
2. There is a recommendation to provide some formal training for personal tutors. This could look in depth at the role of a tutor, the associated challenges and how to manage them, the preparation and support a staff member needs to take on the role for the first time and a sharing of best practice. It could include consideration of what to do when the trainee/tutor relationship breaks down and how to put in place the opportunity for reflection for both parties with regard to the set of circumstances that led to the breakdown.

In addition the panel supports the following recommendations

1. The recommendation made by the recent joint Tavistock and Portman NHS Foundation Trust / University of East London collaborative review: that “the programme team examine the obstacles to representation on the programmes in relation to gender and ethnic diversity of the local constituency and to consider ways of addressing these”.
2. The recommendation from the Tavistock/University of Essex validation event: that NSCAP “consider running the Group Relations event sooner within the curriculum to provide students with opportunities to develop earlier knowledge and experience that can be used to build on the teaching of understanding groups and organisations.”

Recommendations NSCAP may wish to consider

1. Difficulties in the tutor-tutee relationship may arise at times. In these instances trainees can speak to the Head of Training, with an option to have a change in tutor if necessary. This is clearly a difficult situation when it arises and the panel recommends that NSCAP review their current processes to ensure impartiality in managing this scenario. The panel also recommends that this form part of any formal training for personal tutors – see Recommendation 2, above.



2. The panel recommends that NSCAP consider whether there is a need for more routine, regular formal three-way meetings, particularly where the service supervisor does not have another role at NSCAP, and whether the new programme will increase this need.
3. NSCAP should consider whether the demand for computers and printer(s) is adequately met on a Thursday and whether the current provision would be sufficient if trainee numbers were to increase to the maximum of 28.
4. NSCAP should align the Course handbook with the Equal Opportunities Policy to ensure statements relating to assessment criteria are consistent.
5. NSCAP should provide further training sessions in, and discussion of, working with diversity for both staff and students to ensure that staff and students continue to reflect on the implications of working with a diverse client group.