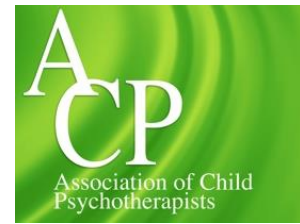


# Report of the ACP re-accreditation visit to Tavistock and Portman NHS Foundation Trust – Executive Summary

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23<sup>rd</sup>, 24<sup>th</sup> and 26<sup>th</sup> February 2016

## **Composition of ACP re-accreditation team Panel**

Kathryn Hinchliff: Lay member of ACP and Panel Convenor

Penny de Ruyter: Child and Adolescent Psychotherapist

Teresa Cooke: Lay member on ACP Training Council

Milly Jenkins: Child and Adolescent Psychotherapist (recently qualified from Tavistock)

Andrew Dawson: Child and Adolescent Psychotherapist

## **ACP Training Council links**

Isobel Pick: Chair of Training Council

Jeremy Gunson: Child and Adolescent Psychotherapist

## **Introduction**

The Tavistock Clinic was founded in 1920, and became a part of the NHS at the point of its inception in 1948. It became an NHS Trust in 1994 bringing together the Tavistock Clinic and the previously separate Portman Clinic, (a forensic service founded in 1933.) and achieved authorisation as an NHS Foundation Trust in 2006.

The purpose of the visit was to re accredit the Clinical Training in Child and Adolescent Psychotherapy /Professional Doctorate in Child and Adolescent Psychoanalytic Psychotherapy M80 programme.

There are currently 81 trainees (full and part time) enrolled on the Clinical Training in Child and Adolescent Psychotherapy.

The re-accreditation visit took place during a time of significant organisational and transitional change with a new academic partner. In 2014 the Tavistock made the decision to develop a new 4-year Doctorate programme which aims to integrate clinical work and research more effectively validated by the University of Essex and in June 2015.

21 trainees were enrolled on this programme in September 2015.

60 trainees are enrolled with the University of East London on the 4year Professional Doctorate in Child and Adolescent Psychotherapy programme will complete their training under that scheme.

Supporting trainees and meeting the academic requirements of two academic partners is a challenge for the small team of teachers and staff in the DET which is in itself going through significant change and workload re-engineering.

The data and information used by the Panel to inform its decision making was based upon that provided by the Tavistock's internal documents, external reports, placement visits, meetings with staff and stakeholders and observations of teaching seminars and workshops.

These are reproduced and referenced in the main body of the report.

## **Conclusions**

The Tavistock and Portman NHS Trust is a unique organisation recognised as both a national and international centre for specialist mental health services and provision of high quality and innovative education and training programmes.

The panel is confident that the Tavistock is committed to and fully supportive of the delivery of high quality clinical training in Child and Adolescent Psychotherapy and has the necessary systems and processes in place to:

- Meet the programme clinical and academic learning outcomes,
- Recruit suitable trainees
- Effectively monitor the quality of placement experience
- Provide adequate numbers and quality of service and personal supervision to trainees.
- Facilitate provision of personal analysis for trainees

The Tavistock has a rigorous process in place for placement management and quality monitoring enhanced by the highly committed placement management team to troubleshoot and resolve a range of placement issues which minimises the risk of trainees failing to meet their training requirements.

It was very clear from panel discussions and feedback from service staff particularly those in CAMHS that workload pressures and service changes are increasing and that every effort has been made by the Tavistock to take these conditions into account when designing and implementing the new Clinical Doctorate in Child and Adolescent Psychotherapy.

Workload issues may arise for the small team of dedicated teaching and administrative staff for the M80 programme especially during the organisational change within DET and the transition from their long standing academic partner the University of East London to their new partner the University of Essex.

**The panel is confident that the Tavistock will manage these issues effectively and consult with and support staff through the change.**

**All ACP standards are met**

## **Commendations**

The panel would like to commend the Tavistock on the following:

- The commitment and enthusiasm of the hardworking teaching team of permanent staff and visiting lecturers.
- Successful development and implementation of a new 4year Doctorate programme in collaboration with the Northern School of Child and Adolescent Psychotherapy (NSCAP) and in consultation with service colleagues and wider stakeholders which incorporates flexibility and responsiveness to changing service needs.
- The quality of trainees who impressed the panel with their commitment, enthusiasm and willingness to learn often overcoming significant challenges such as long distance travel and workload pressures.
- The range and quality of placement provision and support from the highly motivated and committed placement managers and service supervisors.
- The high quality of teaching and learning resources especially the library and Advanced Technology Learning facilities.

## **Conditions**

There are no conditions

## **Recommendations**

The panel recommends the following:

1. That the Tavistock reports on the impact of organisational change on the smooth running and management of the M80 programme in particular how changes to administrative support are working, in its next Annual Report to the ACP.
2. That the Tavistock amends section 2 points 11 and 12 of the new 'Placements Handbook' to improve clarity and reduce any ambiguity relating to trainee progression.
3. That the Tavistock adopts a more formal approach to developing its future M80 teachers and tutors and puts a succession plan in place.
4. The panel recognises the actual and future potential of using Advanced Technology Learning systems in supporting the learning, personal and professional development of trainees, teaching staff and service supervisors and the Trust continues to explore with ATL staff to realise what MOODLE has to offer.
5. That the staff team continue to review the process of matching trainees and placements so that trainee concerns are addressed
6. That The M80 management team requests resources from the Trust to provide additional expertise to support them in developing and implementing a comprehensive equality and diversity strategy.