



UKCP®

UK COUNCIL FOR PSYCHOTHERAPY

Hypno-Psychotherapy Section

Quinquennial Review and Section Investigation Assessment Visit Report (As pertains to the Psychotherapy with Adults Training)

2008

Awaken School of Outcome Oriented
Psychotherapies (AWAKEN)

Background:

This report combines the scheduled Quinquennial Review Process assessment visit with the elements of the investigation assessment for the UKCP's Hypno-Psychotherapy Section. For the purposes of the assessment criteria were defined (See Appendix A) for reference alongside the core UKCP Training Requirements (appendix B).

Although the primary focus and construction of the assessment visit was the QR process, the adjustment to the Sections procedures occasioned by the extant situation within Section and the reality of the ongoing investigation into the Section's MOs and the Section's procedures and standards inevitably influences the structure of this report and the criteria behind the assessment.

Ultimately the intention is that the process will ensure that each organisation with the Hypno-Psychotherapy Section has completed a QR assessment process that is:

- clearly aligned with QR practice across the organisation;
- congruent with the goals of assuring quality within UKCP Member Organisations;
- a demonstrably effective means of ensuring control of quality in relation to core and section standards to MOs and Trainings leading to registration;
- Transparent and accountable
- Capable of facilitating organisations in the review and development of their policy, criteria, practice and standards to ensure their goals – internal and external can be achieved and are aligned with UKCP policy and practice
- Supportive of the work by the Hypno-Psychotherapy Section to review and develop Section criteria, policy and practice to address past difficulties and respond to the future needs of UKCP and the modality.

UKCP has agreed **principles** on which to base its **Training Standards** and **policies** to **regulate** them across all psychotherapy modalities. These principles and policies concern the Council's Training Standards Committee, the Sections' Training Standards Committees and Accreditation Committees and the individual Training Organisations which devise and run psychotherapy training courses leading to registration with the Council.

Basic Training Standards were established in 1993 and published as '**Training Requirements of UKCP**'. A Regulatory Framework to integrate the Training Standards with Training Outcomes was agreed in 2001 and published as **UKCP Training Standards: Policy and Principles**.

The UKCP's core documents set out:

- the Guiding Principles on which all psychotherapy training should be based;
- the Regulatory Framework which will ensure that standards and outcomes of training are enforced;

- the responsibilities of the various bodies involved;
- The basic Training Requirements.

These may be seen at Appendix B to this report.

Introduction:

This report is structured to provide both an account of the Assessment visit to **Awaken School of Outcome Oriented Psychotherapies (AWAKEN)** and a presentation of the review of material provided by AWAKEN prior to the visit and that gained by the assessment team at the visit. The report provides specific conclusions that are identified as being:

- Requirements;
- Strong Recommendations;
- Recommendations;
- Advice and guidance

Requirements will have a date for completion and may also have a date at which their implementation will be assessed.

The report seeks where ever possible to clearly describe what criteria have been used in the assessment, where those criteria originate and the basis on which they have been applied. However, the parallel review of Hypno-Psychotherapy Section practice and standards may impact on this process in some areas – these will be identified clearly where ever possible.

NB This report pertains to the Training for Psychotherapy with Adults only. The Assessors, with guidance from the Investigatory Panel Chair, agreed that the Training for Working with Children should be left to the QR process that may be carried out by the HIP Section as part of the process of application for membership of the HIP Section by AWAKEN. Should the HIPS application QR not go ahead, for whatever reason, the Training in Psychotherapy with Children will require an additional, all be it shortened, assessment visit by an appropriate panel.

QR Assessment Visit Report:

1. Visit Information:

1.1 Organisation Being Assessed: Awaken School of Outcome Oriented Psychotherapies (AWAKEN)

1.2 Date of Assessment Visit: 3rd May 2008

1.3 Location of Assessment: Awaken School, Awaken House, 14 Roseberry Court, Stokesley, North Yorkshire TS9 5QT

1.4 Administrative Address of Organisation (if different):

1.5 Assessment Team:

1.5.a Lead Assessor - **Mike Bowen** (UKCP Staff – Regulation and Standards Consultant);

1.5.b Second Assessor - **Carmen Ablack** (UKCP Chair of Training Standards / Standards Board)

2. Organisational Overview:

(Does the organisational structure ensure that the staff is appropriately accountable and interests and concerns can be taken seriously and are capable of being held within suitable frameworks?)

2.1 Type of Organisation / UKCP Status: AWAKEN is a UKCP Training and accrediting Organisation

2.2 Management and Governance:

2.2.1 Awaken was formed as a training organisation in September 2006 when the current Directors of AWAKEN purchased the Centre Training International School (CTIS) for Hypnotherapy and Psychotherapy.

2.2.2 Awaken has the following structural components: the organisation has two Directors, a Training Committee, Examinations Board and Board of Directors. There are twice a year trainers meetings that include current trainers, potential trainers and assessors, these meetings are minuted; the Directors meet weekly and formally once a month, these meetings are minuted. Administrative staff meet with one of the Directors on a weekly basis.

2.2.3 The Assessors noted that one of the “External “ Examiners is awaiting his final accreditation due to the moratorium on registrants for the H-P Section. Although his academic background is acknowledged, there is some concern that an as yet accredited practitioner was in place as an external examiner. There was also a question for the assessors as to the degree to which a graduate of a training body could be regarded as ‘external’ in the sense intended.

2.2.4 The franchise to the foundation courses exists in Birmingham, Stokesley, Aberdeen, Leeds, Manchester and Derry/ Londonderry. The long-term intention is to have trainers at all sites that are up to specification. AWAKEN provides the programme, time scripts and arrange for external assessment of the trainer and monitor the quality and level of the assignments.

2.2.5 Ethics: the code of ethics, the codes of practice and conduct and the equal opportunities policy submitted are seen as addressing the key areas that would be expected in such documents. There are some specific issued listed below for AWAKEN to address.

- a. The Assessors would like AWAKEN to separate their codes of ethics, practice and conduct and equalities and diversity more clearly so that discrete codes are created for trainees / trainee practitioners, trainers, supervisors and markers / examiners.
- b. The Administration section of the Codes of Practice and Conduct relating to trainings (as opposed to trainers or trainees) should include clear evidence of the management, governance and quality assurance and control mechanisms by which AWAKEN trainings at

all sites are monitored and through which relevant standards are maintained.

2.2.6 Equalities and Diversity Document: AWAKEN clearly address issues of equalities and diversity in their policies and in their trainings.

- a. A more comprehensive document could usefully be developed that draws together and delineates the different ways in which these issues are taught, addressed and paid attention to by the organisation as a whole.
- b. The assessors believe this could lead to clearer policy and practice documents on equalities and diversity for the organisation and for use by the trainees. It was felt that the main equality document and the areas addressed elsewhere provided a very good foundation for further development in this area.
- c. The Assessors noted particularly AWAKEN's separate set of guidelines for the teaching, learning and assessment of students with disabilities. We feel this provides a good start to policy and practice development in this important area and encourage AWAKEN to continue to develop their thinking and knowledge on this.

2.3 Assessment: The primary responsibility for reviewing the management and governance arrangements for UKCP MOs in relation to UKCP's criteria for membership and current guidance on best practice lies with the UKCP Membership Committee. The assessment visit must, however, consider the impact of the management and governance of organisations on their capacity to adequately fulfil specific functions as a training, accrediting or listing body of UKCP and in respect of the effective application of Section standards.

2.3.1 Multi-site Trainings: over the past 4 years it has become apparent that a number of UKCP training organisations have developed their trainings to operate from more than one site. Provided there are appropriate quality assurance and control measures in place, such multi-site trainings have a great deal to offer to prospective trainees. They have the scope to widen access to psychotherapy training, thus supporting the UKCP's diversity and equalities frameworks.

2.3.1.a Multi-site trainings present several issues that Training Organisations must appropriately take into account and provide evidence to UKCP of effective practice. UKCP has developed the practice of visiting each site on such trainings to ensure that the training being delivered is equivalent. MOs delivering multi-site trainings should ensure that they have clear internal policies and procedures that are capable of ensuring consistency across the sites, maintaining appropriate records for all sites in a manner that both facilitates appropriate usage at each site, but is consistent with robust data management and secures a central complete log of trainee records for the training organisation as a whole, which is amenable to review, assessment and audit – internal and external.

2.3.1.b Once Awaken opens trainings at new sites they must ensure that they have the infrastructure and documentation pointed to in 2.3.1.a above to support the safe and consistent operation of those trainings and to ensure that their implementation of the relevant policy and practice in relation to this is clearly recorded and evidenced.

2.3.2 Ethics: as noted above Awaken's Ethics documentation requires review and amendment to allow them to more clearly describe both the Codes of Ethics for Trainees, Registrants, Trainers and Supervisors (which might be a single common code with the fact that it applies to all of these groups clearly described); and the Codes of Practice for the same groups, which are likely to have some common elements, but also to be the place at which the variations in the elaboration of the clauses in the Code of Ethics that are relevant to the particular area of practice enter the framework. The assessors consider it preferable for there to be a separate code of practice for each of the groups above. Attention should be given the current work underway at the Ethics Committee of UKCP and guidance sought from there in relation to this work.

2.3.3 Complaints: although the planned introduction of the UKCP's central Complaints Procedure (CCP) is on course for completion later in 2008, Awaken's procedure would still benefit from review and update to cover the remaining months of use. Relevant documents in this area are in circulation with UKCP to inform this review and amendment (c.f ICO rules). **Grievance Procedures:** once the CCP is in place Awaken will continue to need to have an appropriate procedure for addressing matters of grievance and discipline. Such a process provides the organisation with an appropriate process through which to address concerns and complaints from the following areas:

- Trainees complaints about their training, tutors, other trainees or staff;
- Staff complaints about trainees, other staff, tutors or guest trainers;
- Trainers complaints about staff, trainees, other trainers; Awaken as an organisation;
- Members Complaints about their treatment by or the actions of Awaken as an MO.

2.3.3.a An appropriate and effectively operated grievance and discipline procedure will assist Awaken in creating and communicating a culture of equity, transparency and accountability. It will support the organisation in achieving its legal obligations as an employer (all employers must have an effective grievance procedure as part of their staff handbook) and as a service provider (to trainees and members).

3. Review of Accommodation for Training: *(including teaching space, trainee facilities and administration)*

3.1 Training Space: The School is sited in a relatively modern business park of redbrick detached buildings with dedicated car parking. The school exists to run psychotherapy trainings and to provide a business consultancy service. The space is clean, well decorated and has disability access and washroom facilities on the ground floor. This floor also contains a large and well lit training room and 2 smaller client/ break out rooms. There are several other training rooms of similar good quality on the first floor.

3.2 Trainee Facilities: These are good and welcoming. There is a dedicated library that is much used and access to the Internet for students. There is a kitchen on the first floor for student and trainer use. All the rooms are well appointed, clean and decorated to a high standard. The assessors would like to see more plants and soft furnishings in the rooms to help further differentiate the internal environment from the external.

3.3 Administration: Overall the assessors received an impression of structures that are straightforward and clear. Paperwork and systems were generally very good. Some refinement to the record keeping would serve Awaken well.

3.3.1 The assessors were given a range of specimen documents on the day showing the various forms, letters and information documents used throughout the training. It was helpful to see these and they were of a good standard. It is considered particularly useful that end of year letters reiterate the stage completed and where the trainee is in relation to the overall 4-year pathway to the UKCP. The assessors feel this helps to reinforce that the Training is primarily a course leading to UKCP accreditation.

3.3.2 The MO is currently creating / has created a placement from the local university of a (ITC/ business) student who will work on creating an overall Web-Management System for Awaken. This will include on-line learning, web design, and data management. The intention is to have a web forum for each year group and for additional communication between the organisation and trainees via the web.

3.3.3 **Data Protection:** It was confirmed that AWAKEN is registered with the Information Commissioners Office. The assessors suggested that it would be advisable for a data Retention and Management Policy to be created separately to describe the nature of and purposes for which data was held, how it was processed and what deadlines exist as part of this, etc. This will become an organisational requirement within the UKCP framework before Awaken's next assessment point.

3.4 Assessment:

3.4.a Awaken's training facilities are generally to an extremely high standard. Much thought and attention has been given to the use of space and to making the areas within the building welcoming and usable for trainers and trainees and staff. Due to the location and style of the external building the assessors would suggest that future enhancements might include some further attention to 'softening' some areas of the building further.

- For example the entrance foyer on the ground floor could benefit from foliage or soft furnishings; the main training room on the ground floor might be further improved by the addition of more soft furnishing or plants too. Although the assessor noted Awaken's reported tension between the use of spaces for their more business oriented clients and trainees, it was felt that there was still scope to maintain a balance while smoothing some of the aesthetic 'corners' of the environment. However, the space and usage remains very good.

3.4.b Awaken has already established a sound system of trainees record keeping. With some further development this could become an exemplary framework for communication, data management and trainee support. The addition of file log sheets to allow easy update of an over arching record of each element of a trainees file, coupled with the development of the training log already used into a full 'academic transcript' format would significantly enhance Awaken's system.

- The provision of clear policy (supported by practice / procedural guidance for staff) documents relating to what, when and how data should be recorded and who should have access would be a further elaboration of the data framework. By constructing a data management policy that described these from a data management perspective Awaken could produce a document that could both act as a single reference point but also permit its sub-sections to be extracted and located within other documents as required, thereby ensuring consistent communication and cross referencing.

3.4.c Multi-site administration: Awaken will need to ensure that their administrative systems, procedures and policy are developed to effectively account for the intended future development of the training. Appropriate logs should be created to record: which trainees are attending which elements of the curriculum being delivered by which trainers at each site. Procedures and records should be designed to ensure effective, usable data on who was doing what, where and when for trainees and trainers and to build in evidence gathering and assurance measures as an integral part of the system.

- This will equip Awaken to both operate more effectively and efficiently and to respond to a range of future assessment processes and requirement. It will also facilitate the organisation in its internal quality assurance and control, performance management and review / assessment processes. While each site and those operating other sites should have appropriate access to records, the assessors

recommend that Awaken develop a central data resource and consistent forms and practices across all sites at which the training, or elements of the training are delivered.

3.4.d Governance: as a privately owned business Awaken inevitably takes on some additional responsibilities not applicable to other similar businesses that have not chosen (or do not qualify for) UKCP membership. Among these is an expectation that the Directors of the organisation will take reasonable care to provide appropriate scope for Awaken's members to: communicate their views; be kept appropriately informed of the organisation's intention, actions and decisions; participate in meaningful ways in the development of the organisation's culture.

- These expectations are not intended to prevent or hamper organisations with a private ownership structure from meeting their legal obligations to shareholder / owners, or from effectively operating as businesses. However, UKCP membership carries duties that must be integrated into an organisations planning and ethos so far as they reasonably may be with becoming unduly burdensome.
- Awaken already appears to have worked to establish an open approach to it members and trainees, with a number of trainees making the transition into becoming trainers or into working as therapists at the Awaken site. The assessors consider this to be a strength and an area that, if developed further, would continue to enrich and strengthen Awaken both as an organisation and as a Psychotherapy training body.

4. Observation of Training Session. UKCP Core Training Standards require that all trainings be at the equivalent of a Masters level. One of the strengths of UKCP trainings collectively is the diversity in the structure, approach and style of trainings. This has the potential to afford the gamut of UKCP trainings as a whole scope to offer flexibility, in terms of learning preferences and practical access to training for a range of potential trainees. This diversity remains in keeping with the spirit and ethos of the UKCP's approach to training. Due to the range of program structures assessing trainings is more complex than it might otherwise be.

The Assessors observed two training sessions:

4.1 Mark Wake led the first session observed; the group included an assistant . The trainees were attending weekend 8 of 10 of the Foundation Level of Hypnotherapy (Year 1). 4 Trainees were present during the training session

4.2 Dr. Gillian Coleclough led the second session on Psychopathology. Trainees were from Year 4 of the training. The session looked at emotional states and medical model terminology. The meaning of terminology and the exploration of the trainees understanding of the use of terms was explored in this session.

4.3 Assessment: The purpose of observing a training session is to provide an opportunity for assessors to consider the following questions:

(i) Did the teaching observed provide evidence that the trainer is competent in the subject area?

Yes for both sessions.

(ii) Were appropriate teaching methods observed?

Yes - for both sessions. Would have liked the second session to be a little more engaging and less formal.

(iii) Was the trainer able to relate appropriately to trainee?

Yes - for both sessions.

(iv) Was there a level of trainee engagement appropriate to the levels of training within the context of the course as a whole?

Yes - this was the case in session one. It was difficult to judge this in session two, however other aspects of the visit allowed the assessors to get a sense of the trainees engagement and understanding of being on a psychotherapy training. Overall we would answer yes to this question. Both assessors felt the level of teaching on each session was commensurate with a masters' level programme.

4.3.1 Session one, led by MW

- a. The assessors witnessed an engaged and alert group. There was good use made of the check-in time with each trainee. There was a sense of sharing and free flowing of information, thoughts, questions and ideas between trainer and trainees and between trainees themselves. Trainees were comfortable to ask questions of both the trainer and each other.
- b. There was appropriate supporting, probing and commentary by the trainer. Good cross-referencing was made to the literature, cross-cultural issues and appropriate use of techniques.
- c. The teaching session included an extract from a theorist on clinical application of hypnosis. This was well introduced by the trainer with referencing to the psychotherapeutic context of the training for the trainees to hold in consideration for later in the training. Trainee contributions were acknowledged and invited throughout the teaching witnessed.

4.3.2 Session two led by GC

- a. Trainees were asked to come up with a definition of psychosis this was followed by a discussion of the differing ways in which this term gets used. A vignette of a brief client description was given and the group were asked what they thought. Given the nature of the topic this session was very different in tone to the other observed session.
- b. The assessors noted that the trainer had brought in several books and journals for the trainees to look at. These were contemporary and varied.
- c. The trainer indicated the need to pay attention to the cultural context of the client.
- d. The setup of the chairs in a semi-circle facing the trainer's chair and flipchart seemed over formal and may have added to a certain stilted quality to the session from the observer's perspective.

4.3.3 Overall, from observed sessions and material seen the training does appear to be equivalent to a Masters Level and standard. The assessors would like to see some further development of the written work and the integration of theory / practice and critical analysis into the assessed work to maintain the training in a position that is congruent with the direction of travel across UKCP as a whole.

4.3.3 It would be appropriate for more evident reference to trainees written work or to the process of analysing other writing would usefully augment this. It was considered positive that each training session had relevant books on display in the room along with copies of other relevant publications / papers for trainees to take.

5. Discussion with Trainers: The Assessors met with various trainers from the different stages of the training throughout the day including the two trainer/directors. Trainers, assistant trainers to early parts of the training and assessors met were: Mark Wake, Lisa Wake, Franca and John Walker.

5.1 Theoretical Model: AWAKEN present their model as eclectic and integrating.

- a. The Training is structured in year stages (1-4) some of which can be interchanged. (Please see the submission file Appendix A for full details). The training in psychotherapy for adults leads to a Postgraduate Diploma in Outcome Oriented Psychotherapies. AWAKEN believe the overall pathway to be consistent for each training group over the four years.
- b. Students are able to step out of the training at each year's end with a certificate for the level attained at that point.
- c. All students seeking UKCP accreditation complete a research methods module and the advanced patterns in Hypno-psychotherapy (year 4).
- d. The training incorporates taught components, distance learning, self-directed learning, practice, practice supervision, written work and examination

5.2 The assessors raised the question of the overall critique of the methodology. MW explained that the approach taken is to address this as it comes up generally and to look at critique scripts later on. The final year includes specifically addressing other modality frameworks. (Please see recommendations section of report for further on this).

5.3 External Examiner: There seem to be several forms of external examination, validation, quality assurance throughout the programme and organisation. This was perhaps the least clear aspect of the submission and visit. Terminology used: assessors, markers, course assessors, trainers assessors, validators and external validators, examiners and moderators – is all a little too confusing. This was in stark contrast to the vast majority of the submission and visit, which was transparent clear and professional. AWAKEN's documents and handbooks need to define exactly what the role and function of each is in relation to the training and at what stage, how they are appointed and what codes of conduct and ethics they are expected to follow. AWAKEN may also want to consider reducing the number of different descriptive titles used for these functions.

5.4 There is a twice-yearly forum for trainers (see 2.2.2 above) where they meet to discuss issues relating to UKCP, Section and the organisation.

5.5 The intention is that the new website will provide a forum for trainers, students and another means of communication between the MO its students and staff.

5.6 Supervision of Trainee Practise: This has recently been changed to a 1:6 ratio; trainees may start seeing clients on successfully completing the first year of the training. Supervision is generally expected to happen on a

monthly basis. There is the possibility for trainees to choose to be in supervision groups. The assessors pointed out that normally a mixture of individual and group supervision would be expected, where group supervision is used/available.

5.7 Trainee Records: Trainee records are generally well structured, managed and maintained. Filing infrastructure appeared to be appropriate to the needs of the organisation.

5.8 Assessment:

- a. Informal assessment and feedback for trainees happens throughout the training. There will normally be time set aside at the beginning of a training session for students to check in and feed back on what they have been doing in relation to the training / any issues arising from client practice for those at the stage of seeing clients.
- b. Feedback to the trainee on professional development is given annually in writing, informal assessing throughout the programme, student assessment sheets (ongoing throughout the module and at the end). Where students meet to have an informal or formal chat about concerns notes are kept for the record.
- c. Awaken could develop their record keeping by developing an integrated set of record sheets or pro formas that would fit together to inform an academic transcript for trainees.

6. Discussion with Trainees:

- 6.1** The trainees met by the assessors were lively, engaged and appeared well informed about their training and aware of the organisation in the context of UKCP as a whole.
- 6.2** They were from different years of the training. Many had done some training elsewhere and chose AWAKEN to complete because of “rigour”, “academic standard”, “seeking integrity” and “choice available” from the course. Others spoke of feeling that the training was both contextualised and boundaried.
- 6.3** Many said they experienced their initial approach to the organisation as being met with professionalism and openness. They all seemed to feel that these remained a part of how they are dealt with by the staff, trainers and directors.
- 6.4** Trainees also said they felt they were made to work hard and to think, these went alongside being able to ask questions, seek help and support and to have personal needs met sensitively by the organisation.
- 6.5** Contact with Trainers and Staff: trainees reported a range of positive experiences of getting sound support and swift, effective responses from trainers and staff during and between course hours. They felt supported to develop their independent study, their ability to question and clarify their understanding and their capacity to cope with the work of the course.
- 6.6** It was clear from questions asked and answered that individual diversity was understood and appreciated by the trainees. There is some scope for the training to develop trainees’ understanding of the equality and diversity context in relation to client groups and populations and how to work with these collective concepts in the psychotherapeutic relationship, as well as developing an appreciation of the uniqueness of the individual.

6.7 Assessment:

- 6.7.a** Awaken’s trainees demonstrated a clear sense of their progression toward the goal of becoming a psychotherapist. There remained some implicit blurring in their sense of at what point a transition from working with hypnotic techniques to working psychotherapeutically with clients occurred. The intended final outcome of the training was clearly commonly understood.
- 6.7.b** Trainees were committed to and engaged by the organisation and trainers and the experience that was offered to them at Awaken. There appeared to be an open culture of communication between trainees and trainers and confidence that any issues that might arise would be dealt with effectively.

7. Assessment of Written work:

- 7.1 The work reviewed was generally of an appropriate length and structure for assessed components of a masters level psychotherapy training. The subjects covered and the language and content provided evidence of the development of trainees understanding of the theory and practice of Hypno-Psychotherapy.
- 7.2 There was evidence in the work reviewed that there was some scope for further work in the training to enhance the attention to developing trainees capacity to present a critical analysis of their practice and the particular theoretical perspective in which Awaken was training them.
- 7.2 The forms created for marking purposes are easily read, comprehensive and useful, giving enough scope for the marker to make effective and specified comment to the trainee.
- 7.3 Marks given to the work appeared to the assessors to be accurate, fair and consistent with master's level equivalence. The comments given in feedback were clear, related to criteria and the mark awarded and seemed useful to the development of trainees understanding.
- 7.4 The assessors noted that not all assessed work was currently double marked. This is a requirement across UKCP sections.
- 7.5 Some of the work reviewed suggested that some further attention should be given to developing trainees awareness of the importance of effective referencing that follows an accepted system. There were some examples of work in which there was no distinction between references and bibliography, others in which one or both of these were insufficient for masters level work. The value and importance of presenting work that is recognisable across professional and academic fields (beyond the boundaries of psychotherapy) and which is appropriately formatted in terms of accepted conventions is critical to developing trainees capacity to enter the profession of psychotherapy.

7.6 Assessment:

- 7.6.1 It was clear that Awaken had paid significant attention to developing the written work within the training. This was evident both in the development of work over time (the range of work available for review included older pieces as well as more recent ones) and the introduction of new systems and practice relating to the marking and feedback and record keeping for this aspect of the training.
- 7.6.2 Further work to develop the trainees awareness of the value and importance of the written components of the training would further enhance the cultural integration of the experiential and academic and enhance the trainings capacity to clearly demonstrate its capacity to produce graduates with balanced understandings on the interaction between theory and practice and the influence of one on the other.

8. Conclusions: - Requirements, Recommendations and Guidance

8.1 The assessors conclusions are framed in terms of:

8.1.a Requirements: actions that the training organisation must take or issues that must be addressed. A timescale within which ameliorative action must be concluded in respect of each requirement will be specified. Effectively implementing actions to address requirements identified at QR is mandatory for UKCP membership to be maintained.

8.1.b Recommendations: recommendations will either be 'strong recommendations' or 'recommendations'. Strong Recommendations relate to areas of current development within UKCP / the UKCP Section that are likely to create a future requirement or are directly concerned with current thinking on best practice on important aspects of trainings. Recommendations will normally relate to UKCP's understanding of best practice across masters level trainings both within UKCP and across the postgraduate education sector. Indications of time limits may be given, where relevant. It is considered good practice for organisations to take reasonable steps to review and assess recommendations arising from QR assessments and to be able to demonstrate whether and how they have sought to address them at the next review.

8.1.c Advice and Guidance: is offered as feedback by assessors with the aim of supporting organisations to develop their trainings. This may relate to advice about possible ways of augmenting or enhancing the experience of trainees, preserving a special characteristic of a training, or developing the organisation as a whole, for example. Guidance is intended to support organisations in their continued development.

8.2 Requirements:

a. **Marking:** Awaken needs to ensure that all assessed work through out the training pathway is double marked. Significant pieces of work that form part of the trainees' development but are not assessed as part of the progression through the training should be subjected to double consideration.

b. **Masters Level:** All markers should state whether relevant written work is reaching a masters level standard and/or where and how it falls short of this standard and whether practice work and reflexive feedback from the trainee is of an acceptable standard for a post-graduate level of training and practice.

c. **Attendance to Demonstration of Competence:** Marking and assessment should include an attendance to demonstration of competence as a (potential) psychotherapy practitioner. This is particularly important at the start of the third year onwards. This

includes written and verbal feedback and formal and informal assessment processes.

- d. **Appointment Processes:** AWAKEN needs to implement clear and transparent appointment processes for all roles in the training. In particular they need to define each role and state how the person is appointed, using job descriptions and person specifications wherever possible and including information on what policies, procedures and practices the appointee will be expected to adhere to in the execution of their duties on behalf of the organisation. For example, to clarify and distinguish (and preferably reduce the number of titles used):
- External examiner
 - External moderator
 - External Validator of Accreditation applications
 - Assessor of Trainers
 - Assistant Trainers
 - Trainers in Training
 - Markers and Double markers and their roles
- e. **Role Clarity:** AWAKEN need to include a document for trainers, assessors and supervisors and trainee trainers, assessors and supervisors that describes at what level people may teach, supervise, assess etc and when this may occur based on appropriate qualifications and experience.
- f. **Psychotherapy:** Only fully qualified UKCP registered psychotherapist are to be seen by trainees for personal therapy. The exception to this will be an equivalently qualified psychotherapist where an appropriate UKCP registrant is not available. This does not preclude the right of the trainee to choose their therapist within these limitations. **Immediate implementation by Awaken**
- g. **External Moderator:** An entirely independent external moderator should be appointed. Their name and information on how and why they may be contacted should be made available to all trainees. They would normally provide a report to the organisation every two years and would normally be appointed for a maximum of seven years. External moderators are usually a senior practitioner, supervisor and trainer outside the approach of the training of the organisation.
- h. **External Examiner:** There must be an annual written report from the external examiner giving an overview of their experience of the quality and standard of the training. They would normally be appointed for no more than five years.
- i. **Use of term Psychotherapist:** this must only be used for the final qualification demonstrating the readiness of the practitioner to be put forward to the UKCP Register of Psychotherapists.

- j. **Breakdown of hours:** this needs to be done in relation to each module of the training and clearly set out in the course literature.
- k. **CPD Requirements:** the current policy must be acknowledged as a draft document and copyrighted to UKCP. The MO may choose to adopt the current document but must signify that they are adopting a currently draft policy that is copyright to UKCP. (It is envisaged that this policy or something very similar will be adopted by the UKCP before 2009).
- l. **Historic Records:** the assessors are aware that prior to the purchase of CTIS by Awaken's owners, CTIS had a particular relationship with NHPC (a listing organisation within the H-P Section), which had since its establishment been operated from the CTIS premises / office. In order to facilitate the appropriate separation and distinctions between organisations, particularly those with different functions, the assessors consider it important that all MOs in the section cooperate to ensure that records for registrants are appropriately located. The assessors require Awaken to review the organisation's records with a view to identifying the following:
 - i. **Historic CTIS registration files / records**
 - ii. **Historic CTIS training files / records**
 - iii. **Historic CTIS accreditation and re-accreditation files / records**

Where Awaken identifies files or Records that relate to the transfer of registrants from CTIS to NHPC, or the historic re-accreditation of registrants by NHPC these files should be transferred to NRHP, which has taken over the ongoing registration of NHPC registrants. This should be effected through an appropriate process with due regard to relevant legislation relating to data.

Where Awaken has concerns that relate to cross over / overlap of information in files / records these should be notified to the Standards Board in the first instance. The standards board will support Awaken in resolving any such issue that may arise. The desired result is that Awaken be in position of relevant current and historic records that are congruent with their pursuit of their responsibilities with regard to trainees and registrants and that the records / files relevant to former NHPC registrants / members are transferred to their current membership / registration body.

Time Frame: this process should be concluded within **3 months**.

8.3 Recommendations:

- a. **Third Year:** The assessors strongly recommend the addition of a 2nd essay to the third year of training (2.5-3K words). This essay should specifically compare, contrast and analyse hypno-psychotherapy against one or two other modality approaches. This should be implemented in the forthcoming academic year (08/09).
- b. **Transcripts and Learning Logs:** The assessors recommend that transcripts and learning logs are developed into one single comprehensive reflective and reflexive document that forms part of the final / near to final submission by trainees.
- c. **Reading List:** This needs to be drawn together into one document distinguishing required essential texts and writings from recommended for each module / academic year. This does not preclude the reading list also appearing in smaller sections throughout handbooks or handouts. It is additional to this. All reading list should include classic and contemporary texts wherever possible. Strong recommendation

8.4 Guidance:

- a. That the public and training spaces of the building be softened by the purchase of more plants and cushions. This will help to differentiate the internal from the external environment.
- b. That the organisation highlights its work in the community and with learning disabilities issues. These are areas the assessors believe the organisation could develop in terms of experience and eventual expertise that would be of benefit to the profession as a whole.

8.5 Conclusion:

8.5.a Each QR process carries both the intention to assure quality within and across sections and at the level of UKCP standards generally. QR's are intended to offer constructive feedback and an external perspective that may be of assistance to organisations in their development and maintenance of high standards.

8.5.b Inevitably there is also a quality control aspect to the process. This means that assessors must also arrive at a decision in relation to whether an organisation continues to meet UKCP and relevant modality standards for the training it delivers. In particular assessors must consider whether the training as assessed is capable of ensuring that graduate are fit to practice as psychotherapists and therefore to be placed on the UKCP's National Register.

8.5.c There are 3 possible outcomes from a QR visit:

(A) **Pass:** The organisation continues to meet UKCP and relevant modality standards to an acceptable level. 'Passed' organisations may be given recommendations and guidance. Where and organisation is determined to have 'Passed' with requirements this will be made clear. Organisations passed are unlikely to have been assessed as having either a large number of specific requirements or any requirements that relate to significant issues of concern

(B) **Defer:** the organisation meets many of the criteria and standards of the UKCP and relevant modality, but does not meet either significant criteria / standards or a sufficient number of other criteria / standards so as to create a basis for the assessors to defer the conclusion of the QR process. To award a deferral assessors must also consider that there is scope for the organisation to be returned to a position of being able to achieve a pass within a reasonable time frame (usually not more that 18 months). Where the issues of concern identified by assessors relate to the potential fitness to practice of trainees / graduates assessors may define limits on the organisation in terms of putting graduates forward for registration until relevant remedial actions have been completed, evidenced and where relevant reassessed.

(C) **Fail:** the organisation does not meet a number of significant core and modality criteria and standards. Normally assessors must consider that the organisation is unlikely to be able to complete adequate corrective action to address the identified issues within a reasonable time frame to fail an organisation. An organisation may also be failed if assessors consider this the only appropriate means of securing public and trainees safety and preserving the UKCP's standards and reputation.

Decision:

PASS

AWAKEN have demonstrated both by the overall quality of their submission and presentation on the day of the visit that they do substantially meet the criteria, standards and quality assurance and monitoring requirements of the UKCP. The assessors wish to particularly acknowledge the enormous effort and attention to the development of detail and processes that AWAKEN have undertaken in the past six months in order to ensure that their organisation and training are of an appropriate quality and level.



UKCP Hypno-Psychotherapy Section

Investigation Quinquennial Review

Awaken School of Outcome Oriented Psychotherapies
Ltd

2008 AWAKEN QR and Section Investigation Report

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2008 AWAKEN QR and Section Investigation Report

ee Reaccreditation form

All course handbooks and information for trainees

CV's of Officers and main trainers

Three separate Codes of Ethics and Practice, for psychotherapists, supervisors and trainers

Complaints, grievance, discipline and appeals procedures, including any forms involved

A written curriculum

Guideline for placements, especially mental health placements

Reading lists

Any other supporting documents asked for in the questionnaire

External Moderators Report (where an external moderator is used by the MO) and

External Examiners overall report – both of these should be the most recent

Copy of last quinquennial review and a self assessment of any changes made since then

1. Philosophy

1.1. Psychotherapy orientation

Please describe the specific orientation of the psychotherapy of your organization. (ie nature of in what way and how your organisation is a Hypno-Psychotherapy organisation)

The School is currently a hypno-psychotherapy organisation, however it is in the process of applying to the Humanistic and Integrative Section of UKCP.

The approach taken by Awaken School psychotherapy students is essentially eclectic in nature. Utilising an integration of approaches, from constructivist philosophies of Kelly and Piaget, through to the Ericksonian approaches of Gilligan and O'Hanlon, the goal oriented and integrative approach of transactional analysis, and the holistic philosophy offered by personal centred therapy, Awaken School encourages all students to adopt an approach that is based within principles of:

- working within the therapeutic relationship and utilising this as a medium for change
- a fundamental respect for the clients model of the world, including the potential for change through integration of disowned, fragmented or negated aspects of the self
- the capacity and resources that exist within all for optimum functioning at mind, body and spirit level
- the systemic nature of our interactions and the ecological framework offered through the work of Bateson in ensuring that all interventions are supportive of the client and their wider system

THE AIMS OF THE SCHOOL ARE: -

To impart to students a knowledge of the various approaches to Psychotherapy - Behaviourist, Psychoanalytic, Humanistic and Integrative.

To impart the knowledge necessary to induce and manage the hypnotic state across those methods.

To give students the necessary knowledge to develop and manage the understanding of unconscious processes.

To help the student have professional standards regarding ethics, boundaries and safe practice.

To provide an ethical & practical training for students wishing to become members of a recognised register & either establish a private practice or integrate taught techniques into the world of education or mainstream healthcare as well as other disciplines.

To provide a programme of in-service training to enable established practitioners to keep abreast of, and enlarge, their sphere of specialisation.

To provide every opportunity for personal growth.

To provide each student with continuous supervision, assessment & support throughout the training and post training.

b) Client groups

Which client groups do you accredit students to work with?

(Please note that you will be required to produce training and other required manuals, procedures and practices relating to each client modality with which your students are being trained to work)

- a) Individuals
- e) Children

1.2. Ethos of the Training (where relevant)

- a) **Please describe the values you seek to embody in your accrediting organization or training programme and how evidence of these are embodied in the training.**
- b) **Please indicate by clear referencing where this evidence sits in the material you have submitted with this questionnaire.**

See above comments in 1.1.

See document Appendix A – Pathway Prospectus

2. About the Organization

2.1. General

- a) **Please circle what type of organization you are according to UKCP nomenclature:**

1. TRAINING

- b) **Please give a descriptive overview of your organization:**
 - i) **When was your organization formed?**

The organisation was formed in September 2006, when Mark and Lisa Wake purchased Centre Training International School for Hypnotherapy and Psychotherapy.

- i) **How is it organized:**

It is organised as a training organisation of UKCP. It has two Directors, Mark Wake as Chair of the Organisation, and Lisa Wake as Company Secretary. It has predominantly student members, and more recently has had Registrant Members.

- a. **What are the titles of your Governing Body and principle committees - e.g. Council, Training Committee, Exam Board, Membership Committee?**

Training Committee, Examination Board, Board of Directors.

b. **How are they elected or appointed?)**

The Directors are appointed to the organisation. Trainers are elected through personal and professional interest onto the Training Committee. The Examination Board consists of external examiners only. Both external examiners are PhD holders, are familiar with the academic world and are accredited psychotherapists (NB. One members is awaiting his accreditation since the moratorium on accreditation from the School by UKCP).

c. **What categories of membership do you have? (E.g. student member, associate member, full member.)**

Student member and full member

d. **How do people qualify for them; do you have a separate category for UKCP psychotherapists?**

Students on programmes are considered to be student members, if they remain in training, they remain as members. If students want to defer training they need to remain a member either of the school or another UKCP MO. UKCP psychotherapists have to apply to become full members

e. **How many members do you have?**

At present we have 134 student members and 8 full members

f. **What is the basis of your organisation – business, charity other?**

Business

g. **Please provide copy of your articles of association, memorandum and articles or other documentation**

Attached as Appendix B.

h. **Please provide a copy of your annual accounts for the last three years**

Attached as Appendix C – please note, we only have the accounts for our first year of trading to August 31st 2007. These are still in draft form awaiting finalisation by the accountant.

i. **Please enclose all codes of ethics and complaints procedures and constitution.**

Appendix D and D1

NB, The complaints procedure requires updating since the dissolution of NHPC and also the ICO. We would appreciate UKCP's advice on this matter.

j. How do you address equalities and diversity issues:

- **In the training – curriculum, practice elements, supervisory elements, placements?**

Reference – Equal Opportunities policy Appendix E.

We provide students with letters of support when seeking placements, we will also speak to potential placements over the phone if required.

We allow for extra time in handing in course work for students with learning difficulties, and we also make provision for learning aids within the classroom environment where required. We also encourage one place per programme for candidates from third sector organisations at a substantially reduced place. Recent examples of this include a placement for the manager of Cleveland Family Mediation Service.

- **In relation to recruitment of trainees and staff?**

Our equal opportunities policy applies for recruitment of staff. Awaken School head office is based in one of the more deprived areas of the UK, and we recruit from the local population. We also have flexible working practices to allow for family friendly working.

c) Complaints

i) Have there been complaints about the Organization?

To the best of our knowledge, no. We have heard that there are complaints held by UKCP regarding the organisation, however we have not been notified of these.

ii) If yes, please give brief details of the nature of the complaint, it's date, how it was dealt with and the outcome or the status of the complaint should it be current.

2.3. Procedures for Accrediting Individuals as Fit to Practice

Note: This applies only to organisations that accredit individuals

a) What procedures do you have for the Accreditation of Prior Learning (APL), Prior Experiential Learning, and/or Credit Accumulation Transfer (CATS)?

See appendix F, APL Policy

i) Do you have procedures for (where relevant to your organization- please evidence these with your submission):

- a) Applicants getting onto a Training Programme (e.g. do you accept an applicant without an undergraduate degree?)**

Candidates who wish to apply who do not have an undergraduate degree are required to evidence an equivalent, e.g. 5 years in a senior management position, or, to submit a 3000 word reflective essay that is assessed by one of the trainers. We do consider an equal opportunities policy and will endeavour to support all candidates in their application

b) Applicants skipping parts of a Training Programme

See APL Policy. Appendix F

Candidates are required to attend minimum 80% of the programme for successful completion. We are flexible in supporting candidates to complete either by joining another locality for the missed component or to return and complete in a subsequent year.

c) Applicants seeking individual accreditation as a psychotherapist from your organization without completing all or part of a training run by you?

We allow a maximum 50% APL/APCL. See APL Policy – appendix F. All individuals are required to attend the final year of training prior to accreditation.

d) How do you advertise these procedures?

See APL Policy – appendix F. These are advertised on the website and in the pathway prospectus – appendix A.

e) Please provide all documentation relating to these procedures.

See APL Policy – appendix F. See pathway prospectus – appendix A.

f) How many Assessors do you have and who does the assessment in your organization?

There are two external examiners for written material
Dr John Walker and Dr Fran Renwick.

Each trainer is also an assessor, and may be require to assess a peer's trainees.

g) How do you decide who is eligible to do the assessing? How are they qualified to perform their role in relation to psychotherapists?

Decisions on who may be an assessor is based on the experience of the assessing trainer. We have substantially reduced our trainer pool since taking over CTIS and now only use trainers where we have been able to ratify their assessment standards against the written material of the students, and against competence against set criteria.

During the first year of taking over CTIS, Mark and Lisa Wake, along with Dr Gillian Coleclough and Annette Gamston, completed a minimum of 2 assessment visits of each trainer. It was subsequent to this process that the numbers of trainers has reduced.

Each trainer is required to be UKCP accredited and to continue their personal and professional development as a psychotherapist. All trainers are also supervisors, and some of these have had formal training in supervision. We anticipate that the remaining trainers will complete this in the next year.

f) What organizational structures are there for individuals accredited by you to make their voice heard?

We have only just commenced accepting accredited individuals since the recent problems within the Section. We recognise that we need to develop structures and processes for this and are seeking expressions of interest from the few members who have joined. For example, Alexandra Chalfont has agreed to take up the European relationship and work on this on behalf of the membership.

g) Do you have links with other Organizations? Please evidence this with your submission –providing documentation that specifies the nature and scope of the relationship.

We have an informal link with Beeleaf Contemporary Institute of Psychotherapy, acting as advisors, peers and colleagues.

We also have asked Simon Clark to act as our external validator for students being presented for accreditation. We anticipate presenting our first students to him in the Spring of this year.

We have a relationship with Teesside University in that we are placing students onto their Research modules. We are also currently going through a process of having some of our programmes validated by them. We will be able to provide an up to date communication on this at the assessment visit.

h) Complaints

i) Have there been complaints about the Assessors?

No

3. About the Training Programme

3.1. General

a) How many years has your organisation been running your Training Programme?

Prior to taking over CTIS, for 10 years for some components of the full 4 year training.

b) Who is your external examiner? (Please include a copy of their most recent report to the organisation); Please provide name address and email details for the external examiner.

Dr Fran Renwick for adult based programmes only and Dr John Walker.
We have not had a full formal assessment yet.

Fran Renwick - fran.renwick@btconnect.com,
John Walker - jrwalker@freeola.com,

c) Do you have links with a university or with other Training Programmes? What are they?

We have links with University of Teesside for two modules presently, both of which are PG 20 credit modules as part of the MSc in Advanced Clinical Practice.

Designing Research Methods
Evidence Based Practice.

We are also currently being reviewed by the University for some of our programmes at PG level.

We accept as part of the training, candidates who wish to participate in Beeleaf's Wider Minds Diploma.

d) What qualification do you offer your trainees (e.g. Diploma, MSc)

Each layer of training has a stand alone qualification.
For students completing the full 4 year training, they receive a PG Diploma in Hypnotherapy.

e) Complaints

i) Have there been complaints about the Training Programme?

No formal ones, we have heard that complaints are held either by UKCP or NHPC. We have not been notified of these.

ii) If yes, please give brief details of the nature of the complaint, its date, how it was dealt with and the outcome or the status of the complaint should it be current.

3.2. About the Staff

a) How many core training staff do you have? (i.e. not sessional staff members).

2 employed by the organisation and 8 Associate Trainers.

b) What is the usual ratio of core training staff to students when teaching?

1 : 10 with 2 for courses with more than 10 students.

c) What qualifications does your core training staff have?

UKCP accreditation. See CVs – Appendix G

d) How do the core training staff meet their CPD needs?

All trainers are UKCP accredited psychotherapists and are required to complete 5 days CPD each year.

Is there any in-service training for staff? Yes

What does this consist of? In house minimum 2 days training each year. Last year we provided a two day training on structuring and developing training. This was to bring trainers up to speed with our standards and ensure that they fully understood the assessment and training process.

e) Do students have personal tutors? How frequently do they meet?

Because of the geographical spread of the organisations training, personal tutors are usually the course tutors.

Lisa is the only trainer on year 4 of the programme and provides personal tuition for this year of training.

f) Do you use external speakers?

Yes. For clinical components we use Dr Gillian Coleclough, a GP and UKCP accredited psychotherapist.

We use guest speakers for year 4 of the training depending on the needs of the group.

g) How many supervisors do you use?

As many as are required. Each student is required to be in ongoing supervision at a ratio of 1:6. Students are encouraged to use supervisors that are not directly connected to the School

h) How are they qualified to perform their role?

All are UKCP accredited, will have a knowledge of the modality and are required to either have substantial experience or have completed a recognised training in supervision.

i) How do you ensure appropriate communication between supervisors and core training staff?

Supervisors are required to submit a supervision assessment form for trainees in the final year of training. Additionally we encourage regular informal contact between supervisors and trainers to discuss concerns, questions, or interest in the training.

i) Complaints

i) Have there been complaints about the Training Staff?

No

ii) If yes, please give brief details of the nature of the complaint, how it was dealt with and the outcome or the status of the complaint should it be current.

3.3. About your students

a) Numbers

i) How many students have been registered by the organization in the last 5 years?

By Awaken School – 3 only, all of which were former CTIS Students. We have 2 students who were ready for registration in January that are our own students, Dr John Walker and Dr Valerio Falchi. We are awaiting a decision on this from the Chair of the Registration Board.

We do not have figures on students registered by CTIS. We have submitted all available documentation on these students to UKCP at the request of Mr Keith Bibby, Chair of Section

ii) How many students have finished the taught training but have not been accredited? Is there a limit to how long they can delay seeking accreditation?

2 only, see comment above.

iii) How many have not completed the taught training? Is there a limit to how long they can delay their training?

None.

iv) Over the last five years how many left of their own accord? How many were asked to leave? If so, on what grounds?

Of Awaken Students since taking over from CTIS, 1 only from a total of 7 in the final year of training. She left on the basis of personal and family problems and could not continue because of these pressures.

v) How many students are currently in training?

114

b) Profile

i) Please give a profile of your students, including:

a) Age range

22 - 65

b) Professional background

therapists wanting additional skills, business people wanting to retrain, housewives and retired people wanting new skills, unemployed retraining

c) Sex, Ethnic origin etc.

Approx 60% female, mostly white, some Asian and Afro-Caribbean

3.4. Duration of the Training Programme and Training Hours

a) **How long is your training?** 4 years in total

How is it structured over time? (E.g. Do you have a Foundation or Introductory year? Is it one continuous training?) See prospectus pathway, appendix A. It is not one continuous training, rather 4 years of training with distinct layers.

b) **How do students pass from one part of the training to another?**

On successful completion of their current year.

c) **Are students selected to pass from one year or stage of training to another?**

Not sure what this question means. Students may only enter the next stage on successful completion of the current stage. Students may opt to take time out and can be re-entered onto the next year as long as they remain a member of a UKCP Member Organisation.

d) **How long do most students take from entry to the Training Programme to accreditation?**

4 years

e) **Do students take time out as necessary?**

Yes

f) **How are students supported when not in formal training?**

Through supervision, newsletters, assisting on trainings, telephone and email support.

g) **Do you have specific requirements for students when not in formal training? If yes, please specify.**

Yes, they are required to remain a member of a UKCP organisation, and to remain in clinical supervision if seeing clients.

3.5. Intake Procedures and Requirements

a) **General**

i) **How do you ensure that students are at a post graduate level?**

They are required to complete an application form and send copies of their certificates or references. If they do not have a formal first degree, then they are required to demonstrate equivalence, either 5 years at

management level with associated responsibilities or submit a reflective essay to demonstrate competence in academic criteria

- ii) How do you ensure that there is no discrimination applied to applicants on grounds of nationality, race, gender, sexual orientation, age social class, disability, political or religious persuasion?**

See equal opportunities policy appendix E

- iii) What criteria are used to decide on an applicant's suitability for psychotherapy training?**

On personal and psychological maturity. Assessed at interview, we also consider the students outcomes and expectations of the training.

b) Procedures

- i) How do you advertise the requirements of your Training Programme and what the Training Programme offers? Please attach any publicity material.**

We advertise on our website and via 1 Trade journal 'Rapport'

See appendix H

Website www.hypnotherapy-training.co.uk

- ii) How is an applicant responded to after an initial approach? Please attach any application form(s).**

See application form at the back of each prospectus. Appendices I -N

- iii) What are your selection criteria for interview?**

Psychological maturity, clarity of outcomes, desire to learn, openness to learn, awareness of self and others.

iv) Describe your interview procedures

Informal, it is usually a series of telephone and email conversations with the person before they get to the point of confirming that they wish to undertake the training. We keep a record of the communication and any concerns or issues that have arisen. Once an individual confirms that they wish to attend, then an interview face to face or over the phone if more convenient is arranged.

v) Who interviews the students?

At the final interview stage it is the trainer in the locality that holds this interview.

vi) Do you have an appeals procedure for applicants? Please give details.

We do not have one, and find that candidates self sort and we are always happy to recommend other schools that we think may suit the candidates needs in more appropriate ways than we can.

3.6. Content of Training Programme

a) Please give details of your theoretical and practical training (e.g. curriculum, student handbook, timetables, reading lists. Please include these.)

Appendix I – Foundations in Clinical Hypnotherapy
Appendix J – Intermediate in Clinical Hypnotherapy
Appendix K – Practitioner in Neurolinguistic Programming
Appendix L – Master Practitioner in Neurolinguistic Programming
Appendix M – Advanced patterns in Hypnopsychotherapy
Appendix N – Child Prospectus
Appendix O – Student handbook

i) Theoretical and Practical Training

a) What do you consider to be the essential elements of an effective training and how do you ensure an appropriate balance?

We consider that 120-130 hours of classroom and experiential training each year is required. Students are encouraged to practice their skill set out side of the classroom environment.

We consider that there needs to be a balance between tutor led and self directed learning and an integration of practical and theoretical components.

Our training is designed to move the individual student towards being a reflective, ethical and competent practitioner.

b) how many hours do you allocate to each element of the training? (e.g. supervision, teaching, seminars, peer group work, private study)

Each programme of years 1,2 and 4 consists of between 120 and 135 hours of classroom based training. This is made up of teaching, seminars, and peer group work.

Additionally we would anticipate that each year in 1,2 and 4 also consists of 100 hours average of personal study. We also require a ratio of 1:6 supervision to therapy hours.

Year 3 is operated as distance learning from University of Teesside and runs parallel to ongoing clinical practice that is supervised.

c) What are the key subject areas you cover?

See prospectus's Appendices I-N

ii) Personal Development

a) How do you ensure that the trainees have a space to talk to about the experience of being in training? (e.g. do you run an experiential/personal development group?)

See personal development policy – Appendix P

b) What other provision for personal development do you make?

See personal development policy – Appendix P

3.7. Supervised Clinical Practice

a) At what stage of training do students start to see clients?

On successful completion of the first year of training.

b) What arrangements do students make to see clients? (E.g. do they see clients privately, does the Training Programme provide placements?)

Privately, and we do assist students to seek placements.

c) What is the ratio of clients to supervision hours?

We have recently changed this to 1:6, from 1:10.

d) What is the maximum number of clients that trainees can work with at one point in time? Does this vary over the training?

We do not make recommendations on this as some students attend from the NHS settings, and therefore have little if any control over how many clients that they may work with.

e) How do you quantify the supervised clinical practice?

Through supervisor reports.

i) Number of client contact hours? Please specify

Minimum 450 hours over 4 years.

ii) Do you have a minimum and/or maximum number of clients that trainees have to see before qualifying?

No, we would expect them to have seen minimum 20 clients, as the therapy is brief in nature, and average number of sessions range from 4-10, with some being substantially longer.

f) On average how many sessions are clients seen for? (E.g. Do you train in long or short term therapy or both; open-ended, time limited)

Short term brief outcome oriented therapy.

We do cover the longer term more psychodynamic approach in the final year of training.

g) Does supervision take place within groups? If yes:

i) How long and frequent is the group?

Students may join groups, we are partnering with Beeleaf in enabling the set up of these. As students are responsible for ensuring their own supervision, some may be in groups and some may not. We do have a group session that runs each month in Stokesley on a 2 hourly basis.

ii) How many trainees participate in the group?

Maximum 4 and then the group may divide if the numbers go above this. We have three accredited psychotherapists who are able to support this group.

iii) When does this take place on the training?

Throughout the training.

h) Is individual supervision mandatory for students? Yes

If yes:

How long and frequent is this supervision? 1:6, and monthly

ii) When does it take place on the training? For the final 2 years of training minimum.

3.8. *Personal Therapy and /or Personal Development*

a) How do you meet the UKCP personal therapy / personal development requirement?

See appendix P

a) What, if any, guidance is given to students in finding suitable therapists? Enclose an appendix if appropriate.

We suggest that students refer to the UKCP website for accessing therapists. In the final year of training, it becomes clear as part of the students own assessment process what approach in therapy would most benefit them at this point in their training, and guidance is given as to how they might best address this. E.g. in the final year of training currently, there is one student who has experienced difficulty in accessing his own somatic responses, and he is seeing a body therapist. Another student is seeing an analytic therapist.

b) If you use personal development as part / all your requirement please provide evidence of how you assure that it is of sufficient depth for an individual preparing for the practice of psychotherapy

See appendix O for outcomes

3.9. Psychiatric or Mental Health Placement

a) Are your students required to complete a psychiatric or mental health placement?

Yes

b) How are suitable placements found?

All students are supported to find their own placement.

c) How long is the placement?

For minimum 20 hours.

d) Does the student/placement submit a report?

The student submits a reflective portfolio

e) Please enclose any documentation

3.10. Student participation

a) What organisational structures allow for student participation in the running of the organisation?

We are currently seeking student representatives.

Students are able to write for the School newsletter and are encouraged to give feedback.

b) How do you enable students to have a voice in your Training Programme?

(Please evidence, where possible - eg. examples of recent minutes of meetings, copies of notice of meetings or other relevant participation activity)

Each group has a student focussed session at the commencement of each module. This is not minuted and is informal.

4. Assessment

a) All organisations to answer this section

b) Please list all written work required of the students or applicants and enclose an example of each (essays, case studies, dissertations etc.) including:

- 1. the subject** Each subject is outlined in the prospectus's I-O
- 2. when in the training it is required** – within three months of the completion of each year
- 3. number of words required.** 3,000 for years 1,2,3, 15,000 for dissertation in year 4
- 4. the instructions given to students and the assessment criteria.** See student handbook appendix O and appendix W – dissertation guidelines
- 5. Of the above which require academic referencing?** All

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An example essay from a Year 1 Hypnotherapy student is attached as appendix Q with their feedback as Appendix R

An example essay from a Year 1 NLP student is attached as appendix S with their feedback as Appendix T

An example dissertation from a final year student is attached as Appendix U with their feedback as Appendix V

a) Do you have vivas or interviews or other form of face-to-face assessment?

Yes, we have practical assessment of competencies in years 1 and 2.

b) How is the supervised practice assessed?

Via supervisors report

c) How do you check whether students or applicants have met your personal therapy / personal development requirements?

Previously, while under Hypnopsych criteria, just with a letter confirming the times and dates attended. We consider this insufficient and have revised this – Appendix P, and further documentation to support this is to be developed.

d) Do training therapists give any feedback to the Training Programme?

Only where concerns arise, we have yet to work up the documentation for this.

e) Is any psychiatric or mental health placement assessed?

No

f) Does the trainee give feedback?

Ambiguous question, on therapy, supervision, mental health placement or training??

g) Does the placement give feedback?

no

h) Describe any other assessment procedures that occur during the Training Programme

Ongoing assessment of each student.

i) Against which criteria are students assessed? Enclose any documentation.

See appendix X – Foundations in Clinical Hypnotherapy

Appendix Y – Practitioner in NLP

Appendix Z – Master Practitioner in NLP

Appendix aa – Intermediate in Clinical Hypnotherapy

Appendix bb – Student Self assessment sheet – year 4

Appendix cc – supervisor assessment report – year 4

j) Describe your final examination procedures by which you decide to accredit, defer or fail the students' final submission.

Successful completion of a dissertation, completed supervisors report, successful completion of year 4, and completion of personal therapy components.

Now assessed by Simon Clark

k) What procedures do you have for on-going assessment of the student's level of personal readiness or development?

Ongoing through assessment of clinical competence during each year, assessment during supervision and feedback from personal therapist.

l) What is the longest (word count) piece of written work required of your students?

15,000 word dissertation during Year 4

m) At what point in the training is the substantial (masters level equivalent) piece of written work required?

All work is at masters level. 3,000 word assignment for each level plus the 15,000 word dissertation that is research based in year 4.

h) Appeals Process:

Do you have an appeals process in place for candidates regarding final assessment, course marking etc.? Please provide details

Yes, the assessment goes to a second marker.

5. Continuing Professional Development Requirements

a) Are your graduates required to engage in continuous professional development?

Yes

b) What form does this typically take?

See CPD Policy – appendix dd

c) How is this monitored or scrutinized?

By submission of a reaccreditation form each year. Appendix ee

d) Do you require graduates to maintain a minimum of clinical hours and if so how many?

Yes, 100 hours minimum per year - see CPD Policy – appendix dd

e) Do you require ongoing supervision and if so what minimum standards do you set?

Yes, see CPD policy and reaccreditation form appendices dd and ee

f) Do you require re-accreditation? Yes/no What form does this take? What frequency?

Yes, see appendix ee

g) Please provide evidence of your CPD processes

See appendix dd