

# UKCP Applicant Organisation/ Organisational Member Review Form: Training/Accrediting



## General information and guidance

- a) This form is designed to support the assessment of all organisations of all modalities applying for membership of UKCP or being reviewed by UKCP.
- b) The assessment visit cannot go ahead without this submission.
- c) Please ensure that your submission is clearly indexed with a front cover and a contents page.
- d) The Regulation team and the relevant college will scrutinise this submission to ensure UKCP and college requirements are met. For Applicant Organisations (AOs), the UKCP Membership Committee will also review the submission.
- e) It is recognised that some supporting documents will cover more than one area of the assessment. Where this is the case please cross reference using name of document, paragraph and page numbers.
- f) Wherever possible, please provide supporting documentation. If a question is best answered by your documentation, please state which document provides the answer and where to find it in the submission.
- g) Where you believe a question is not applicable to your type of organisation, please write N/A stating why you believe this to be the case.
- h) If you have any difficulty in completing this form or providing the documents required, it is important that you contact the Regulation Team at UKCP.
- i) ☐ **Please submit to the 3 assessors electronic copies of the completed form and all supporting documents by the required deadline. Please note the 2 college assessors may require a paper copy each sent directly to them, but the UKCP office will only accept an electronic submission..**
- j) We recommend using Word or PDF documents to ensure everyone is able to access the documents.

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| Question                                                                                                                             | Response                                                                                                                                                                                                                                                                                                                                           |                 |                                                                          |
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| Organisation Name                                                                                                                    | Welsh Psychotherapy Institute                                                                                                                                                                                                                                                                                                                      |                 |                                                                          |
| Address:                                                                                                                             | Line 1: 54 Charles Street<br>Line 2: Cardiff<br>Line 3: South Wales<br>Post Code: CF10 2GF                                                                                                                                                                                                                                                         |                 |                                                                          |
| Chair:                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                    |                 |                                                                          |
| Telephone:                                                                                                                           | 02920 396998                                                                                                                                                                                                                                                                                                                                       |                 |                                                                          |
| Email:                                                                                                                               | <a href="mailto:admin@welshpsychotherapy.org.uk">admin@welshpsychotherapy.org.uk</a>                                                                                                                                                                                                                                                               |                 |                                                                          |
| Website:                                                                                                                             | <a href="http://www.welshpsychotherapy.org.uk">www.welshpsychotherapy.org.uk</a>                                                                                                                                                                                                                                                                   |                 |                                                                          |
| Main Contact:                                                                                                                        | Mel Ovens<br>Telephone: 0791 810 2142<br><br>Email: mel@welshpsychotherapy.org.uk                                                                                                                                                                                                                                                                  | Second Contact: | Karen Whiteside<br>Telephone: 07979 750519<br><br>Email: Karen@cwp.wales |
| Please tick which client groups your members work with:                                                                              | Adults      Children      Families      Individuals<br>Groups      Couples      Supervisees<br>Tick facility unavailable. Different members work with different client groups including those listed above                                                                                                                                         |                 |                                                                          |
| What modality descriptors are you using that have been agreed by your College?                                                       | Integrative<br>Gestalt                                                                                                                                                                                                                                                                                                                             |                 |                                                                          |
| Which College(s) do you currently belong to? If applying for OM status please indicate which College you would like to be a part of? | HIPC                                                                                                                                                                                                                                                                                                                                               |                 |                                                                          |
| Please indicate which committees you currently have?                                                                                 | We currently have no official committees, however the work of the committees listed below is undertaken by the Management Board, with the chair of each committee on the board.<br>Training Committee<br>Quality Assurance Committee<br>Ethics and EDI committee<br>Recruitment committees<br>Please see document 1a Organigram for full structure |                 |                                                                          |

## Update on Requirements and Recommendations set at AO visit or previous OMR (for existing OMs)

|   | Requirement/Recommendation               | Response <i>(For this section please submit any updated documents resulting from the Requirements/ Recommendations)</i> |
|---|------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
| 1 | WPI assessment appeals procedure         | Completed.<br>Please see Handbook section 3, Policy no. 15 Academic Assessment & Appeals: Policy & Procedure            |
| 2 | WPI Accreditation procedure for trainees | Completed.<br>Please see handbook section 2, Guidance for 4 th years                                                    |

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|    |                                                                                                                                                                                                                                                               | Also Handbook section 3, Policy no. 23 Completion to Awards Policy Including Non-completion Guidance                                                                                                                                      |
| 3  | A clear APL/APEL Policy and procedure reflecting HIPC/UKCP policy                                                                                                                                                                                             | Completed.<br>Please see Handbook section 3, Policy no. 13 Recognition of Prior Learning including APL/APEL                                                                                                                               |
| 4  | WPI's own codes of Ethics/Practice/ Professional Conduct                                                                                                                                                                                                      | Completed.<br>Please see Handbook section 3, Policy no. 1 Members Code of Ethics and professional Practice & policy no. 2 Ethics Policy for Students and Trainees                                                                         |
| 5  | WPI's own CPD Re-Accreditation and Supervision Policies                                                                                                                                                                                                       | Completed.<br>Please see Handbook section 3, Policy no. 25 Professional Members CPD<br>26 Professional members supervision Policy<br>29 Reaccreditation including Procedure & Appeals                                                     |
| 6  | An appeals procedure for Applicants, and an update to website which includes what may happen if an application is not accepted (ie feedback will be given on what additional training may be required prior to embarking on the PG Dip or etc)                | Completed.<br>Please see Handbook section 3, Policy no. 14 Admissions Policy & Appeals for Admissions<br><br>Website amended to incorporate required information                                                                          |
| 7  | A very brief 'application process' similar to the website could be included at the beginning of the application reminding the applicant of where to send the application, and include also a reminder that they must provide 2 referees on the separate form. | Completed.<br><a href="http://www.welshpsychotherapy.org.uk/images/PDF_STORE/WPI_CourseApplicationform2020withoutequalops.doc">http://www.welshpsychotherapy.org.uk/images/PDF_STORE/WPI_CourseApplicationform2020withoutequalops.doc</a> |
| 8  | Possibly include more information in the handbook regarding the annual submission procedures and final submission procedures and how these are tracked.                                                                                                       | Completed.<br>Please see Handbook Section 1                                                                                                                                                                                               |
| 9  | Ensure the handbooks and website are version controlled and kept up to date with each other                                                                                                                                                                   | This is ongoing. The most recent changes and updates to the website have been implemented by our Administrator and reflect the 2020/21 Handbook.                                                                                          |
| 10 | Re-working of individual committee organigrams to ensure clarity of structure.                                                                                                                                                                                | Completed.<br>Please see document 1a for current Organigram structure                                                                                                                                                                     |
| 11 | The Intro pack for trainees to be included in the student handbook                                                                                                                                                                                            | Completed.<br>Please see Handbook Section 1                                                                                                                                                                                               |
| 12 | All student handbooks and other documents should be reviewed to ensure that they reflect WPP Cardiff                                                                                                                                                          | Completed. All handbooks have been completely rewritten to reflect the new organisational status and name change to the Welsh Psychotherapy Institute.<br>Please see Handbook Sections 1, 2 & 3                                           |

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## 1. Organisational Information

|     | Question                                             | Response                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| 1.1 | Please provide a brief history of your organisation. | <p><b>BEGINNINGS</b></p> <p>Back in 2003, two experienced Wales based psychotherapists and supervisors, Helen Rowlands and Mel Ovens separately realised that UKCP / HIPC Psychotherapists were a scarce commodity in Wales. While there were BACP trainings, and from 2001, a Family and Systemic training at the University of Wales, the situation for Mel, Helen and other UKCP / HIPC trained therapists felt isolated and isolating.</p> <p>All Welsh HIPC therapists had trained outside of Wales, often adding substantial travel and accommodation costs to their training fees. Helen and Mel, for example, had never done a day's therapy training or CPD in Wales. Doing psychotherapy in a country with a different social and political culture and a different language to England presented particular issues to the few Welsh psychotherapists. When Helen brought her energy to Mel and Niki in 2004, the idea of a UKCP / HIPC Training Institute to meet the specific needs of the Welsh community was born.</p> <p>Mel and Helen took two main threads for inspiration. Firstly, the 'souk', the oldest trading model in the world. They wanted to create a psychotherapy souk; a partnership of talented, creative, ethical psychotherapists to offer a high-quality product. They saw the partnership as a coming-together of like minded people who were passionate about therapy and wanted to talk about it. They imagined this partnership as a resource to support the Training Institute to develop. Secondly, they wanted to use psychotherapy theory to build the souk or business. The business would have humanistic, ethical and relational theory at its heart.</p> <p>To build an Institute from nothing was complex and hard work. Mel and Helen spent two years researching the training, legal and business aspects of the new organisation. They were advised to create a Company Limited by Share, with Mel and Helen as shareholders. Despite this organisational and business structure, from the outset, the ethos of the company was that of a not-for-profit organisation. In 2006, they created the Welsh Psychotherapy Partnership Ltd (WPP) and in 2007 took on their first cohort of students.</p> <p>As is clear from WPP's Mission Statement, <a href="#">(please see 1.e Governance Documents)</a> Mel and Helen wanted to establish a way of bringing the highest standards of training and therapy to Wales. In particular, they wanted to ensure that their new organisation made a priority of making psychotherapy and counselling available to people <i>'whose needs are not currently addressed by statutory and existing voluntary service provision'</i>. They were interested in collaborating with other agencies and</p> |

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|  | <p>other disciplines, and with connecting psychotherapy in Wales to the wider psychotherapy community, in particular in Europe.</p> <p>Looking back on the achievement of the three women, Helen Rowlands, Mel Ovens and Nicola Morgan, who established WPP, Mel has this to say;</p> <p><i>“The achievement of the collective practices; the trainees, graduates, tutors, members and supervisors, is immense. They have all had an impact on the mental health of Wales. Since 2007, thousands of people have received UKCP psychotherapy and psychotherapeutic counselling who probably would not have done, without a UKCP / HIPC Welsh Institute. We have had many successes and of course several problems. We have made mistakes and not every life touched has been improved. What we can say is that we have proactively responded to and learnt from our mistakes. And we have built a UKCP / HIPC Welsh Psychotherapy souk.</i></p> <p><i>We are proud of how our ideas came to fruition. We could not do it alone and there are not words to say thanks to all those people for all that work, support, process and therapy.”</i></p> <p><b>STEP BY STEP</b></p> <p>Mel and Helen began by purchasing the rights to deliver two psychotherapy training courses created by Scarborough Psychotherapy Training Institute (ScPTI) that were accredited by the United Kingdom Council for Psychotherapy (UKCP). They both had long-standing links with the Scarborough Institute and were supported in the development of the WPP curriculum by the late Ken Evans. Ken was founder of the Sherwood Psychotherapy Training Institute in Nottingham. He later developed ScPTI. He was the former Training Standards Officer of UKCP, actively involved in psychotherapy in Europe and very supportive of the WPP directors in establishing this training in his native Wales.</p> <p>Just seven years later, in 2015, WPP was accredited by UKCP to deliver post-graduate level training programmes in its own right; an Advanced Diploma in Relational Centred Counselling, an Advanced Diploma in Gestalt Psychotherapy and an Advanced Diploma in Integrative Psychotherapy. WPP also developed an intermediate qualification accredited by the National Counselling Society (NCS).</p> <p>The company throughout this period was managed by Mel and Helen, with the support of Nicola Morgan in a part-time administrative and financial role. Mel and Helen undertook a significant part of the teaching supported by part-time tutors. Additional work was done by voluntary effort from everyone involved; the tutors, like minded colleagues, and many of the students and graduates. Mel and Helen drew on two key sources</p> |
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|  | <p>of support in the development of the organisation, a process orientated tutor group and an Advisory Board.</p> <p>During this period, WPP also ran a number of CPD events, bringing renowned Gestaltist Eleanor Greenberg and Attachment Theorist Jeremy Holmes to Cardiff.</p> <p>Managing WPP was not without significant challenges. In 2015, a small team of staff and students had worked over many months to rewrite the WPP website. A break-in, in which all of the office computers were stolen, meant that this effort was lost. By 2017, the website had been rewritten and WPP had invested in cloud storage. A server failure at 123 Reg, meant that again, all the organisation's stored data was lost. These two IT failures had a significant impact on many practical matters, and on people's morale. WPI's current website largely predates each of these losses, and it is only now that there are the resources and energy to begin again.</p> <p>Another key challenge was maintaining continuity of freelance staff. There were a number of reasons for this. Linda Ford and Ken Evans both died unexpectedly, two important allies. Freelance tutors generally stayed for one or two academic years, but not longer. Often their personal circumstances changed in that time. In addition, the organisation struggled to pay commercial rates and the workload in a small team was considerable. WPP's organisational structure – two owner/directors and a team of freelancers – compounded these problems. Despite these challenges, two of WPI's core tutors, and directors of the new organisation, Rosy Wood Bevan and Julia Martin, have worked as part of the organisation now for over 11 years.</p> <p>Throughout most of this period, WPP operated at low levels of profitability. WPP charged at the low end of the fee scale, in order to make the training available to as wide a group of people as possible. Over time, changes to the fee structure, a more robust financial contract with students and the development of a 'Psychotherapy Completion Course' brought more financial stability.</p> <p>Mel and Helen understood the importance of moving the organisation toward a more sustainable future. They wanted to broaden the base of support; both financially, and in terms of the people who worked for and supported the organisation. They also wanted the legal structure to be congruent with WPP's Articles and not for profit ethos. The 2015 UKCP Review highlighted the centrality of the two directors and recommended that they find a way to <i>'devolve some of the burden of running the organisation'</i>. Figuring out how best to make this happen took some time.</p> <p>By 2017, it had become clear that the legal structure was not fit for purpose and could not adapt to the needs of the Institute, short-circuiting growth and development.</p> |
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|  |  | <p>In 2018, Mel and Helen, in discussion with the organisation's Advisory Board agreed to the creation of a new not-for-profit company, limited by guarantee, that would take over the business of WPP. This decision was taken to ensure the long-term future of the organisation. (See WPP Minutes 1.e)</p> <p><b>CHANGE</b></p> <p>In 2019 Helen Rowlands became unwell and subsequently retired as a therapist, and as a director of WPP. Following our recent review of our membership categories, we were delighted to ask Helen to become an Honorary Member of WPI. Through 2019, while Mel took a much-needed and long-planned sabbatical, the newly named Transition Board worked towards the agreed changes in legal and organisational structure.</p> <p>One difficult aspect of this period was the decision not to recruit students for the academic year 2019 – 2020. While they recognised the financial impact of this decision, the Transition Board felt it was important to establish a sufficient level of stability before undertaking the long-term commitment of a new cohort.</p> <p>The new organisation, the Welsh Psychotherapy Institute (WPI) took over the work of WPP in January 2020. WPP's resources, policies and procedures, accreditations, memberships, student contracts, library and other assets were gifted to the new organisation by Mel Ovens.</p> <p>Less than three months later, with the arrival of COVID-19, WPI moved, surprisingly smoothly, to deliver its training online. Initially there were some concerns from the tutor staff, and it remains a tiring process that has significant limitations, however, staff and students are coping well. The use of zoom has improved the Management and Strategic Development of WPI as the team can meet more easily in a virtual world, than in the physical world of Wales' poor transport links and infrastructure.</p> <p>The transition process is ongoing. Since the beginning of 2020, WPI has recruited new teaching staff, a new board member and a new External Examiner. We have strengthened the working alliance with the External Moderator. We have a strong cohort of students for 2020 – 2021 and have already offered confirmed places for the following academic year.</p> <p>The Graduate Body, which first met in late 2019, is now flourishing; with a WhatsApp group for regular contact and online get-togethers to share support and discuss issues of professional development. Topics addressed include the Black Lives Matter protests, and the Internal Family Systems model.</p> <p>Following the OMR, WPI plans to continue recruitment of key personnel including board members with finance, human resource and fundraising experience and skills, and to add new tutors to the team. WPI will be actively recruiting for new</p> |
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|  | <p>committee members to share the workload. WPI has developed a 3 – 5-year business plan aimed to give the Institute a stable future and we will be prioritising financial stability, succession planning and examining practice in EDI issues within the organisation.</p> <p>WPI has based its Articles of Association on those of a charity, and in time it is the intention to achieve charitable status. (See WPI Articles 1.e) This transition will also enable the new organisation to apply for research funding and further develop its role as an industry-leading body within Wales. Each of these changes will support the ongoing financial and professional development of the organisation.</p> <p>Part of the process of transition, has been to build knowledge and experience within the new management team, bringing important learning from WPP into the new organisation. In this, it has been vital to have Mel Ovens in the role of Interim Manager. It has been just as important to create a new vision for the organisation and to build new relationships and ways of working.</p> <p>In this, COVID-19 may have been a blessing in disguise.</p> <p>The challenge of a global pandemic has allowed us to recognise the value of our training to current and future trainees, and to the wider community. There has also been a recognition of the organisation's resilience and confidence in the way we have responded to the challenges of COVID-19.</p> <p>In November 2020, the WPI building in Cardiff was refurbished to meet the needs of both socially distanced training, and blended learning. We have a new, larger training space. We understand from feedback at HIPC meetings that other institutes have found it preferable to work with students either all remotely, or all in-person. We are working collaboratively with our first-year cohort, who have never yet met in-person, to find safe ways to meet their relational and learning needs.</p> <p>As an organisation that relies a great deal on volunteer effort, we have learned that Zoom can make the best of donated time. Meeting online, the Management Team has recognised that we can recruit more widely. Graduates, like therapists everywhere, report on the urgent need for their skills.</p> <p>WPI remains an organisation in transition. But we continue to reflect the aims and objectives of its founders.</p> <p>WPI's vision is to provide high-quality psychotherapy training in Wales, to model values of equality, diversity and inclusion in our training and in the running of the organisation, and to contribute towards the wellbeing of the community of which we are a part.</p> |
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|     |                                                      | <p>This brief history is adapted from an application to Companies House to use the words 'Welsh' and 'Institute' in the name of the new organisation. (See Application Letter 1.e)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 1.2 | Please describe the philosophy of your organisation. | <p><b>PHILOSOPHY OF OUR ORGANISATION</b><br/> WPI is in the business of hope, healing and social justice.</p> <p>To this end, we aim to establish a psychotherapy training institute in Wales that provides a secure base for students and trainees, graduates and alumni, the clients they work with and the wider community of mental health support workers.</p> <p>We understand the importance of good governance in this task.</p> <p><b>MISSION STATEMENT</b><br/> WPI seeks to widen access to high quality psychotherapy throughout Wales. We aim to:</p> <ol style="list-style-type: none"> <li>1. Train psychotherapists and counsellors to the highest professional standards in the UK.</li> <li>2. Deliver high quality effective therapeutic interventions to people otherwise unable to access psychotherapy, through the Affordable Therapy Service, delivered by advanced trainees.</li> <li>3. Provide creative leadership in the field of psychotherapy and counselling in Wales through our developing network of graduates and professional colleagues.</li> <li>4. Promote standards of best practice regarding the mental health and well-being of people, in line with The Welsh Assembly Government's stated policy aims and objectives.</li> </ol> <p><b>KEY GOALS</b><br/> To increase the number of trainees qualifying to UKCP standards in Wales.</p> <p>To extend access to psychotherapy training to groups of people that are underrepresented in the profession.</p> <p>To work with trainees and others to extend the Affordable Therapy Service.</p> <p>To widen access to long term psychotherapy, particularly to disadvantaged and priority groups in Wales.</p> <p>To support graduates and alumni.</p> <p>To extend the offer of CPD, training and consultation to a wide range of mental health practitioners and agencies in Wales.</p> |

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|  | <p>To extend the research base in support of long-term psychotherapy.</p> <p>To work with the graduate body, WPI members and allies in support of these aims.</p> <p><b>VALUES AND ETHOS</b></p> <p>We are committed to becoming an inclusive community that challenges inequalities and promotes anti-oppressive practices. We aim to model this approach throughout our training provision and in the running of the whole organisation. We have a business model that seeks to have dialogue, transparency, and good governance, at its centre.</p> <p>We value our clients – for whom we will maintain respect, ethical awareness and appropriate boundaries.</p> <p>We value our colleagues – with whom we will work to develop and maintain excellence in professional standards and competencies.</p> <p>We value our diversity – in cultural backgrounds, theoretical orientations and life experiences.</p> <p>We value our coherence – in our shared values and in our commitment to maintaining the highest possible standards in our work.</p> <p>We bring our emphasis on relationship to our understanding of social and environmental issues. We recognise that health and wellbeing are dependent on our capacity to live and work respectfully with each other, and the planet we all share.</p> <p><b>VALUES IN CONTEXT</b></p> <p>In addition to these key principles, we have identified two aspects of our work as a training institute that reflect our values and our unique context in Wales, and that invite us to think carefully about the ethical challenges inherent in these situations. We have outlined these aspects of our work below and shared something of our understanding of the challenges they present, and our ways of working with those challenges.</p> <p><b>BACKGROUND</b></p> <p>Many of us who have come to live and work in Wales from elsewhere in the UK, know what it is like to imagine that we ‘understand’ some aspect of Welsh life, only to realise in retrospect, that we have missed something important. With this in mind, we thought it might be helpful to outline some of the</p> |
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|  | <p>ways in which WPI has responded to the challenges of being a <i>Welsh</i> Psychotherapy Institute.</p> <p>Wales has a distinctive social and political culture within the UK.</p> <p>It is a bilingual country, with a long history of migration to and from the rest of the UK and of immigration from around the world. In the Well-Being of Future Generations (Wales) Act 2015<sup>1</sup>, Wales became the first nation in the world to commit public bodies to act towards seven long-term wellbeing goals.</p> <p>Wales is a relatively poor nation, historically in receipt of high levels of European structural funds linked to economic deprivation<sup>2</sup>. This is currently evidenced by the disproportionate impact of Covid 19 on the post-industrial communities of the south Wales valleys<sup>3</sup>.</p> <p>Relative to its population, Wales has a small middle class, with 20% working in the public sector<sup>4</sup>, in health, education, the media, local and national government and the arts. Wealth is largely concentrated in the south and east of the country.</p> <p>In Wales, the psychological community is small and overlaps with an even smaller community of psychotherapists and UKCP supervisors. England has more than twice as many UKCP therapists as Wales<sup>5</sup>. Another significant aspect of the wider context is that UKCP trainee therapists in Wales have difficulty accessing placements. Most organisations offer places exclusively to University counselling students on BACP registered courses and focus on short term therapy.</p> <p>Wales then, is a small and interconnected nation, with multiple challenges to the mental wellbeing of its population and a unique sense of itself.</p> <p>These realities of the Welsh socio-political landscape shape the working life of the organisation, its trainees and their clients. Two key responses that WPI has made to this particular set of circumstances are our collegial approach to our working relationships, and the establishment of the Affordable Therapy Service.</p> |
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<sup>1</sup> <https://www.futuregenerations.wales/about-us/future-generations-act/> (Accessed 19-2-21)

<sup>2</sup> <https://www.instituteforgovernment.org.uk/explainers/european-structural-funds-after-brexite> (Accessed 19-2-21)

<sup>3</sup> <https://www.theguardian.com/world/2021/feb/08/inequality-high-covid-toll-south-wales-valleys> (Accessed 9/2/21)

<sup>4</sup> [https://www.cardiff.ac.uk/\\_data/assets/pdf\\_file/0019/1517041/public\\_sector\\_june\\_final2.pdf](https://www.cardiff.ac.uk/_data/assets/pdf_file/0019/1517041/public_sector_june_final2.pdf) (Accessed 19-2-21)

<sup>5</sup> [Private communication - Adam Jones, UKCP Policy & Public Affairs Date](#)

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|  |  | <p><b>COLLEGIAL WORKING</b></p> <p>From the outset, WPP was an organisation in which trainees, graduates and small numbers of supportive individuals worked together, as colleagues, alongside the directors and members of staff. WPI has restructured to take students out of management roles, while retaining an empowerment model that encourages students and trainees to participate in the running of the organisation.</p> <p>On one level, this is a pragmatic response from a small organisation with a small budget working within a small therapeutic community. But it is more than simply practicality.</p> <p>Our collegial way of working reflects our values of equality, diversity and inclusion. It means acknowledging and working through the impact of power in our relationships.</p> <p>One aspect of our approach is that student and trainee representatives are invited to participate on committees, and to contribute to the development of the organisation as colleagues. WPI maintains strict boundaries around prohibited dual relationships. <b>Please see Handbook section 3, Policy no.11 Dual Relationship Policy &amp; no. 12 Conflict of Interest Policy</b> We have systems in place to prevent exploitation or undue influence. <b>See policy no. 16 Policy for Student / trainees Representatives</b> In addition, our Raising Concerns Pack invites students, trainees and indeed anyone to raise issues of concern in a way that we hope will support dialogue. <b>See Policy no. 31 Raising Concerns &amp; Dilemmas Pack</b></p> <p>We understand that students and trainees, and others, may need particular support or advocacy in order to feel confident that their voice will be heard. We aim to establish a diverse pool of External Advisors to ensure that anyone raising a concern is offered appropriate support. A Black trainee or tutor, for example, should not have to raise a significant concern to a group of all white colleagues.</p> <p>We also recognise that, in Wales, holding professional boundaries and offering process spaces to dialogue are the keys to effective partnership working. An acknowledgement of our strength in this area is reflected in our relationship with the Clinical Psychology training at Cardiff University, where WPI members have taught Reflective Practice to the Second-Year cohort over a number of years.</p> <p>As an organisation, WPI values the paying of attention to relational and process issues in all aspects of our work and aims to maintain an awareness of our own organisational processes, and of relationships and processes in the context of our wider network.</p> <p>This is done through ongoing reflection and by regular internal events. All meetings are conducted in such a way as to allow</p> |
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|  | <p>room, as appropriate, for process considerations. Where there are differences of opinion and/or major decisions to be made, the board aims to allow sufficient time for reflection and exploration of multiple perspectives. (Please see Minutes in 1.e 3. Minutes WPP Extra meeting Part I &amp; II (Merthyr) 4-12-18 &amp; Merthyr Process Agenda)</p> <p>In addition, WPI holds, as far as possible, annual away days that include time set aside to explore current organisational processes using an agreed explicit framework or model. We also look to our External Moderator, External Examiner and External Advisors to support us in attending to the process and relational aspects of our ways of working. In the future, we hope to be able to have the additional support of external facilitation on our away days. Since the Covid related lockdowns began, in March 2020, all meetings have been done remotely.</p> <p>In the Welsh context, working in a collegial manner means learning to work together as colleagues who share authority and responsibility. It means holding often complex boundaries. It means making time for dialogue. It means acknowledging the limits of our time and resources. It means learning to ask for support and taking responsibility for our mistakes. It means dealing respectfully and kindly with each other and our limitations. It means modelling our values.</p> <p><b>AFFORDABLE THERAPY SERVICE (ATS)</b></p> <p>WPI students have always struggled to access placements in Wales due to a field condition where University-run BACP-registered courses dominate the supply of placements. As a result, WPI has had to be creative in supporting students to gain client hours. The Affordable Therapy Service is the result.</p> <p>This service supports the trainees to work in semi-autonomous private practice and provides long-term low-cost psychotherapy to people who would not otherwise be able to access this service.</p> <p>Students apply to the Affordable Therapy Service as if they are applying for a placement towards the end of their first year of training. The vetting is a rigorous process, not an automatic right. Students are supported to think through the ethical, relational and practical aspects of beginning to work with clients. This includes support to write a therapy contract, to draft ethical publicity material, and to find a supervisor. Once working with clients, trainees can draw on the support of fellow trainees and of their trainers in addition to a <i>minimum</i> supervision ratio of 1:6 client hours, with a ratio of 1:3 encouraged.</p> <p>Trainees can market their availability through the Affordable Therapy Service pages of the WPI website. They can charge a small fee, initially contributing towards the cost of their</p> |
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|     |                                                                                                              | <p>supervision. As they gain experience, they can increase their fee with clients where this is felt to be appropriate.</p> <p>Now that the service is established, there are several additional benefits. The first of these is that students, in particular those from poorer backgrounds, can plan to earn some of the high costs of their training from year two onwards. In addition, the Affordable Therapy Service supports those who would otherwise be unable to afford long term therapy. Many of these clients report that they have been on NHS waiting lists for many years and are grateful for this service. WPI graduates report continuing to work with ATS clients, long after qualifying. We hope our emphasis on supporting access to psychotherapy remains a value that WPI graduates maintain throughout their professional life.</p> <p><b>Adapted in part from the 2020 WPI Student Handbook</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 1.3 | How is your organisation governed?                                                                           | Please see zip file 1e Organisational Governance documents                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 1.4 | What contingency plans do you have to mitigate the unexpected departure of key members of your organisation? | <p><b>CONTINGENCY PLANNING</b></p> <p>With a small team, any unforeseen absence is likely to have a significant impact, however, WPI has a strong track record of successfully negotiating the unexpected absence of key personnel.</p> <p>Throughout the 2018-2019 academic year, the two directors of WPP were absent. Mel Ovens was on a long-planned sabbatical when Helen Rowlands became seriously ill and had to stop work.</p> <p>During this period, Mel and Helen's roles in delivering the training, and managing the organisation were undertaken by members of the board. Rosy Wood Bevan became the Integrative Coordinator and Julia Martin undertook the work of Gestalt coordinator. Alongside freelance staff, they undertook the delivery of the training. The day-to-day management of the organisation was undertaken by other members of the board. While Helen's absence in addition to Mel's sabbatical had a significant impact, the organisation responded in a way that meant students and trainees were largely unaware of the work behind the scenes keeping things steady.</p> <p>In this academic year, 2020-2021, the board has had to find a replacement at short notice for the first-year tutor, who has had to step back from teaching. The board has done this by forming new working relationships with a number of freelance staff, by restructuring the delivery of the programme and the timetable, by appointing a new assistant tutor, and by sharing the teaching load within the tutor team.</p> <p>As a small organisation, WPI is in a position to act quickly and respond in a flexible way to the absence of a core member of the</p> |

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|  |  | <p>tutor team. These unforeseen departures have been managed in the short term by people stepping up, being flexible and undertaking additional tasks on a temporary basis.</p> <p>The organisation is now in a better financial position than at some points in the past due to new legal structure and the efforts of the recruitment group. It has been possible to pay additional freelance staff to cover certain roles. Where the burden on core staff has become onerous, members of staff have raised this with the board, and other arrangements have been made – taking on additional freelance staff to mark scripts, for example. (See 1.e Minutes 14-12-20)</p> <p>As a small organisation, the unexpected absence of any one member of the team puts a real burden on everyone else. However, we are developing ways of working which build in support, so that members of the team have back-up, and in turn, each individual's responsibilities and an understanding of their role is shared with others. For example, there are two chairs of the management team, supporting each other, building experience of running the organisation, and sharing the load.</p> <p>Mel Ovens' role of Interim manager is key and her unexpected departure would doubtless have a significant impact. However, Mel works closely with the chair and co-chair and this ensures that there is sufficient understanding of her areas of responsibility to support the organisation as it covered an unexpected absence. Mel's role as interim manager has been designed to share knowledge and expertise across the organisation, and to build capacity so that, in time, this management role can be taken on by others.</p> <p>Another key member of staff is Nicola Morgan, who deals with finance and administration. Nicola is supported by Gaynor Stevens who, in Nicola's absence, may be available to cover the financial aspects of her role in the short term, or until a long-term solution was found. Members of staff would be responsible for stepping in to cover additional administrative tasks in Nicola's absence.</p> <p>In 2020, the board appointed a new Assistant Tutor in Howard Martin on a long-term contract and invited a new member, Ann Marie John, to join the board. These appointments increase the capacity of the organisation to manage change in the short term, to make short-term informal appointments, and to recruit more formally for new members of staff.</p> <p>Plans for recruitment following the OMR are key to building sustainability into the organisation. Key to this is increasing the number of directors and widening the expertise at board level. (See 1.6 Recruitment)</p> |
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| 1.5 | Do you have links or ties with other organisations? If yes please provide details. | <p><b>ORGANISATIONAL LINKS</b></p> <p>WPI is an established part of the network of mental health provision in Wales. When resources allow, we intend to develop our current links and to develop new connections.</p> <p><b>TRAINING LINKS</b></p> <p>WPI has links with the National Counselling Society (NCS). NCS accredit our year three interim qualification. This is an important link as it allows trainees who have completed the course requirements, and who wish to do so, to gain a formal qualification. The NCS course requirements offer a useful stepping-stone on the way to completion of UKCP course work, portfolio, and case study at the end of year four.</p> <p>WPI trainees present themselves to clients alongside the many local graduates of Level 5 University Counselling Courses. The NCS qualification allows them to gain access to clients in search of a therapist, for example through the Counselling Directory. Alongside access to the Affordable Therapy Service, and with limited or no access to placements, this interim qualification supports trainees who might otherwise struggle to gain enough client hours.</p> <p><b>COMMUNITY LINKS</b></p> <p>WPI helped set up and supports the hosting of the LGBTQ* Wales therapist. <a href="https://www.lgbtqtherapydirectory.com/">directoryhttps://www.lgbtqtherapydirectory.com/</a></p> <p>Swansea Psychotherapy Partnership (SPP) – Set up by a group of WPI psychotherapists, SPP is an expanding partnership of psychotherapists and counsellors in the Swansea, Neath, Port Talbot area. In alignment with WPI's values, they offer an Affordable Therapy service via WPI advanced trainees. <a href="http://www.swanseapsychotherapy.org.uk/">http://www.swanseapsychotherapy.org.uk/</a></p> <p>WPI is a member of the Welsh Council for Voluntary Action, WCVA.</p> <p><b>PROFESSIONAL LINKS</b></p> <p>WPI has worked with the following organisations to deliver training or other support:</p> <p>Welsh Women's Aid (Trauma Training)</p> <p>Cardiff University Clinical Psychology Doctorate (Reflective Practice Training)</p> <p>We have links with The Wallich, Wales' leading homelessness charity. A Wallich counsellors has seen clients in our city centre building, in pre-Covid times, and we expect this to continue when in-person work resumes.</p> |
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| 1.6 | How do you recruit new people (lay and internal) onto your committees and/or panels? | <p><b>RECRUITMENT</b></p> <p>WPI is an organisation in transition. This planned transition is part of a wider process of contingency planning and stabilisation. Key to this plan is the recruitment of new directors, new board members, new tutors and new administrative support.</p> <p>The board's strategy has been one of developing a more stable financial base. With more financial stability, we can recruit and develop a team of paid staff to share the load of teaching, running the organisation, and strategic development.</p> <p>In addition, we wish to bring new volunteers into the organisation. We wish to recruit volunteers from the wider 'family' of WPI trainees and graduates. We also wish to recruit people who are interested in the work of its organisation and share its values, but who may have no historic connection with WPI.</p> <p>Our interest is in reaching a broad base of people, in keeping with our commitment to becoming 'an inclusive community that challenges inequalities and promotes anti-oppressive practices'. We wish our recruitment practices to reflect our values of equality, diversity and inclusion, to make our processes transparent, and to support students and trainees to participate in the development of the organisation.</p> <p>It is our intention that all recruitment meets these criteria.</p> <p><b>RECRUITMENT PROCESS</b></p> <p>WPI are discussing where recruitment sits within the organisation and this is an ongoing conversation, this process is likely to keep evolving. We have recognised that there are key areas of recruitment necessary for the development and sustainability of the Institute.</p> <ol style="list-style-type: none"> <li>1. Recruitment of Specialist Board Members</li> <li>2. Recruitment of Volunteers for all Committees</li> <li>3. Recruitment of Specialists in Grievance and Complaints for FIP</li> <li>4. Recruitment of Paid staff</li> <li>5. Recruitment of Students</li> </ol> <p>For formal recruitment for both volunteer and paid posts (1 – 4 above) where we have identified the need for specific skills, WPI follows a standard recruitment procedure.</p> <p>The following documents are drawn up and included on the WPI website, on the page, Employment Opportunities with WPI.</p> <ul style="list-style-type: none"> <li>● An Advertisement – Outlining the scope of the role, the contact details and the deadline.</li> </ul> |
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|  | <ul style="list-style-type: none"> <li>• A Freelance role/Job Description – Outlining the key responsibilities, experience and personal qualities we are looking for.</li> </ul> <p>(Examples of WPI employment paperwork is included in 1.6 Appendix)</p> <p>It is our intention to develop an EDI questionnaire for voluntary completion, following the OMR and before we begin recruitment. This is an important set of questions to ask, and we wish to both understand the GDPR issues involved, and, as we will be asking for sensitive information, to have a clear plan as to how we will use the information we gather to improve the equality, diversity and inclusion of our recruitment process.</p> <p>The advertisement is published as outlined above, with an online link to the job description/contract details. The advertisement is also shared via social media (the WPI Twitter account @welshpsychinst), on UKCP and other therapy websites, on the BAATN website (Black African and Asian Therapy Network) and via local and other psychotherapy and counselling networks. The advert directs people to the WPI website and the job description/contract.</p> <p>It has been the practice of WPI to offer an informal information sharing conversation with the Interim Manager. The process of selecting suitable applicants, and arranging interviews is undertaken by a small group of board members, including at least one director. An interview panel is convened, and applicants invited to attend.</p> <p>The interview panel are provided with a record form. This summarised the key aspects of the job/role and is a means of recording information gathered during the interview process. The panel decides on the best applicant and an offer is made. (See 1.6 Recruitment Appendices)</p> <p>In the case of paid employment, the successful candidate will receive a contract. This may be a contract of employment or a freelance contract.</p> <p>Volunteers and paid workers receive a copy of the Student Handbook, the Raising Concerns Pack and the WPI General Health and Safety Policy and Covid- 19 Statement and related Policies. In addition, people working in the building receive a H&amp;S induction. This is recorded on the H&amp;S induction form.</p> <p><b>SPECIALIST BOARD RECRUITMENT</b></p> <p>As part of the organisation’s plan for stabilisation, we intend to become a charity. As a charity, we will become able to apply for grants in a way that was not possible for WPP as a company limited by share, or to WPI as a not-for-profit company limited by guarantee.</p> |
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|  |  | <p>WPI's Memorandum and Articles of Incorporation are based on a model from the Charity Commission so we can transition smoothly.</p> <p>From the Spring of 2021, we plan to recruit two new specialist directors: a finance director and a fundraising director. We intend to do this using an organisation called Reach Volunteering.<br/><a href="https://reachvolunteering.org.uk/">https://reachvolunteering.org.uk/</a></p> <p>Reach Volunteering matches people who are interested in offering their professional services on a voluntary basis with organisations in need of their skills. In addition, we will advertise through local networks, through organisations which specifically work with BAME communities such as BAATN, and with psychotherapy networks, such as UKCP's own online advertising. As a board, we understand that we will have to learn new skills and new approaches to successfully recruit in ways that meet our values.</p> <p>After Easter 2021, the main focus of the Board and committees will be to develop a recruitment plan for sections 1 – 4 above.</p> <p>It is likely that we will begin by recruiting a finance director and having settled one new board member, go on to recruit the fundraising director. Once people are established in these roles, we intend to continue bringing new skills into the organisation at director and board level.</p> <p>We also plan to recruit to the tutor team. It is our intention that the whole tutor group work collaboratively to develop an approach that will cover the areas of responsibility currently addressed by the Gestalt Coordinator role and the Integrative Coordinator role. We believe this approach will help develop a broader base of expertise within the organisation, adding to our capacity to manage absences.</p> <p>With a finance director in place, we hope to recruit administrative support for Nicola Morgan, as she works with the finance director and the board to transition to charitable status.</p> <p>The process of recruitment will follow the one outlined above, with changes made to interface with Reach's online systems and other approaches that we develop as we learn.</p> <p><b>NON-SPECIALIST VOLUNTEER DIRECTORS, BOARD AND COMMITTEE MEMBERS</b></p> <p>WPI plans to begin recruitment following the OMR aimed at building capacity within the organisation.</p> <p>Typically, people interested in taking a strategic role in the organisation, will already have been involved with the organisation at managerial board level, eg. as trainee representatives, as committee members, or as volunteer board members.</p> |
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|  | <p>We recruit to the management board from committee members, and more widely.</p> <p>We recruit informally, through current connections, such as WPI members, and formally via adverts as outlined above.</p> <p>As with our 2020 recruitment process, we post advertisements in contexts such as BAATN in order to reflect our values of diversity and inclusion.</p> <p><b>COMMITTEE RECRUITMENT</b></p> <p>The work of all WPI committees is currently undertaken by the board as a means of reducing the burden on the small number of people currently running the organisation. A priority, following the OMR, will be to restart recruitment to the various committees.</p> <p>Our starting point in the recruitment of committee members is the appointment of student representatives. (See Policy 16 Student Representative Policy)</p> <p>In the first instance, anyone willing to serve as a committee member, from within the student and trainee body and through the Graduate Group and other alumni, will be welcomed to join.</p> <p>Joining a WPI committee can be a way in which individuals become more involved in the organisation, as students or trainees, following graduation, or as people with no historical connection 'dip a toe in the water' to get to know WPI and its work.</p> <p>Advertisements for committee members will be published on the WPI website. In addition, on an occasional basis, adverts will be posted on the UKCP site, through local networks, and through networks such as BAATN, with links to the WPI Committee page, inviting people to join specific WPI committees.</p> <p>On joining a committee, members are given the following information:</p> <ul style="list-style-type: none"> <li>• Remit of the committee</li> <li>• Contact details for chair of the committee and other committee members.</li> <li>• Current tasks being undertaken by the committee.</li> <li>• WPI Student Handbook</li> <li>• Raising Concerns Pack</li> <li>• EDI Policy</li> </ul> <p>WPI is currently discussing IF the Recruitment Committee should be given a larger remit than it currently has. As described in OMR 1.3, the recruitment committee was originally formed to recruit new students. However, the expertise available on this committee</p> |
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|                                                                              |                                                                                                                                                                                   | means that it may be useful to expand its remit to carry out recruitment drives for volunteers and committee members. Between submitting the OMR document and the OMR visit, it is likely this issue will be more resolved. |
| 1.7                                                                          | Do you have an External Moderator for your organisation? If so, please provide their details and most recent report. (Please note this is not the same as the External Examiner.) | Yes.<br><br>See 1.c Angela Cotter CV & 1.d External Moderator Report                                                                                                                                                        |
| 1.8                                                                          | Is Professional Indemnity Insurance in place for your organisation?                                                                                                               | Yes.<br><br>See 1.8 & 1.8 Appendix                                                                                                                                                                                          |
| 1.9                                                                          | Are Health and Safety Policy and Procedures in place for your organisation/venue?                                                                                                 | Yes.<br><br>See Handbook Section 3, Policy no. 8 General Health & Safety & Policy no. 32 Covid Statement and related Policies                                                                                               |
| 1.10                                                                         | Is a data management and retention policy in place for your organisation and members?                                                                                             | Yes.<br><br>See Handbook Section 3, Policy no. 3                                                                                                                                                                            |
| <b>Documents to submit</b>                                                   |                                                                                                                                                                                   | <b>Submitted</b>                                                                                                                                                                                                            |
| 1a. Organogram / Organisational Chart In Zip file 1a-1d                      |                                                                                                                                                                                   | yes                                                                                                                                                                                                                         |
| 1b. Terms of Reference for all Committees, Boards In Zip file 1a-1d          |                                                                                                                                                                                   | yes                                                                                                                                                                                                                         |
| 1c. List of key officer roles and who holds each role In Zip file 1a-1d      |                                                                                                                                                                                   | yes                                                                                                                                                                                                                         |
| 1d. External Moderator's report In Zip file 1a-1d                            |                                                                                                                                                                                   | yes                                                                                                                                                                                                                         |
| 1e. Organisations Governance Documents (for example Bye-laws) In zip file 1e |                                                                                                                                                                                   | yes                                                                                                                                                                                                                         |
| 1f. Working Online policy In Handbook section 3                              |                                                                                                                                                                                   | yes                                                                                                                                                                                                                         |
| 1g. Social Media / digital policy In Handbook section 3                      |                                                                                                                                                                                   | yes                                                                                                                                                                                                                         |
| 1h. Lone working policy In Handbook section 3                                |                                                                                                                                                                                   | yes                                                                                                                                                                                                                         |
| 1i. Annual accounts/reports for the last 3 years See Zip - Financial Info    |                                                                                                                                                                                   | yes                                                                                                                                                                                                                         |
| 1j. Please provide a copy of your most recent business plan See zip file 1j  |                                                                                                                                                                                   | yes                                                                                                                                                                                                                         |

## 2. Membership

| Question | Response |
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| 2.1 | Please describe your categories of membership, the number of members in each category, and specify how many (in each category) are UKCP members (if known).  | <p><b>See Handbook Section 3 Policy no. 4 Membership</b></p> <p>Professional x 25 - comprising of:<br/>WPI Trainee members who accredit to UKCP / HIPC once all their training requirements are completed. Membership is mandatory for the first 5 years post registration.<br/>UKCP Therapists who have reaccruited to UKCP through WPI.</p> <p>Trainee x 33 - comprising of:<br/>Trainees undertaking training leading to professional registration and who are working with clients.<br/>Trainees taking a 'year out' or a break from WPI's training programme.<br/>Independent Study Stage trainees</p> <p>Student x 13 - comprising of:<br/>Students undertaking training leading to professional registration and not yet seeing clients (usually year 1)</p> <p>Associate Practitioner x 2 - comprising of:<br/>Practitioners who are registered through an Organisational Member of UKCP that is not WPI.<br/>Practitioners who are registered or accredited by national accrediting organisations other than UKCP</p> <p>Honorary x 10 - comprising of:<br/>People who are invited to be members in recognition of their contribution to the growth of WPI or the wider Psychotherapeutic Community.<br/>Retired therapists who adhere to the appropriate codes of ethics and practice and wish to maintain links with WPI and the wider world of psychotherapy.<br/>Those involved with WPI as members of the management team.</p> <p><b>TOTAL = 83</b></p> |
| 2.2 | How do you communicate with your members?                                                                                                                    | Via regular email and Mail chimp. Mail chimp is generally used to disseminate information to the wider membership and to distribute newsletters and news of events. members can request to have their own events advertised by WPI via this method. All such requests are reviewed by the board prior to sending to ensure that all material fits with WPI's values and ethos.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 2.3 | Do you have a member's area on your website? If it is restricted access, please email the assessors with a login and password so they are able to review it. | Yes. The area is for student and trainee members and contains information pertinent to those groups such as the handbook, module descriptors, reading lists, articles and general training requirements / information.<br>We are in the process of developing a general Members page which will have access to member policies.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 2.4 | Does your organisation or its professional members access or undertake research?                                                                             | Not under the auspices of WPI, although individual members are involved in research through a variety of routes. However, WPI is in conversation with Marian Crowley who, as part of her new role (from September 2021) will support trainees and wider WPI members to undertake and publish research.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

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| 2.5 | Do you publish research on behalf of your members (either trainees or professionals)? | Not currently. |
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## 3. Ethics and Conduct

|     | Question                                                                                | Response                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| 3.1 | Please describe how ethical questions are raised and resolved within your organisation. | <p>WPI has an appointed Chair of Ethics and Equality, Diversity and Inclusion Committee. From now on referred to as Chair of Ethics. WPI has a plan as already outlined in section 1.6 to recruit and develop this committee as part of our 3 year sustainability Business Plan.</p> <p>The Chair of Ethics and the WPI team have developed a raising concerns and dilemmas 'pack' which outlines how members can bring concerns to a wider forum.</p> <p><b>Please see Handbook Section 3, Policy Number 31 Raising Concerns and Dilemmas Pack</b></p> <p>Issues may be raised by submitting a brief summary (Form D in the pack) which is looked at in the first instance by the Chair of Ethics in collaboration with an appropriate board member usually the Chair of the Management Board or other committee chair. A decision is made about next best steps which may include referral to any WPI committee. In addition the Chair of Ethics may convene an ethics meeting to include relevant expertise from within the organisation. The process is designed on each occasion to meet the needs of the dilemma and the consultee. Further meetings may be convened. Written feedback, often in the form of an option appraisal, is provided as appropriate, and any action points may be referred to other committees. Minutes of explorations and any decisions are kept in a reserved folder. Any concerns about ethical breaches are dealt with using the Raising Concerns Pack (ref above) and the accompanying procedure.</p> <p><b>Please see Handbook Section 3, Policy Number 30 Grievance and complaints procedure</b></p> <p>WPI grievance and complaints policy is to use the 'The Raising Concerns and Dilemmas pack'(Policy 31)</p> |
| 3.2 | Do you have additional codes for students/trainees, trainers or supervisors?            | <p>We have a code for members and a code for trainees/students.</p> <p><b>Please see Handbook Section 3, Policy no. 1 Members Code of Ethics &amp; Professional Practice &amp; no. 2 Ethics Policy for Students and Trainees</b></p> <p>The Student / Trainee Code is sent out annually at renewal of membership.</p> <p>New trainers and supervisors are sent the codes and have to sign that they adhere to them. It is part of the Supervision Pack sent to all supervisors.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

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|                                                                                          |  | These documents are reviewed bi-annually to ensure they are updated with any policy changes with UKCP, HIPC or WPI. Both Codes are due for review in July 2021 in preparation for distribution in September 2021. |
| <b>Documents to submit</b>                                                               |  | <b>Submitted</b>                                                                                                                                                                                                  |
| 3a. All relevant Codes of Ethics and Professional Practice/Conduct in Handbook section 3 |  | yes                                                                                                                                                                                                               |

## 4. Equality, Diversity and Inclusion

|     | Question                                                                                                                                             | Response                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| 4.1 | Do you have an Equality, Diversity and Inclusion policy consistent with the UKCP Equality, Diversity and Inclusion Statement. How is it implemented? | Yes.<br><b>See WPI Handbook 3 Policy no. 7 - Equality, Diversity &amp; Inclusion Policy</b><br>See also:<br>section 1.2 Philosophy<br>Section 1.6 recruitment<br>Professional Members CPD Policy<br>HIPC EDI statement adopted 2020                                                                                                                                                                                                                                                                          |
| 4.2 | Do you have clear criteria relating to relevant health conditions which is consistent with Equality, Diversity and Inclusion legislation?            | Yes.<br><b>Please see Handbook 3 Policy no. 9 Guidance for Students with a Disability &amp; no. 10 - Disability Access Policy</b>                                                                                                                                                                                                                                                                                                                                                                            |
| 4.3 | How do you advertise for recruitment of trainees/staff?                                                                                              | As widely as possible through adverts on the WPI website, regular half page ads in the weekly Big Issue (Wales edition) through SWENT (digital media) via our membership, via national psychotherapy publications such the UKAGP newsletter, through the Black, African and Asian Therapy Network (BAATN)                                                                                                                                                                                                    |
| 4.4 | How does your recruitment for staff/trainees incorporate your policy?                                                                                | Through advertising as widely as possible in a context specifically accessible to BAME candidates. Our advertising explicitly welcomes ' <i>BAME applicants, who have traditionally been underrepresented in psychotherapy education and provision</i> '. Future advertising will also put greater emphasis on inclusion of other under represented groups. Monitoring forms are available with the recruitment packs for both training and employment.                                                      |
| 4.5 | Do you have targeted advertising for your local community?                                                                                           | Yes, through regular half page ads in the weekly Big Issue (Wales edition)                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 4.6 | What strategies are in place to respond in a reasonable and proportionate way to Equality, Diversity and Inclusion monitoring?                       | The Recruitment committee is responsible for ensuring that WPI adverts for training and employment are circulated as widely as possible.<br><br>Terms of reference for all committees include awareness of EDI.<br><br>Our management board now has EDI as a standing item on the agenda for each meeting.<br><br>Any concerns raised through the Raising Concerns Pack are monitored for issues relating to EDI, the concern is logged and the relevant action taken. An example of such would be to ensure |

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|                                                                    |  | <p>that if a person of colour raised a concern and or had a complaint made against them, any panel that might be convened would be made up of a diverse membership to avoid the potential for unconscious bias influencing any decision made.</p> <p>WPI believes that EDI must be embedded throughout all levels and activities of the organisation and we are continuing to work towards this goal. We are currently developing an EDI monitoring form which is in line with the Equality Act 2010 and the current HIPC guidance.</p> |
| <b>Documents to submit</b>                                         |  | <b>Submitted</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 4a. Equality, Diversity and Inclusion policy in Handbook section 3 |  | yes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

### 5. Professional Practice Policies

|            | Question                                                                                                                                  | Response                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <b>5.1</b> | <b>CPD:</b>                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 5.1.1      | What are your CPD requirements for professional members?                                                                                  | CPD Requirements are outlined in <b>Handbook section 3, Policy 25 Professional Members CPD Policy</b> . Minimum 250 hours over 5 year. Recommend 20 hours per year must be taught CPD.                                                                                                                                                                                                                                                                                |
| 5.1.2      | How do you monitor that your professional members fulfil the modality college requirements for continuous professional development (CPD)? | CPD requirements were taken from HIPC CPD Policy. Professional Members (PM) are required to submit an annual CPD form and these form the basis of the 5 year Peer Review System. ALL relevant forms and Policies are in the <b>WPI Reaccreditation Pack (5a)</b> .                                                                                                                                                                                                    |
| 5.1.3      | What is the minimum number of clinical hours required?                                                                                    | The Policy requires PMs in their first Reaccreditation Cycle to have 4 clinical hours per week. After this period there is flexibility to take into account a potentially more diverse professional work life (e.g. supervision, teaching etc.).                                                                                                                                                                                                                      |
| 5.1.4      | What CPD opportunities does your organisation offer?                                                                                      | In previous years, the Institute has had a range of CPD events aimed at therapists and supervisors. This has included Matthew Harwood (Dreams in Supervision), Robin Shohet (Supervision), Ken Evans (Taming the Shame), Elinor Greenberg (Personality Adaptations), Claude Steiner (TA and Stroke Economy), Jeremy Holmes (Attachment) and several others.<br>WPI plans to develop a CPD programme. The first training will be on Safeguarding for Psychotherapists. |
| <b>5.2</b> | <b>Supervision:</b>                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 5.2.1      | What are your supervision requirements for professional members?                                                                          | The Supervision requirements are specified in <b>Handbook section 3, Policy no. 26 Professional Members Supervision Policy</b>                                                                                                                                                                                                                                                                                                                                        |
| 5.2.2      | How do you monitor that your professional members fulfil the modality college requirements for supervision?                               | The Annual CPD form requires PMs to log their supervision hours and supervisors' details.<br>Again, this forms the basis of the 5 Year Peer Review.                                                                                                                                                                                                                                                                                                                   |
| 5.2.3      | How do you ensure supervisors have the appropriate qualifications and experience?                                                         | We require that Supervisors hold a UKCP recognised supervision qualification. This is monitored through the WPI 5 Year CPD and Peer Review Form for Reaccreditation                                                                                                                                                                                                                                                                                                   |
| <b>5.3</b> | <b>Re-accreditation:</b>                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

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| 5.3.1                                                                                                       | Please explain your re-accreditation process for your professional members.                                | Please see Handbook section 3, policy no. 29 Reaccreditation including Procedure & Appeals<br>WPI Informs PMs of their reaccreditation and send them the Accreditation Pack                                                                                                                                                            |
| 5.3.2                                                                                                       | What is your appeal process for re-accreditation processes?                                                | Please see handbook section 3, policy no. 29, section 17                                                                                                                                                                                                                                                                               |
| 5.3.3                                                                                                       | Do you have a separate committee or panel which manages the re-accreditation process?                      | No.<br>Our Manager and Chair of QAC manage the process.                                                                                                                                                                                                                                                                                |
| 5.4                                                                                                         | <b>Time Out / Return to practice:</b>                                                                      |                                                                                                                                                                                                                                                                                                                                        |
| 5.4.1                                                                                                       | What is your policy and timeframes in relation to your professional members taking time out from practice? | Please see handbook section 3, Policy no. 28: Professional Membership Absence from Practice and Re-registration.                                                                                                                                                                                                                       |
| 5.4.2                                                                                                       | What requirements do you have for someone returning to practice after a break or sabbatical?               | Please see handbook section 3. Policy no. 27: Professional Members Sabbatical Policy including Return to Work.<br>All the Policies and forms required for all aspects of Reaccreditation are available on the PM's section of the website and are sent to the reaccrediting PM.<br>Pack attached for 5a also applies for b,c,d,e,f, g. |
| <b>Documents to submit</b>                                                                                  |                                                                                                            | <b>Submitted</b>                                                                                                                                                                                                                                                                                                                       |
| 5a. CPD Policy and procedures : See Reaccreditation Pack in Zip Q5                                          |                                                                                                            | yes                                                                                                                                                                                                                                                                                                                                    |
| 5b. Any additional supporting CPD documentation N/A                                                         |                                                                                                            | n/a                                                                                                                                                                                                                                                                                                                                    |
| 5c. Suitability/Return to Practice Policy and procedures in Handbook section 3                              |                                                                                                            | yes                                                                                                                                                                                                                                                                                                                                    |
| 5d. Supervision Policy in handbook section 3                                                                |                                                                                                            | yes                                                                                                                                                                                                                                                                                                                                    |
| 5e. Details of supervision courses N/A                                                                      |                                                                                                            | n/a                                                                                                                                                                                                                                                                                                                                    |
| 5f. Re-accreditation Policy, procedures, and forms, including appeals procedures in Handbook section 3      |                                                                                                            | yes                                                                                                                                                                                                                                                                                                                                    |
| 5g. Please provide a selection of re-accreditation submissions (including pass, fail or referral) In Zip Q5 |                                                                                                            | yes                                                                                                                                                                                                                                                                                                                                    |

### 6. Safeguarding

|     | Question                                                                                  | Response                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| 6.1 | How do you ensure that your members have the most up to date information on safeguarding? | <p>There is a section on the Training Resources Section of the website that has the most up to date guidance on safeguarding. This includes:</p> <ul style="list-style-type: none"> <li>* Welsh Government Safeguarding Collection</li> <li>* Safeguarding Children: Working Together Under the Children Act 2004 (Welsh Assembly Govt.</li> <li>* SD8: Office of the Public Guardian safeguarding policy (web version) HM Government UK.</li> <li>* UKCP Safeguarding Guidelines</li> <li>* Working Together to Safeguard Children. A guide to inter-agency working to safeguard and promote the welfare of children. HM Government</li> </ul> <p>The Manager and Administrator checks annually that this is kept up to date. This is available for Board members. In addition, it is</p> |

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|     |                                                                                                                                       | <p>available to those Institute members such as tutors, trainees and students involved in the programme delivery.</p> <p>A future development of WPI is to create a Professional Members Website Section which will store all Reaccreditation Documentation and the safeguarding materials listed above.</p> <p>Professional Members complete an annual review form each year and they are asked specifically about safeguarding issues. These forms are presented in OMR Section 5 Supplementary Information to avoid repetition.</p> <p>WPI has a mailing list and relevant training events on safeguarding are sent to members and 'friends' of WPI.</p>                                                                                                                                                                                                                                                   |
| 6.2 | Who delivers safeguarding training for your organisation?                                                                             | <p>In the past, we have had specialist trainers come to the Institute to deliver this training to the trainees. However, we found their training too general and not related to the nuances of psychotherapy. In our opinion it is best to have an in-house trainer with a social work background to deliver safeguarding training.</p> <p>Mel Ovens (Dip SW), our Manager, has a child protection social work background. For the 2020 -2021 WPI Handbook she has redesigned the Ethics 1 and 2 modules to cover safeguarding in more detail.</p> <p>Mel Ovens is currently developing a safeguarding training with a specialist Child Advocate Social Worker and therapist whose current practice includes safeguarding issues. This will be a CPD course entitled <i>Safeguarding for Psychotherapists</i>. It is hoped this course will be run as a CPD event for Professional Members in early 2022.</p> |
| 6.3 | How many hours is the training delivered for?                                                                                         | <p>Trainees experience between 6 and 12 hours of safeguarding training during their training. They are clearly told that they will need to further develop their knowledge in this area via CPD and reading.</p> <p>The new CPD course will be a 6 hour course. It is hoped there will be a follow up experiential day (6 hours) when the participants from the safeguarding day can bring case material, when the learning can be applied.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 6.4 | How do you record that your members have completed a course in safeguarding if they have not undertaken it as part of their training? | <p>Each student / trainee has safeguarding training during year 1 and this is developed again in year 4. The trainee produces a Portfolio of Evidence for examination. In this they need to record that safeguarding has been studied.</p> <p>Students / Trainees are asked to send in copies of Certificates of CPD's attended at the end of each year. Certificates are held in their folders electronically.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

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|                                                                                                       | <p>Annual Supervision Reports on each trainee record practice issues of safeguarding. The forms are stored electronically in their folders after being reviewed by the tutor.</p> <p>Independent Study Stage Trainees send in an annual CPD form and this asks about safeguarding.</p> <p>Professional Members are sent details of safeguarding training from external organisations. They record safeguarding issues on their end of year CPD returns.</p> <p>The Raising Concerns and Grievance Pack (Policy 31) contains a spreadsheet of monitoring all issues at WPI including Safeguarding ones.</p> |                  |
| <b>Documents to submit</b>                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Submitted</b> |
| 6a. Safeguarding Policy: WPI 2020 2021 Handbook Section 3 Policy 6 Safeguarding In Handbook section 3 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | yes              |

## 7. Complaints

|            | Question                                                                                                                                                                                                                                      | Response                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <b>7.1</b> | <b>Complaints (general):</b>                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 7.1.1      | How do you track complaints?<br>Do you track them regardless of whether they complete the relevant complaints process?                                                                                                                        | <p>When a concern is raised it is logged as part of our raising concerns pack process. This process tracks issues raised regardless of how far along our process they proceed. This spreadsheet log is new - however - records have always been maintained of issues that may be the start of a more formal process and the spreadsheet shows issues that have been logged retrospectively into our new system.</p> <p>Please see Concerns Log in Zip Q7<br/>Handbook section 3, Policy no. 30 Grievance and Complaints Procedure<br/>policy no. 31 Raising Concerns and Dilemmas Pack</p> |
| <b>7.2</b> | <b>Organisational Complaints:</b>                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 7.2.1      | If there have been complaints about your organisation in the last five years, please give brief details of the nature of each complaint, its date, how it was dealt with and the outcome or the status of the complaint should it be current. | Please see details of all concerns raised which are documented in the Concerns Log in Zip Q7                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 7.2.2      | Describe your appeal process for the above type of complaint.                                                                                                                                                                                 | <p>There are three grounds for appeal:</p> <ol style="list-style-type: none"> <li>1. New information</li> <li>2. Procedures not adhered to in a way that rendered process unfair and or unjust</li> <li>3. Sanctions deemed unjust or unfairly harsh.</li> </ol> <p>If 1 the complainant is asked to outline any new information that has become available since the adjudication meeting.</p>                                                                                                                                                                                             |

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|            |                                                                                                                                                                                                                                                                                                                            | <p>If 2 the complainant is asked to outline where they feel any WPI policies or procedures were not adhered to without a good reason and/or explanation and how this rendered the process unfair or unjust.</p> <p>If 3 the complainant is asked to outline why any sanctions imposed are deemed to be unjust or unfairly harsh.</p> <p>The AP appeals form is then submitted to our administrator who will forward it to the chair of ethics and appropriate board member who will appoint an Appointed Independent Person (AIP) to review the appeal. The Chair of Ethics will keep the complainant informed about likely timescales. The AIP will decide if there are grounds for an appeal and if so, will review all the paperwork and come to a decision which they will convey to the board. This decision is final.</p> |
| <b>7.3</b> | <b>Training Complaints / Grievances:</b>                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 7.3.1      | If there have been complaints about the training programme itself, training staff (including training supervisors), or assessors in the last five years, please give brief details of the nature of each complaint, its date, how it was dealt with, and the outcome, or the status of the complaint should it be current. | <p>There was one complaint in 2018 raised by a trainee about a member of staff that was investigated by UCKP and not upheld. Any WPI member the subject of UKCP investigation must inform WPI and a record is kept in the log.</p> <p><b>Please see details of all concerns raised which are documented in the Concerns Log in Zip Q7</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 7.3.2      | How would you conduct appeals for the above type of complaints?                                                                                                                                                                                                                                                            | As in 7.2.2 above                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>7.4</b> | <b>Accrediting Complaints (Accrediting Process):</b>                                                                                                                                                                                                                                                                       | <b><i>This section applies to both UKCP-trained and non-UKCP-trained applicants (as applicable).</i></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 7.4.1      | Have there been complaints about your accreditation process that puts people forward for UKCP registration? If yes, please give brief details of the nature of each complaint, its date, how it was dealt with and the outcome, or the status of the complaint if it's current.                                            | NO                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 7.4.2      | How would you conduct appeals for the above type of complaint?                                                                                                                                                                                                                                                             | As in 7.2.2 above                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>7.5</b> | <b>Complaints against trainees or supervisors:</b>                                                                                                                                                                                                                                                                         | <b><i>NB: Complaints against UKCP Registrants should be referred to the UKCP Complaints Team and CCP. Complaints against supervisors normally are heard by the OM.</i></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 7.5.1      | Have there been complaints about any trainees or supervisors? If yes, please give                                                                                                                                                                                                                                          | NO                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

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|                                                                                                                                                                                       | brief details of the nature of each complaint, its date, how it was dealt with and the outcome, or the status of the complaint should it be current. | Please see spreadsheet for a description of concerns that were raised that did not need to go to an external panel as they were resolved internally |
| 7.5.2                                                                                                                                                                                 | How would you conduct appeals for the above type of complaint?                                                                                       | As in 7.2.2 above                                                                                                                                   |
| <b>Documents to submit</b>                                                                                                                                                            |                                                                                                                                                      | <b>Submitted</b>                                                                                                                                    |
| 7a. Complaints tracking or log <a href="#">in Zip Q7</a>                                                                                                                              |                                                                                                                                                      | yes                                                                                                                                                 |
| 7b. Organisational complaints and appeals procedure <a href="#">in Handbook section 3</a>                                                                                             |                                                                                                                                                      | yes                                                                                                                                                 |
| 7c. Training / Grievance procedures and appeals process <a href="#">in Handbook section 3</a>                                                                                         |                                                                                                                                                      | yes                                                                                                                                                 |
| 7d. Accreditation complaints process and appeals process <a href="#">in Handbook section 3</a>                                                                                        |                                                                                                                                                      | yes                                                                                                                                                 |
| 7e. Complaints and appeals processes, including those for any members and trainees who are not UKCP accredited, or complaints about supervisors <a href="#">in Handbook section 3</a> |                                                                                                                                                      | yes                                                                                                                                                 |

### 8. Conflicts of Interest

|     | Question                                                                                             | Response                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| 8.1 | <b>Conflicts of Interest:</b>                                                                        | <b><i>UKCP requires its organisational members to manage conflicts of interest in all aspects of the organisation, training, and committee work.</i></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 8.2 | How does your organisation seek to recognise any potential or perceived conflicts of interest?       | Conflicts of interest may come about or emerge in different ways and may not always be apparent to those concerned straight away or even at all. Therefore, it is everyone's responsibility to be alert to potential conflicts of interest and to raise a concern as soon as it becomes apparent. It is the responsibility of WPI tutors and chairs of committees to consistently make room for questions about potential conflicts of interest to be raised easily and routinely during discussions in any WPI forum. WPI is a small organisation and we recognise that people may often have more than one role or set of responsibilities. WPI considers it important to act in ways that allow proper consideration of issues where a conflict of interest exists or may exist, so that such conflicts can be mitigated or removed. We have made it an organisational priority to reduce the number of dual roles, in order to minimise, where possible, the risk of conflicts of interest.<br><a href="#">Please see Handbook section 3, policy no. 12 Conflicts of Interest</a> |
| 8.3 | Please outline how your organisation would manage the situation should a conflict of interest arise? | When members of the management team or committees are aware of a conflict of interest in relation to the work of the organisation, the relevant member or members will leave the relevant part of the meeting and the discussion and decisions will be made in their absence. Minutes of the discussion and any decisions taken are minuted and kept separately in order to maintain confidentiality. When a student or trainee, a member of staff or a member of the public makes a complaint or has a grievance, this is done initially through the raising concerns pack. As part of this process, the person raising the concern is asked to identify any member of the WPI team, who for reasons of involvement or confidentiality should not be involved in the discussion. Thus we here aim to reduce the likelihood of a conflict                                                                                                                                                                                                                                             |

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|                                                                            |                                                             | of interest in the consideration of ethical dilemmas or investigations of a complaint or grievance.<br><b>Please see Handbook section 3 Policy no. 31 Raising Concerns and Dilemmas pack</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 8.4                                                                        | How does your organisation manage dual relationships/roles? | It is inevitable that within a small organisation such as WPI, dual roles are likely to occur. We aim to manage dual roles that are outside of the therapeutic relationship (which are therefore not disallowed) openly and transparently. This is achieved through careful consideration of the impact of any dual relationship on either party. The management board are made aware of dual relationships as soon as they are disclosed and will support the individuals to manage the relationship in such a way as to minimise contact between the two parties wherever possible.<br><b>Please see Handbook section 3 policy no. 11 Dual Relationships Policy</b> |
| <b>Documents to submit</b>                                                 |                                                             | <b>Submitted</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 8a. Conflict of Interest policies and procedures <b>Handbook section 3</b> |                                                             | yes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 8b. Dual relationships/roles policy <b>Handbook section 3</b>              |                                                             | yes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

### 9. Training Programmes

|            | Question                                                                                                                                                  | Response                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <b>9.1</b> | <b>General:</b>                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                          |
| 9.1.1      | What is the name of your training course, and how many years has it been running?                                                                         | Post Graduate Advanced Diploma in Psychotherapy. Gestalt & Integrative<br>The course has been running since 2007                                                                                                                                                                                                                                                                                         |
| 9.1.2      | What are the modality descriptors awarded upon accreditation from the training programme? (for example Integrative Psychotherapist, Jungian Analyst, etc) | Integrative Psychotherapist<br>Gestalt Psychotherapist                                                                                                                                                                                                                                                                                                                                                   |
| 9.1.4      | What qualification(s) do you offer your trainees (e.g. Diploma, MSc) and what is the title of the training?                                               | Advanced Diploma in Psychotherapy                                                                                                                                                                                                                                                                                                                                                                        |
| 9.1.5      | How do you ensure the advanced training is at Master's level?                                                                                             | WPI has developed rigorous marking criteria for all stages of training. <b>Please see Handbook section 2 Generic Marking Criteria Year 1 and year 2 onwards.</b> Year 1 is differentiated from years 2/3/4 to reflect the progression to level 7<br>The marking is supported by an internal moderation process & our External Examiner and External Moderator who have both approved our marking scheme. |
| 9.1.6      | Is all of your training delivered on site? If not, please detail all sites.                                                                               | No. Occasionally training is delivered in a nearby building which has larger rooms and access for those with mobility issues. A 5 day Creative module is also taught off site, the venue for this changes depending on the size and needs of the group. A residential option is offered to trainees wherever possible.                                                                                   |

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| 9.1.7      | Please list all psychotherapy training organisations within the auspices of your organisation, including where they are based, if applicable. | Welsh Psychotherapy Institute                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 9.1.8      | Do you have links with a university or with other training programmes? What are they?                                                         | No                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>9.2</b> | <b>About the staff</b>                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 9.2.1      | How many core training staff do you have? (i.e. Not sessional staff members)                                                                  | 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 9.2.2      | What qualifications and experience do you require of your core training staff?                                                                | That they are UKCP registered and also have either a teaching qualification or a supervision qualification                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 9.2.3      | What is the usual ratio of core training staff to trainees when teaching?                                                                     | 1:8                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| 9.2.4      | Do you have additional specific CPD or development requirements for staff?                                                                    | Staff are encouraged to undertake CPD especially in areas they teach. All staff are required to meet UKCP CPD requirements for membership.                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 9.2.5      | Is there any in-service training for staff? If yes, of what does this consist?                                                                | All new staff undertake an informal induction with members of the team. This covers health and safety, governance, administration and teaching processes.                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 9.2.6      | Do trainees have personal tutors? If yes, how frequently do they meet?                                                                        | Yes. Minimum of twice annually on a 1:1 basis for a minimum of 20 minutes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 9.2.7      | Do you use external speakers/trainers? If yes, in what roles?                                                                                 | Yes, to deliver specific areas of expertise such as research, T.A. 101, Safeguarding, Mental Health Familiarisation                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>9.3</b> | <b>About your trainees:</b>                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 9.3.1      | How many new students/trainees have registered with your organisation in the last 5 years?                                                    | 38                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 9.3.2      | How many of your students/trainees also hold 'UKCP Student' or 'UKCP Trainee' membership?                                                     | 31                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 9.3.3      | Have students/trainees taken time out or not completed the taught training? Is there a limit to how long they can delay their training?       | <p>Yes. students/trainees sometimes require additional time to consolidate their learning before moving on to the next stage of training. This is usually one year although on some occasions a two year period is agreed. If a student/trainee remains out of training for longer than this they are required to attend a minimum of 2 years further training before completing.</p> <p><b>Please see Handbook sections 1 and 2</b></p> <p><b>Also Section 3 Policy no. 18 Trainee Gap Year Policy &amp; 19 Student / Trainee Debt Policy Including Financial Gap Year Policy</b></p> |

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| 9.3.4      | How do you prepare a student/trainee to re-join the training?                                                              | Students/trainees are required to attend at least one WPI training module during their time out in order to maintain links with the organisation and their peers and to ensure compliance with CPD requirements. A Return to Training tutorial is undertaken with the tutor of the year group that the student/ trainee will enter, prior to the student/trainee returning. Students/trainees are required to complete all outstanding written and practical work before returning to the next stage of training. This is supported via tutorials during their time out.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>9.4</b> | <b>Intake procedures and requirements:</b>                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 9.4.1      | What criteria are used to decide on an applicant's suitability for psychotherapy / psychotherapeutic counselling training? | Previous education and / or training.<br>Life experience<br>Attitude at interview<br>Realism regarding the demands of the course and the profession<br><b>Please see Interview Protocols in attached Zip file Q9</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| 9.4.2      | How do you advertise the requirements of your Training Programme and what the training programme offers?                   | Via the website.<br><a href="http://www.welshpsychotherapy.org.uk/index.php/training-courses/3-diploma-of-psychotherapy-courses">http://www.welshpsychotherapy.org.uk/index.php/training-courses/3-diploma-of-psychotherapy-courses</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 9.4.3      | What is the start to finish process? And who makes the final decision on the applicant's approval?                         | Most applicants begin with a telephone call or email to Admin. This is then followed up by a tutor who will contact the applicant and arrange a time to speak. The applicant is given information verbally and can ask any questions about the course. The applicant then submits a formal application form<br><a href="http://www.welshpsychotherapy.org.uk/images/PDF_STORE/WPI_CourseApplicationform2020withoutqualops.doc">http://www.welshpsychotherapy.org.uk/images/PDF_STORE/WPI_CourseApplicationform2020withoutqualops.doc</a><br>The applicant is encouraged to participate in the Taster Day for prospective trainees<br><a href="http://www.welshpsychotherapy.org.uk/index.php/training-courses/2-uncategorised/26-next-advanced-diploma-in-psychotherapy-course-open-day-10th-feb-2018">http://www.welshpsychotherapy.org.uk/index.php/training-courses/2-uncategorised/26-next-advanced-diploma-in-psychotherapy-course-open-day-10th-feb-2018</a><br><b>See also Zip Q9d34</b><br>A formal interview is then arranged. Applicants are interviewed by two members of the recruitment team. Following the interview the recruitment team makes a decision as to the applicants suitability for training. |
| 9.4.4      | What are the selection criteria for interview?                                                                             | <b>Academic Ability</b> through one or more of the following: Degree or Professional Qualification e.g. nursing, Dip SW etc., Diploma of Counselling leading to BACP or NCS registration, Masters / PhD<br><b>Experience of working with people:</b> Preferably with some knowledge of mental health-ill health.<br><b>Willingness to engage</b> with personal therapy throughout the duration of the course, commitment to developing self care skills that can be applied to the training.<br><b>Other life experiences</b> which meet the criteria for Recognition of Prior Learning<br><b>Please see Handbook section 3, Policy no.13 Recognition of Prior Learning Policy including APL/APEL</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 9.4.5      | Describe your interview procedures.                                                                                        | Once an application has been received, each candidate is offered an interview. Every candidate is interviewed by 2 members of                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

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|            |                                                                                            | <p>staff, usually two tutors or 1 tutor and another professional psychotherapist. Set questions are asked which aim to encourage the candidate to give a full rationale for why this course is the right one for them at this point in time. The questions also aim to draw out how the candidate meets the academic requirements for training.</p> <p><b>Please see interview questions for candidates in Zip file Q9</b></p> <p>Once the interview has concluded, the candidate leaves and the interviewers discuss their suitability for the course. If they both agree that the candidate is suitable, a formal letter will be sent offering them a place. If not suitable, the candidate will be contacted in person and given verbal feedback regarding the decision which is then followed up with a formal letter.</p> |
| 9.4.6      | Describe your applicant appeals procedures.                                                | <p><b>See Handbook section 3, policy no. 14 Admissions Policy and Appeals for Admissions Policy</b></p> <p><a href="http://www.welshpsychotherapy.org.uk/images/PDF_STORE/WPI2020AdmissionsPolicyandAppealsforAdmissionPolicy.pdf">http://www.welshpsychotherapy.org.uk/images/PDF_STORE/WPI2020AdmissionsPolicyandAppealsforAdmissionPolicy.pdf</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>9.5</b> | <b>Duration of the Training Programme and Training hours:</b>                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 9.5.1      | How long is your training and how is it structured over time?                              | <p>The taught component of the course runs over 4 years. There are 26 training days per year over 8 modules (7 x 3 days &amp; 1 x 5 days) Following this the trainees have a period of independent Study prior to submitting their final work for examination. This can last for up to 2.5 years</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 9.5.2      | How do trainees pass from one part of the training to another?                             | <p>Trainees development is monitored throughout the year via formative and summative assessment. In order to progress to the next stage of training, all written work and presentations must be completed and submitted and any required clinical hours completed. The training committee convenes and discusses each trainee's progress and readiness to embark on the next stage of training. Each trainee then has an end of year tutorial to discuss their individual options for progression.</p> <p><b>Please see Handbook section 3, Policy no. 17 Progression Policy</b></p>                                                                                                                                                                                                                                           |
| <b>9.6</b> | <b>Content of Training programme:</b>                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 9.6.1      | How are ethics, equality and diversity issues in psychotherapy addressed in your training? | <p>There are 2 specific Ethics, Anti Oppressive Practice &amp; Intersubjectivity modules - one in year 1 and one in year 4. Year 1 trainees must write and pass an Ethical Competency essay and Year 4 trainees must deliver and pass an Ethical Dilemma presentation. In addition to this every piece of written work is assessed for Ethics and AOP content, including Intersectionality. No assignment is passed without this being fully integrated into the work. It is our core belief that this is not a separate subject but must be fully integrated for all practitioners.</p> <p><b>Please see Handbook section 2, items 1 &amp; 4 Generic Marking Criteria</b></p> <p><b>Section 3, Policy no. 7 Equality, Diversity &amp; Inclusion</b></p> <p><b>Policy no. 25 Professional Members CPD</b></p>                  |

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| 9.6.2 | Please provide a breakdown of your training hours, including tutor/trainer, supervision, private study, distance learning, group work etc. | <p>Total training hours 624 over 4 years made up of 26 days per year at 6 hours per day.<br/>Each day is usually broken down as follows:<br/>9.30-11 Group Process<br/>11-11.30 Break<br/>11.30-1pm Theory<br/>1-2.05 Lunch<br/>2.05-3.20 Small group work / clinical practice<br/>3.20-3.40 Break<br/>3.40-4.30 Fishbowl - clinical practice<br/>4.30-4.45 Reflective Journal writing<br/>4.45-5.30 Process out</p> <p>In addition to this trainees are required to complete a minimum of:<br/>100 hours of student directed learning which is made up of MHF placement hours, additional external training &amp; self care activities.<br/>450 hours of supervised client work<br/>75 hours of individual supervision<br/>160 hours of personal therapy<br/>This adds up to a minimum total of 1409 hours.</p> <p>This is monitored via a summary of logged hours which the trainee submits at the end of each academic year.<br/><b>Please see Handbook Section 1, Overview of Programme.</b></p> |
| 9.6.3 | What are the key subject areas you cover?                                                                                                  | <p>Ethics, AOP &amp; Intersectionality<br/>Role of the therapist<br/>Safeguarding &amp; risk assessment<br/>Fundamentals of Gestalt x3<br/>Fundamentals of Integration x3<br/>Attachment Theory<br/>Developmental models<br/>Transference Phenomena<br/>Research<br/>Mental Health Familiarisation<br/>Formulation &amp; Diagnosis<br/>Neuroscience<br/>Trauma<br/>Shame<br/>Existentialism<br/>Grief &amp; Endings<br/>Sex &amp; Sexuality<br/>Creativity in Psychotherapy including<br/>Experimentation &amp; Dreamwork</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 9.6.4 | Where are learning outcomes found within your student handbook?                                                                            | Within each module descriptor                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 9.6.5 | Please state your theory of the model of the mind?                                                                                         | WPI interprets this section as asking about the underlying view of what is to be human and how this condition is formed. The WPI approach comes from an insistence on the humanistic and relational view that the client is the expert on themselves. Our trainees learn how to integrate their thinking with their feelings and behaviours and learn to live their best life with the support of the therapist.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

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|            |                                                                                                                                                | WPI taught theory is based on a view that each of us creatively develops to either survive or thrive in the environment we are raised in. Our syllabus reflects this view and we teach a dialogic, attachment based, object relational, trauma and neuroscience informed therapy. We insist that each of our trainees integrate existing theory to form their own practice model in order to be able to work with each individual and their mind, body and being.<br><b>Please see Theory into Practice / Integration Presentation Write Up in Portfolios.</b>                            |
| <b>9.7</b> | <b>Supervised Clinical Practice:</b>                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 9.7.1      | At what stage of training do trainees start to see clients?                                                                                    | During the 2nd year of training                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 9.7.2      | What arrangements do trainees make to see clients?                                                                                             | Trainees are encouraged to join a placement in their local area. Once both the tutor and the supervisor agree that the trainee is ready, they can apply to join the WPI Affordable Therapy Service and begin private practice. Trainees on placement are asked to respectfully use the placement supervisors and have top up supervision with a UKCP supervisor to ensure that process issues in the work are addressed fully.                                                                                                                                                            |
| 9.7.3      | What is the ratio of clients to supervision hours?                                                                                             | Minimum 1:6 with a UKCP supervisor                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 9.7.4      | What is the maximum number of clients that trainees can work with at one point in time? Does this vary over training?                          | During the initial stages of practice no more than 2 per week, however we have no formal rules regarding this in later stages of training. Instead we ask trainees to negotiate their client work load carefully with both their supervisors and trainers, taking into account the individual trainees field conditions.                                                                                                                                                                                                                                                                  |
| 9.7.5      | What is the minimum and/ or maximum number of clients or client hours that trainees must undertake before qualifying?                          | Trainees must accrue a minimum of 450 supervised client hours before qualifying.<br>However at the end of Year 3 those trainees who wish to (and have completed all year 3 work) can submit an extended case study and tape transcript for external marking. If successful, WPI will then support the trainee's application for membership of the National Counselling Society.<br>Every trainee must have accrued a minimum of 100 hours of supervised client work before they can progress to the 4th year of study.<br><b>Please see Handbook Section 3, Policy no. 17 Progression</b> |
| 9.7.6      | What is the frequency of client sessions in which you train? (i.e. long term, short term etc.)                                                 | Primarily Long term                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 9.7.7      | Is supervision included as part of the training or are trainees required to obtain external supervision?                                       | Trainees are required to obtain external supervision. We believe it is vital for trainees to develop a professional and independent supervisory relationship as early as possible.                                                                                                                                                                                                                                                                                                                                                                                                        |
| 9.7.8      | Does supervision take place within groups? If yes:<br>a) How long and frequent is the group?<br>b) How many trainees participate in the group? | Not within the training other than in skills practice when a tutor is present, and during the fishbowl exercise.<br>We actively encourage trainees to attend group supervision alongside their individual supervision as it is a rich source of learning and progression. It supports development of reflective practice and their 'internal supervisor'                                                                                                                                                                                                                                  |

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|            | c) When does this take place on the training?                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 9.7.9      | Is individual supervision mandatory for trainees? If yes:<br>a) How long and frequent is this supervision?<br>b) When does it take place on the training?                                              | Yes. However not within the training. See above.<br>The skills practice and Fishbowl components of our training provide the opportunity for formative assessment of the trainees clinical skills. Summative assessment takes the form of an annual supervisors report.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 9.7.10     | How do you ensure an external supervisor is appropriate for trainees?                                                                                                                                  | Supervisors must be UKCP registered psychotherapists with a minimum of 2 years supervisory experience post qualification.<br><b>See supervision pack, Zip file Q9</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 9.7.11     | How do you ensure appropriate communication between supervisors and core training staff?                                                                                                               | The supervisor is asked to sign an agreement with the Institute which includes submitting a written report at the end of each academic year on the trainees professional development.<br>The annual reports are different for different stages of the trainees experience and it is the responsibility of the trainee to ask their supervisor to complete them.<br>Trainees need to copy or email the appropriate Clinical Supervisor's Report and hand it to their Clinical Supervisor in time for them to complete their end of year assignments.<br>As part of the agreement the supervisor is asked to contact the trainees Programme Leader if they have any concerns or ethical dilemmas about a trainee, subject to discussing this with the student first.<br><b>Please see Handbook section 2, item 15 Clinical supervision overview items 16</b> |
| <b>9.8</b> | <b>Personal Therapy / Personal Development:</b>                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 9.8.1      | How does the training meet the UKCP personal therapy/personal development requirement?                                                                                                                 | Trainees are required to be in personal therapy throughout the course, eventually attaining a minimum of 160 hours prior to completion. This is monitored through the end of year submission which must include written evidence from the students / trainees therapist. All therapists engaged with students/ trainees must be registered with UKCP                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 9.8.2      | If you use personal development as part/ all of your requirement, please provide evidence of how long you assure that it is of sufficient depth for an individual preparing practice of psychotherapy? | The importance of reflection and process is integral to the training course through the way the training day is structured. Group process starts the day and ends the day, however this is alongside the requirement for all students and trainees to remain in personal, individual therapy for the duration of the course. We believe that personal development and self awareness are side effects of training. We encourage trainees to develop a wide variety of self care skills to support such development and to ensure their well being in their future psychotherapy career. Personal development is assessed through the Personal Learning Journal and the Personal Development Profile which are both submitted at the end of each academic year.                                                                                             |

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| 9.8.3 | What, if any, guidance is given to trainees in finding suitable therapists?                                                                              | This is discussed verbally during the first module and support is also given on an individual basis via tutorials. Students are encouraged to visit the UKCP website to find out who is available in their area and in their chosen modality.                                                                                                                                                                                                                                                                                                            |
| 9.8.4 | Explain the type of space which is provided to trainees to discuss the experience of being in training.                                                  | Via the peer assessment and end of year PDP<br>Feedback forms<br>Community meetings<br>Meeting with the external moderator<br>Via Student reps                                                                                                                                                                                                                                                                                                                                                                                                           |
| 9.9   | <b>Capacity for trainees to recognise severely disturbed clients:</b>                                                                                    | <b>NB:</b> Please note that current UKCP generic training criteria include the following requirement: <i><b>An opportunity for trainees to develop the capacity to recognise severely disturbed clients.</b></i><br><br>This criterion is generally understood in UKCP to include some kind of experience of working with, or being in a placement where the trainee is introduced to, the more severely disturbed client groups including some awareness of working with psychopathology.                                                               |
| 9.9.1 | Are your trainees required to complete a psychiatric or other mental health familiarisation placement?                                                   | Yes. Following the 18 hour MHF module in year 2 / 3 the trainees are required to source a placement. WPI has links with organisations who support our trainees in this area, however trainees must make their own arrangements with the organisation.<br>Trainees with a background in mental health can apply for Recognition of Prior Learning (RPL) if their experience is recent and relevant.<br>All trainees must evidence how they meet the criteria for the MHF module via written assignments.<br><b>Please see Handbook Section 2, Item 13</b> |
| 9.9.2 | If not, please explain how your trainees meet the above UKCP requirement in recognising severely disturbed clients.                                      | N/A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 9.9.3 | Where trainees are required to complete a mental health familiarisation placement, please answer the following:<br>a) How are suitable placements found? | WPI has links with local providers who are willing to take trainees on placement, however this is becoming increasingly difficult due to issues of confidentiality and GDPR, and also the Covid restrictions which have been in place throughout the last year. Trainees are also encouraged to use their own contacts and networking skills to find ways to meet the MHF placement requirements if the agencies linked with WPI are not suitable for them.                                                                                              |
|       | b) How long is the placement?                                                                                                                            | Minimum of 32 hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|       | c) Does the trainee and/or placement submit a report?                                                                                                    | The trainee is required to write a reflective account of their experience on the placement which addresses the learning outcomes for the module. WPI does not currently have a formal mechanism for the placement to give feedback on the trainee.<br><b>Please see Handbook Section 2, Items 12 &amp; 13</b>                                                                                                                                                                                                                                            |

## UKCP Applicant Organisation/ Organisational Member Review Form: Training/Accrediting

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|-------------|----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|             | d) How do you teach psychiatry mental health issues?                                               | WPI runs a 3 day module on MHF, a total of 18 hours. Two of these days are delivered by professionals within the Psychiatric field. The 3rd day explores Mental Health formulation & diagnosis within psychotherapy and is taught by the core training staff.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>9.10</b> | <b>Research:</b>                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 9.10.1      | Please state how research is embedded in the training?                                             | WPI runs a 3 day module on research skills and methodologies. This is taught by external trainers with specific experience of research in psychotherapy. Trainees are encouraged to reference research papers in all their written work.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 9.10.2      | How is research methodology taught?                                                                | WPI runs a 3 day module on research skills and methodologies. This is taught by external trainers with specific experience of research in psychotherapy. Every trainee is required to write an essay on either research methodology or unconscious bias or is supported to undertake an actual piece of research.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>9.11</b> | <b>Trainee participation:</b>                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 9.11.1      | How do you enable trainees to have a voice in your training programme?                             | WPI subscribes to an empowerment model throughout the organisation and specifically within the training courses. Each year group elects a student representative who attends 50% of the management board business committee meetings. Feedback forms are submitted with the end of year documents by all trainees.<br>This year we have developed a covid working group to respond to student needs during the pandemic. This group has informed the decisions made regarding delivery of online content.<br>We are in the process of developing an 'Innovations group' through which trainees can bring information and ideas to the management board regarding proposals for new initiatives for the board to consider.<br>We also encourage trainees to lead evening activities during the 5 day creative workshop. |
| <b>9.12</b> | <b>Assessment – Written work:</b>                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 9.12.1      | Please list all written work required of the trainees over the duration of the Training Programme. | <b>Year 1:</b><br>Integrative essay 2,500 words<br>Gestalt Essay 2,500<br>Ethics essay 3,000<br>Personal development Profile (PDP)<br><b>Year 2 /3:</b><br>Attachment and Development essay 3,000<br>Neuroscience and Trauma Essay 3,000<br>Research essay 3,000<br>Case study 3,000<br>10 minute Tape transcript with clinical & process evaluation<br>PDP x 2<br>x 3 modality specific essays of 2,500<br><b>Year 4:</b><br>Formulation & Diagnosis essay 3,000<br>MHF evidence<br>Dream work write up<br>Experiment write up<br>Ethics presentation & write up<br>Professional Development Profile                                                                                                                                                                                                                  |

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|             |                                                                                                                                                     | <b>Independent Study Stage:</b><br>Final exam submission consisting of a case study of 12,000 words and a 20 minute tape transcript with clinical & process evaluation.                                                                                                                                                                                                                                                                                                                                                                                                  |
| 9.12.2      | What criteria are required for students to pass from one stage to another in the training?                                                          | In order to progress to the next stage of training, all written work and presentations must be completed and submitted and any required clinical hours completed.<br><a href="#">Please see Handbook section 3, Policy no. 17 Progression</a>                                                                                                                                                                                                                                                                                                                            |
| <b>9.13</b> | <b>Assessment – General</b>                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 9.13.1      | Do you have vivas, interviews or other forms of face-to-face assessment?                                                                            | We do not hold vivas, instead all work is presented to the External Examiner in the form of a portfolio of evidence which is cross referenced to the HIPC training standards and WPI learning outcomes. However trainees do undertake face to face assessments via presentations. These are formative rather than summative and include:<br>Group drama on Attachment issues<br>Individual presentation on Ethics, AOP and Intersectionality<br>Individual presentation on integration of theory<br>Tutor observed dream work<br>Tutor observed creative experiment work |
| 9.13.2      | What structures/measures are in place to ensure consistent marking/assessing across the assessment team? (I.e. blind marking, double marking, etc.) | Every piece of written work is marked initially by the lead tutor and then second marked by another member of the tutor team. Samples of written work are also sent to the External Examiner. We have a robust marking criteria and marking sheets. All final submissions are externally marked.<br><a href="#">Please see Handbook Section 2 Items 1,2,4 &amp; 5</a>                                                                                                                                                                                                    |
| 9.13.3      | How do you ensure assessors are addressing bias, unconscious discrimination or etc when it arises?                                                  | The tutor team meets every week to discuss issues arising with the trainees. During this meeting, space is given to process issues that the tutors may be experiencing in relation to trainees or one another. If the tutors are concerned about bias then they will approach an external assessor to mark any work. This potentially is a concern for student representatives as outlined in the <a href="#">Handbook section 3, Policy no. 16 Student Rep Policy</a>                                                                                                   |
| 9.13.4      | How is the supervised practice assessed?                                                                                                            | Supervisors submit a written report annually for each trainee.<br><a href="#">Please see Supervision Pack in Zip file Q9</a>                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 9.13.5      | How do you check whether trainees or applicants have met your personal therapy requirements?                                                        | Trainees are required to provide written evidence from their therapist confirming the number of hours undertaken during the year. This is submitted with the end of year documents.                                                                                                                                                                                                                                                                                                                                                                                      |
| 9.13.6      | Is any practice placement assessed?                                                                                                                 | No                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 9.13.7      | Does the placement give feedback?                                                                                                                   | No, unless specifically requested                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 9.13.8      | Does the trainee give feedback in regards to the assessment process?                                                                                | There is the opportunity for this on an individual basis through the tutorial process or more generally via the student rep system.                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 9.13.9      | Describe any other assessment procedures that occur during the Training Programme.                                                                  | Presentations in each year<br>Clinical case study year 3<br>Tape transcripts year 3<br><a href="#">Please see Handbook Section 2</a>                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 9.13.10     | Against which criteria are trainees assessed?                                                                                                       | Most essays are assessed based on the criteria in the generic marking scheme:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

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|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|             |                                                                                                                                                                                            | <p>Organisation &amp; planning<br/>Argument &amp; application to practice<br/>Theory &amp; analysis<br/>Ethics, AOP &amp; intersectionality<br/>Research &amp; referencing<br/>Style &amp; presentation</p> <p>The research, MHF, case study and transcript assignments also have assignment specific marking criteria.<br/><b>Please see Handbook Section 2<br/>Items 1,2,4, 5,7,8,9,10,13,14,15,17</b></p> |
| 9.13.11     | What procedures do you have for on-going assessment of the trainee's level of personal readiness or development?                                                                           | <p>Annual Personal / Professional Development Profile (PDP)<br/>Personal Learning Journal (PLJ submitted annually)<br/>Participation in Group Process<br/><b>Please see Handbook Section 2, Item 3</b></p>                                                                                                                                                                                                   |
| 9.13.12     | What is the longest (word count) piece of written work required of your trainees?                                                                                                          | 12000 word final case study plus 20 minute tape transcript.                                                                                                                                                                                                                                                                                                                                                  |
| 9.13.13     | At what point in the training is the substantial (Masters or Masters level equivalent for psychotherapy or dissertation for psychotherapeutic counselling) piece of written work required? | Following the 4 year taught components the trainees have up to 2.5 years at the Independent Study Stage (years 5 & 6) to write up and submit their final portfolio, case study and tape transcript                                                                                                                                                                                                           |
| <b>9.14</b> | <b>Assessors / Examiners:</b>                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                              |
| 9.14.1      | Please provide the following information about your assessors/examiners:<br>a) Who does the assessment in your organisation?                                                               | The tutor team plus 4 external markers and 1 External Examiner                                                                                                                                                                                                                                                                                                                                               |
|             | b) Who are your assessors and how many do you have?                                                                                                                                        | <p><b>External Markers:</b><br/>Jenny Thompson<br/>Sue Barsky-Reid<br/>Lesley Day<br/>Marion Crowley</p> <p><b>Internal:</b><br/>Mel Ovens<br/>Rosy Wood-Bevan<br/>Howard Martin<br/>Julia Martin</p>                                                                                                                                                                                                        |
|             | c) How do you recruit assessors?                                                                                                                                                           | WPI has a Mailchimp and regularly has recruitment campaigns to recruit assessors. WPI has developed a Recruitment Group who will be developing new systems for recruitment of assessors.                                                                                                                                                                                                                     |
|             | d) How do you decide who is eligible to do the assessing?                                                                                                                                  | Assessors must be UKCP qualified therapists and supervisors who's modality is complementary to that taught on the course, preferably Gestalt / Integrative.                                                                                                                                                                                                                                                  |

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|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                                                                                                                                                                                          | e) How are they qualified to perform their role in relation to psychotherapists?                                 | As above                                                                                                                                                                                                                                                                                                                                                                                |
| 9.14.2                                                                                                                                                                                                                                                                                                                                                                                                                                   | What mechanisms are in place to allow assessors to feed back into the training and your organisation as a whole? | This is an ongoing process for the internal assessors via the training committee and the quality assurance committee. There is currently no formal route for the external assessors, however they do make recommendations and suggestions informally. The marking criteria for the tape transcript has recently been changed to incorporate the suggestions made by JT external marker. |
| 9.14.3                                                                                                                                                                                                                                                                                                                                                                                                                                   | Who is your external examiner?                                                                                   | Salma Siddique                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Documents to submit</b>                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                  | <b>Submitted</b>                                                                                                                                                                                                                                                                                                                                                                        |
| 9a. Provide name and details for the external examiner in Zip Q9abc                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                  | yes                                                                                                                                                                                                                                                                                                                                                                                     |
| 9b. Copy of most recent report to your organisation (external examiner) in Zip Q9abc                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                  | yes                                                                                                                                                                                                                                                                                                                                                                                     |
| 9c. CVs for core training staff in Zip Q9abc                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                         |
| 9d. Intake procedures and requirements:<br>9d1. describe and evidence appeals procedure in Handbook section 3<br>9d2. publicity material with pricing Website<br>9d3. Application forms in Zip Q9d34<br>9d4. Procedures and process documents for interviewing applicants in Zip Q9d34                                                                                                                                                   |                                                                                                                  | yes                                                                                                                                                                                                                                                                                                                                                                                     |
| 9e. Training Programmes- copies of:<br>9e1. Curriculum In Handbook Section 1<br>9e2. Timetables In Handbook Section 1<br>9e3. Reading lists in Q9e3<br>9e4. Student handbook See section 1,2 & 3<br>9e5. Prospectus As WPI only runs one course we do not have a prospectus                                                                                                                                                              |                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                         |
| 9f. Provide details of Personal therapy/ personal development policy/procedure (if available) In Handbook Section 1                                                                                                                                                                                                                                                                                                                      |                                                                                                                  | yes                                                                                                                                                                                                                                                                                                                                                                                     |
| 9g. Provide documentation relating to your safeguarding policies and procedures In Handbook section 3                                                                                                                                                                                                                                                                                                                                    |                                                                                                                  | yes                                                                                                                                                                                                                                                                                                                                                                                     |
| 9h. Assessment- Written Work:<br>9h1. Evidence of assessment criteria for all written work in Handbook Section 2<br>9h2. Guidance documents for trainees on the use of academic referencing in Handbook Section 2<br>9h3. Examples of marking sheets used in assessing written work in Handbook Section 2                                                                                                                                |                                                                                                                  | yes                                                                                                                                                                                                                                                                                                                                                                                     |
| 9i. Assessment- General:<br>9i1. Provide relevant documentation in Handbook Section 2<br>9i2. Describe and evidence your final examination procedures by which you decide to accredit, defer or fail the trainees submission In Handbook section 3                                                                                                                                                                                       |                                                                                                                  | yes                                                                                                                                                                                                                                                                                                                                                                                     |
| 9j. Assessors/Examiners:<br>documentation that specifies the nature and scope of your relationship with assessors/examiners As per HIPC definition                                                                                                                                                                                                                                                                                       |                                                                                                                  | yes                                                                                                                                                                                                                                                                                                                                                                                     |
| 9k. Provide documentation relating to your APEL and APL procedures including suitability to practice procedures in Handbook Section 3                                                                                                                                                                                                                                                                                                    |                                                                                                                  | yes                                                                                                                                                                                                                                                                                                                                                                                     |
| 9l. On the visit the assessment team must see examples of written work that relate to the final years of your organisation's training(s). These should include examples from recent graduates or graduate candidates for the last five years of accredited trainees. The examples should range from written work that achieved a distinction (or equivalent) through to ones that failed. Please include the following for each example: |                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                         |

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|                                                                                |  |
|--------------------------------------------------------------------------------|--|
| i. The subject                                                                 |  |
| ii. When in the training it is required                                        |  |
| iii. Number of words required                                                  |  |
| iv. Feedback sheets from double marking, along with pass/fail or level of pass |  |

## 10. Accrediting individuals

|        | Question                                                                              | Response                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|--------|---------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 10.1   | Accrediting                                                                           | <b>Please note that this section applies to organisations which have training programmes and accredit their own graduates, but also to those which accredit non-UKCP-trained applicants/individual professionals.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 10.1.1 | Please list all documentation required of applicants seeking accreditation with UKCP. | <ol style="list-style-type: none"> <li>Portfolio demonstrating that the applicant can meet the UKCP/HIPC Training Standards.<br/>This must include: <ol style="list-style-type: none"> <li>Log of hours of supervised client work, supervision and personal therapy.</li> <li>Supervision reports for Years 2-4+</li> <li>Statement from personal therapist confirming hours.</li> <li>All course work successfully undertaken, including our Year 3 case Study and Tape Transcript.</li> <li>Evidence pertaining to the Mental Health Familiarisation module</li> <li>Evidence of student directed learning, self-care, CPD</li> <li>Peer and Course Evaluation Sheets</li> </ol> </li> </ol> <p>For Proformas of above please see Handbook Section 2 Log attached in 10a.</p> <ol style="list-style-type: none"> <li>Clinical Competency work: Case Study and Tape Transcript. There is no exam at WPI but this work is considered to be the 'exam' piece.</li> <li>Final log of hours and any CPD certificates. see 10a</li> <li>Final Submission Sheet for EE Section 2 WPI Handbook Document 18</li> <li>Letter confirming grade.</li> </ol> <p>Please see Handbook Section 3 policy no.23 Completion to Award Policy including Non-completion Guidance for further details</p> |
| 10.1.2 | Against which criteria are applicants assessed?                                       | Case Study, Tape Transcript and Portfolio marking sheet <b>Please see Handbook Section 1, 4<sup>th</sup> Year Section 'Preparation for Writing Clinical Competencies'</b><br><b>Handbook Section 2, documents 8, 9, 10, 11.1 &amp; 11.2</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 10.1.3 | Do you have an appeal process? Describe and evidence this process.                    | <b>Please see Handbook section 3, Policy 15 Academic Assessment and Appeals: Policy &amp; Procedure</b><br>Two case studies have been referred in the past 5 years. In both instances, the 2 students chose to resubmit rather than appeal.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 10.1.4 | Describe your application review process.                                             | Our students qualify and accredit simultaneously. Once all their work is completed WPI issues a letter confirming their grade.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

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|        |                                                                                                                                                                                                        | See Zip file 10, 10a Confirmation Letter                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 10.1.5 | How do you ensure applicants have met your personal therapy requirements?                                                                                                                              | <p>Applicants are required to</p> <ol style="list-style-type: none"> <li>Send in an annual log and letter signed by their therapist/s.</li> <li>Evidence of log and letters in portfolio to confirm the requisite 160 hours minimum over 4 years.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 10.1.6 | Is any psychiatric or mental health placement assessed?                                                                                                                                                | <ol style="list-style-type: none"> <li>Students attend a Mental Health Familiarisation module during which they undertake an exercise on Formulation and Diagnosis in a small group. Each student subsequently writes this up. This is formatively assessed.</li> <li>Trainees are usually required to do a mental health placement. This is evidenced through a journal comprising a one page entry per day of reflections and learning from the placement. This then is presented in the student's final portfolio.<br/>Please see Handbook section 2, Item 13, Portfolio marking sheet</li> </ol> <p>Students with prior or concurrent psychiatric experience are not required to undertake an additional placement but must write a reflective piece evidencing their experience and the relationship between this and their psychotherapy training. This is assessed using Form 13 as above</p> <ol style="list-style-type: none"> <li>Our Covid 19 'No detriment' principle allows trainees to use previous experience. This will also be assessed using Form 13 as above</li> <li>During Year 4 trainees are required to write a Formulation essay drawing on their learning in the Mental Health Familiarisation programme.</li> </ol> |
| 10.1.7 | Does the applicant/member give feedback to this assessment process?                                                                                                                                    | WPI espouses a relational approach regarding all assessments. Students may enter a dialogue with the Chair of the Training Committee if they have concerns about / feedback on the assessment process.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 10.1.8 | Do you accept applications from graduates of a particular training that is not UKCP accredited? If yes, please specify the nature and scope of this relationship.                                      | No.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 10.1.9 | What procedures do you have for applicants seeking individual accreditation as a psychotherapist/psychotherapeutic counsellor from your organisation without completing part of a training run by you? | 1. We have an RPL process Please see Handbook section 3, Policy no. 13 Recognition of Prior Learning & APL/APEL which enables students who have completed part of another UKCP training to transfer into our training at a point commensurate with the level at which they left their previous training. This process is rigorous and individually tailored. For instance, a student wishing to transfer after one year at another institute, may enter our training at Year 2, but be required to undertake any additional compulsory Year One modules which were not addressed in their previous training. ALL WPI trainees are required to attend and pass the essay for Ethics, Anti-Oppressive Practice and Intersectionality Module 1.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

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|---------------------|------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                     |                                                                                                                        | <p>2. ALL RPL trainees are required to be a WPI Training Member for a minimum of two academic years before being accredited.</p> <p>3. All RPL students complete a RPL process and this is evidenced in their Portfolio.</p> <p>4. We offered a Post Completion Course for trainees of other UKCP OMs who had completed a taught course with that institute but for various reasons not been able to continue to qualification and accreditation in the time scale required. Our PCC consists of one taught year followed by a further year of support and two CPD modules during which the trainee completes final written requirements and assembles their portfolio for qualification with WPI and accreditation with UKCP.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 10.1.10             | What is the process you follow to put forward someone onto the UKCP register?                                          | <p><i>NB: This is the operational process following on from the accrediting process, and could include sign off of applications and etc.</i></p> <p>After the External Examiner returns the mark sheets for the Clinical Competencies and the Summary Sheet, the Programme Leader of the Gestalt or the Integrative strand confirms the award and informs the Administrator. Chairs of the Training and Quality assurance Committees can be consulted as necessary. WPI's 'Pass/Refer Confirmation of Awards' letters are completed by the Administrator (see 10a) and sent to the candidate. This verifies that the candidate has either been referred or successfully passed their Portfolio, Case Study and Tape Transcript and confirms the final overall grade.</p> <p>The candidate is then required to apply online to UKCP for registration. UKCP will then contact WPI for approval of the application.</p> <p>The candidate is also required to become a Professional Member of WPI at this point and to pay an additional fee to upgrade their membership from that of Trainee.</p> <p>The new UKCP Registrant will be sent the <b>Reaccreditation Pack</b> as outlined in OMR Section 5.</p> |
| <b>approval10.2</b> | <b>Assessors for Accreditation</b>                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 10.2.1              | Who does the assessment in your organisation, for example an Assessment Panel, Accreditation Panel or other Committee? | <ol style="list-style-type: none"> <li>1. All Portfolios are assessed first by the Programme Leader Year 4 and ISS or Chair of the Training Committee and then presented to our External Examiner.</li> <li>2. Final Case Studies and Tape Transcripts are double marked.</li> <li>3. WPI appoints a first and second marker. Although one marker could be internal, they are usually assessed by a pool of external markers. The markers then confer and agree on an average mark where possible. In the event of significant disagreement between the first and second markers (e.g. on grade or on whether the work should pass), the work is referred to the Chair of the Training Committee.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

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|                                                                                                 |                                                    | <p>4. Our 2 previous External Examiners (EE) have asked to only receive the work once a grade is agreed. A selection of Pass, Merit &amp; Distinction Clinical Competency work is routinely sent to the External Examiner for grade approval. <b>Please see Handbook section 3 Policy no. 23 Completion to Award policy</b></p> <p>5. As our EE is new it is likely that initially, most clinical competencies will be sent for Examination.</p> <p>6. All clinical competency work that has an internal marker will be sent to the EE. Therefore, every piece will be seen by two assessors external to the Institute.</p> |
|-------------------------------------------------------------------------------------------------|----------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 10.2.2                                                                                          | How many assessors do you have?                    | <p>4 external markers currently undertake marking of the final written submissions. Other markers may be sourced as necessary e.g. Research.</p> <p>We also have an External Moderator and an External Examiner.</p>                                                                                                                                                                                                                                                                                                                                                                                                        |
| 10.2.3                                                                                          | How do you recruit for these roles?                | <p>WPI has a Mailchimp and regularly has recruitment campaigns to recruit assessors. WPI has developed a Recruitment Group who will be developing new systems for recruitment.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 10.2.4                                                                                          | How are assessors qualified to perform their role? | <p>Assessors are all UKCP Registered Psychotherapists in Integrative or Gestalt modalities, with additional teaching experience. Our External Examiner's CV is attached to OMR Section 1.</p>                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Documents to submit                                                                             |                                                    | Submitted                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 10a. Examples of submitted documentation: <b>Log of Hours, Letters Confirming Awards,</b>       |                                                    | yes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 10b. Application form and procedures for accreditation <b>See handbook section 3, Policy 23</b> |                                                    | yes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 10c. Guidance notes or other supporting documentation <b>See handbook section 3, Policy 23</b>  |                                                    | yes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

### Data Protection

UKCP is committed to protecting our members' personal information. The information provided will be used by UKCP to create or update records held by us. Your information will be processed in accordance with UKCP's Data Protection Policy.

We will keep your data confidential and we will only use your OMR information within UKCP. No identifiable information will be published about you. If you have any questions or comments, please refer to the UKCP's Data Protection policy.