

Psychological Wellbeing Practitioner Clinical Placement Review

Purpose

The purpose of this clinical placement review is for ensuring and evaluating quality within practice environments. As a BPS accredited training provider, all aspects of the University of Manchester PWP training are informed by the BPS *Standards for the Accreditation of PWP Training Programmes*. The BPS Standards for accreditation set out a number of expectations both about the way that NHS Talking Therapies services function and the way that they interact with education providers. In this document, we have collated all aspects of the standards that relate to NHS Talking Therapies services. We have used these standards to create a clinical placement review for our partner services.

We hope that this will help to ensure that we continue to work collaboratively with services to provide a high-quality training that meets the needs of trainees and our partner services, as well as the standards of the BPS. We hope and expect that this document will be a useful way to open up helpful conversations between the University of Manchester and our partner services, about how we can best meet the needs of the trainees we work together to train.

If you would like to discuss any of the expectations described below in more detail, or if you believe that you do not meet any of the described expectations, please contact Clare Stephenson, the PWP Programme Director (clare.stephenson@manchester.ac.uk)

Operational Process

- The clinical placement review is undertaken twice per year.
- Clinical placement reviews will be undertaken by a nominated HEI PWP training team member and with a supervisor/step 2 team manager at the clinical placement setting.
- Clinical placement reviews will be carried out in person and via remote discussion.
- If issues arise during the clinical placement review a detailed action plan will be developed between the HEI and clinical placement to rectify any problems. Ongoing issues may be fed back to NHS England.

Clinical Placement:

Clinical Placement staff involved in the audit:

HEI Staff member:

Date:

Trainee PWPs within the clinical placement:	
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Expectation	Clinical placement review			
	Yes	No	Ongoing	Comments
Services will ensure that trainees have access to enough clients to be confident of meeting the required minimum of 80 clinical contact hours across the duration of their training.				
Services are be able to provide a minimum of 20 hours of case management supervision to each trainee, delivered individually.				
Services are able to provide a minimum of 20 hours of clinical skills supervision to each trainee. If supervision is in a group format, there must be no more than 12 supervisees per group.				
Services will operate using a stepped care system, with clear protocols for initial allocation and for stepping up/down.				
Services should offer treatment in line with NICE recommendations.				
Services will ensure that trainees have access to a range of high-quality CBT-based self-help materials and a suitable cCBT package.				
Services will provide suitable working environments (e.g. office or clinical spaces).				
Services will provide appropriate equipment for the routine audio and video recording of trainees' work.				
Services will ensure that trainees have access to appropriate cases, materials and local service protocols to develop the skills they have been taught by the education provider.				
Services will ensure that trainees have access to the full range of presentations and modes of assessment and treatment that are required for completion of the programme.				
Services will ensure that trainees have caseloads that are compatible with an effective training experience (e.g. gradual build-up of caseload; types of patients seen).				
Services will ensure that trainees use their designated practice-based learning days for completing the directed learning assignments set by the education provider, rather than for routine clinical work.				

Services will work closely with education providers to jointly deliver a coherent training experience that ensures PWPs achieve the learning outcomes specified in the BPS standards of accreditation.					
Services will provide shadowing opportunities in both assessments and treatments. Services must offer a minimum of 10 assessments shadowing opportunities and a minimum of 18 individual treatment session shadowing opportunities.					
Services will ensure shadowing opportunities cover a range of disorders and interventions as well as a range of modalities, including face to face sessions, telephone, online platforms, interactive text. It is recommended that trainees shadow a full course of treatment sessions.					
Services will ensure that trainees are shadowing qualified PWP's. Shadowing sessions whether it is an assessment or treatment should include pre and post session work (preparation for the session and any work post session).					

Action Plan

If any expectations above are not being met, please provide details of an action plan to rectify this.

Supervision

Several of the BPS Standards relating to NHS TT services focus on expectations regarding the provision of supervision to trainees. NHS TT services and other services providing placements to PWP's in line with BPS requirements are expected to meet the following:

Expectation	Clinical placement review			
	Yes	No	Ongoing	Comments
Services will identify sufficient clinical and case management supervisors to work with trainees in the workplace. Case management supervisors must be qualified PWP's.				
Supervisors have demonstrable knowledge and experience of delivering low-intensity interventions.				
Supervisors are conversant with the service's CBT-based self-help and online materials and site protocols.				
Supervisors must have attended a PWP supervisor training course.				
Supervisors must provide weekly case management supervision and fortnightly clinical skills supervision to their trainee PWP's.				
Supervision must be consistent with and reinforce taught content to ensure that trainee PWP's develop as competent practitioners.				
The supervisor will negotiate, sign and date a supervision contract which clarifies boundaries and responsibilities of both the supervisor and the supervised trainee. This should include engagement in weekly individual case management supervision and fortnightly individual or group supervision aimed at case discussion and skills development.				
The supervisor will use a range of strategies to engage in the supervision process, including focused face-to-face contact, allocated telephone appointment time and email contact.				
The supervisor will facilitate ongoing practice learning and experience for the trainee to ensure that she or he has the opportunity to develop appropriate competence in clinical skills.				
The supervisor will carry out observation of the trainee's work, directly and indirectly, to develop and be able to evaluate the level of competence.				
The supervisor will identify the trainee's strengths and any shortfalls in development, identifying objectives with the trainee and how these may be achieved, and discussing with academic staff where difficulty is envisaged or issues regarding a trainee's progress are encountered.				
The supervisor will ensure that trainees complete the clinical practice outcomes outlined within the practical skills assessment document, within the required period, and that appropriate records are made.				

The supervisor will ensure with the trainee that supervision logs are completed so that there is a record of supervisory contacts in a format agreed by the education provider.				
The supervisor will be familiar and have a good working knowledge of the Sheffield competency tool for assessment and treatment/ or the University preferred competency tool.				
The supervisor will contact the HEI if they have any concerns about a trainee’s clinical competency.				
Supervisors will satisfy themselves that they have sufficient evidence of trainees’ performance in relation to the required practice outcomes in order to sign off their achievement of those practice-based outcomes.				

Commented [RK1]: Can we remove the reference to Sheffield

Action Plan

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Supervision details

Student Name	Name of Supervisor	Type of Supervision	Role of Supervisor	Completed the supervisor training yes/no	Date supervisor training completed	Institute supervisor training completed	Group Supervision: How many attendees per group?	
