nlptca
the home of NLP therapy

Contents

Key to colour coding within the accreditation document set	
Text in Pink	*Reference to another document / section of another document in the set*
Text in Purple	*Information that is updated each year - for administrative purposes*
Text in Red	*Updated within this version*

Trainer Assessment Report Guidelines (TARG) 2022

TARG1: BEFORE COMPLETING THIS REPORT

Purpose of a Trainer Assessment Report
A Trainer Assessment Report provides an opportunity for a trainer who knows the applicant's work with clients to record their assessment of whether the applicant has demonstrated sufficient maturity, clinical competence and ethical practice to UKCP standards

Your aim is to give a rounded picture of the applicant's "practical integrated knowledge and experience of the application of NLP as a methodology of behavioural modelling in their ongoing supervised practice of Neurolinguistic Psychotherapy" (Accreditation Policy and Procedures, paragraph 1.3)

Eligibility to complete this report
If you do not meet the eligibility criteria in TARG03 below, please check that the applicant has prior agreement from the Accreditation Registrar as to your suitability to complete an assessment report.

If you are asked to complete an assessment report and you decline, you should explain your reasons to the applicant, and notify the Accreditation Registrar in writing.

TARG3: Eligibility of Trainer

The Trainer Assessment Report will ideally be completed by an NLPt trainer who has overseen the psychotherapy training of the applicant. The trainer will have been present for a minimum of 15 days (Equivalent to 90 hours) over a period of at least one year of the applicant's psychotherapy training. This psychotherapy training must have taken place within the last six years.

The trainer who completes your Assessment Report must be personally and professionally independent of the person who completes your Supervisor Assessment Report.

If such a trainer is not available to complete a Trainer Assessment Report applicants should consult the Accreditation Registrar and agree, twelve to eighteen months before the application deadline, a precise alternative set of documents to be submitted. You must then submit exactly this agreed set of documents. (see TARG20 for further guidelines)

Please note that there is no 'APL route' to accreditation. There are specific requirements for all applicants to follow, to demonstrate and evidence your eligibility.

TARG7 to 11: History of Training

Please note that some types of client work deserve specialist training. These include, but are not limited to, child (under 18 years of age) psychotherapy, group, couples and family work, childhood sexual abuse and other severe trauma, body-oriented psychotherapy, sexual identity and sexuality work. (NLPtCA Code of Ethics)

TAR7: It is a College requirement that trainees complete, as part of their training:

- A 12,000 to 15,000 word thesis.
- An eight day placement in a setting where the trainee will gain exposure to professionals dealing with persons in psychosocial crises.

From 2016 the person completing the TAR, or an agreed equivalent of the TAR, must confirm that both these requirements have been met by the applicant.

TAR9: Where there is, or has been, a personal or professional relationship between the applicant and the person/s completing the Trainer Assessment Report, it is the Applicant's responsibility to advise the Registrar of this in advance of their application.

TARG12: Trainer Assessment and Evidence

Tick ONE of the following options for EACH of the Accreditation Criteria 13.1 to 18.2:

a.   I have sufficient evidence the applicant has demonstrated to me that they fulfil UKCP clinical competence and ethical practice requirements for this criterion.

> Provide TWO examples of different kinds of tangible evidence that support your assessment for EACH criterion (Modes of Assessment are described below). Your examples should include:
> - A brief description of the mode of assessment e.g. a 2,000 word essay about [subject matter].
> - Outline of evidence for the Accreditation Panel – describe in no more than 200 words how the criteria was evidenced
> - Name of person who assessed the evidence.
> - Date evidence reviewed by assessor.
> - Qualifications of assessor (if not the trainer completing this report).
> - Other comments.

b. I have evidence the applicant does NOT meet UKCP clinical competence and ethical practice requirements for this criterion.

> Provide details of your evidence for EACH of the criteria indicated.

c. I do NOT have sufficient evidence to decide.

> In one or more categories, this does not preclude accreditation as the applicant may be able to provide the evidence of their clinical competency and ethical practice in other ways.
> Provide any evidence you do have, even if it is not yet sufficient.
> Outline the evidence you would require to be able to make an assessment.

Criteria 15.2 – important note:

> *The aim of the accreditation process is to…Ensure the applicant **demonstrates** in written application and, if needs be by other means including at interview, a practical integrated knowledge and experience of the application of NLP **as a methodology of behavioural modelling** in their ongoing supervised practice of Neurolinguistic Psychotherapy (NLPt).* *(P&P1)*

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The panel are seeking an emphasis or expansion of the applicant's personal evidence of behavioural modeling. They expect to see evidence of the applicant's own understanding of how they are working with clients using a behavioural modelling methodology; a demonstration of their modelling of the client, showing their understanding of how the client is doing what they're doing.

MODES OF ASSESSMENT IN TRAINING
(Adapted from UKCP Training Standards: Policy and Principles 2001).

It is expected that a Trainer Assessment Report will draw upon a wide range of the following modes of assessment:

Live Observation/Video/Audio and transcripts of Trainee working with clients
These modes of assessment provide evidence closest to the trainee's actual practice. All the relevant ethical procedures will need to be both explicit and effective, allowing transparency to all concerned, including the client.

Case-studies
These focus on the trainee's clinical experience with clients. They will include a critical reflection on the case, a detailed exploration of the role of theory and of the use made of supervision. A clear identification of the trainee's learning and further learning needs may also be relevant.

Essays/written projects
These allow the candidate to explore wider issues than those dealt with in the case study. They also provide opportunities for the trainee to synthesise a range of learning which arises from other modes of assessment and other sources of learning on the course. They allow for a broad exploration, critical reflexivity and the trying out of new possibilities for both theory and practice.

A dissertation
This is focussed on an issue or issues identified by the trainee and agreed by a trainer and may include a research project. The dissertation will provide an in-depth culmination of the whole training.

Simulated practice
This may include simulated role play or in-training therapeutic work with peers.

Personal learning diaries
These allow the trainee to keep a personal and developmental record of the wide range of theoretical, clinical and personal learning which takes place over the course of the training.

Portfolios
These articulate areas of learning, including theoretical orientation, the role of theory in practice, a critical reflection of the application of theory in practice, reflection of problems and issues which arise in practice and ways in which these have been managed with varying degrees of effectiveness.

Supervisor's Reports
These provide indirect evidence of clinical development. (To prevent duplication,

these cannot be from a supervisor who is submitting their own Assessment Report to the Accrediting Team).

Other (please specify)

Other types of assessment modes may include peer reviews, self assessment, verified log of past experience, etc.

TARG16: Clinical Application of Psychotherapy Studies

'Clinical application of psychotherapy studies' requires that you assess the applicant's clinical competence and ethical practice when applying the understanding they acquired from their training in those subjects.

TARG20: If you are unable to provide a Trainer Assessment Report

If you do not have an eligible trainer and cannot, therefore, provide a Trainer Assessment Report, you must agree in advance with the Registrar a precise alternative set of documents to be submitted, and you must then submit exactly this agreed set of documents.

If you wish to make any changes to the agreed alternative documentation set, you must first obtain explicit written consent from the Registrar.

Please note that there is no 'APL route' to accreditation. There are specific requirements for all applicants to follow, to demonstrate and evidence your eligibility.

The alternative may include:

• Two trainers jointly completing a report

• A second supervisor

• A suitably qualified work colleague who has direct experience of the applicant's psychotherapeutic work

• The applicant providing a self-assessed report (This may include an unedited video recording of a client session accompanied by an annotated transcript and/or an interview with the Accrediting Team or someone designated by the Team to assess particular criteria and /or the applicants thesis)

Note: When the second report is non-standard the Accreditation Registrar may require it to be tailored to the circumstances of the individual applicant (e.g. a second Supervisor Assessment Form may need to include three elective criteria from category 16).

From 2016 the person/s completing the agreed equivalent of the TAR must confirm that the applicant has completed the Thesis and Clinical Placement (as outlined at TARG7)