

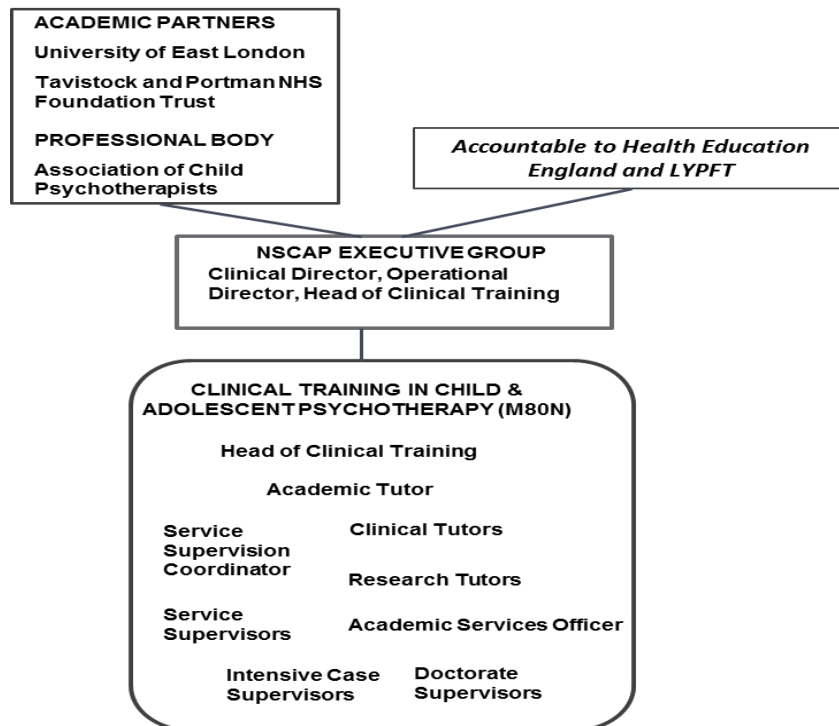
**NSCAP ANNUAL REPORT TO THE TRAINING COUNCIL OF THE ACP**

**September 2015 – August 2016**

**ANNUAL REPORT TO THE TRAINING COUNCIL OF THE ACP**

**1. SUMMARY OF MANAGEMENT STRUCTURE, STAFFING AND RESOURCES  
(INCLUDING CHANGES SINCE LAST ANNUAL REPORT)**

NSCAP and the clinical training in child and adolescent psychotherapy are funded through a contract with Health Education England. The contract is held by Leeds and York Partnership NHS Foundation Trust which provides organisational, financial and human resources support to NSCAP. Management and leadership of NSCAP is held by the Executive Group which is comprised of the Clinical Director, Operational Director and Director of Clinical Training. In this period, the role of Head of Clinical Training was re-designated Director of Clinical Training to reflect her role as a member of NSCAP’s Executive Group directing the activities of NSCAP. Management and leadership of the clinical training is delegated to the Director of Clinical Training who is supported by the Academic Tutor and the Training Group, comprising members of the teaching staff and course tutors. The Academic Services Officer is the dedicated administrator for the course and the Business Manager is responsible for financial and contractual matters, including the accreditation process for training posts, new and existing. Several members of the Training Group attend the NSCAP Training Management Group which meets monthly to co-ordinate activity across NSCAP’s academic programmes and to develop shared areas of interest such as publicity and recruitment, peer review and the internal evaluation process.



## **2. STAFFING**

An additional teaching member of staff was co-opted on a temporary basis to teach on the clinical training in 2015/6, with interviews for a permanent 2 sessions a week post taking place in July 2016. The new member of staff was recruited and integrated into the teaching team in September 2015, mentored by the Director of Clinical Training. The Training Group in this period consisted of the Director of Clinical Training, the Academic Tutor and four additional members of staff. Members of the Training Group delivered the teaching, offered intensive case supervision and also acted as tutors for the trainees.

The Research and Development Lead at NSCAP resigned from her post in May 2016. Her teaching on the clinical training was covered by a permanent member of the Training Group, pending recruitment to the Lead post. The post was appointed to in July 2016.

Interviews took place in July 2015 to recruit a new Lead for Service Supervision. The successful applicant took up her place in September 2015. One new service supervisor was recruited in this period, a senior child psychotherapist based in Northumberland. She has been supported and mentored by the Lead for Service Supervision.

## **3. CPD FOR STAFF**

All members of the Training Group teaching on the clinical training are Child and Adolescent Psychotherapists employed in NHS Trusts and are members of the Association of Child Psychotherapists, and as such are required to be engaged in Continuing Professional Development as part of their professional registration.

NSCAP has developed its own programme to address Training Group CPD needs in relation to pedagogic development. A Staff Development Group currently meets for a session every term to consider aspects of teaching/learning experiences relevant to the clinical training, facilitated by the Director of Clinical Training. All the staff development sessions this academic year focussed on different aspects of the tutor/tutee relationship; the components of the role, interpersonal aspects, recognising when it isn't functioning adequately and a process for reviewing the relationship.

Financial support is provided by NSCAP to enable staff to attend the ACP annual conference and other relevant study days and conferences at NSCAP and further afield. Members of the Training Group co-organised a conference on Narcissism across the life cycle in Manchester in July 2016 that was attended by teaching staff at NSCAP. A monthly Donald Meltzer Study Group has been set up and convened by a member of the Training Group for local child psychotherapists. Study days with senior members of the profession have also been set up at NSCAP as CPD events. Conferences further afield, e.g. a Bion conference at UCL and a Michael Parsons day at Newcastle have also been attended. The Academic Tutor has led a monthly STPP supervision group as a CPD activity that includes service supervisors.

Members of the Training Group regularly review journal papers for the Journal of Child Psychotherapy (JCP), Director of Clinical Training regularly edits papers for the JCP.

The Clinical Director is NSCAP's Lead and Senior Clinical Advisor to NIHR TIGA-CUB Study, and member of TIGA-CUB Trial Management Group

A member of the Training Group became involved with the TIGA-CUB research project, and undertook a pilot treatment case to try the model out. She liaised with the R&D Department

in her trust and facilitated the involvement of Wakefield CAMHS in the feasibility study for the trial.

In June 2016 a member of the Training Group presented a paper at the first international conference on Work Discussion in Vienna. The paper was entitled **The group in Work Discussion – The challenges of a collective spirit of enquiry.**

Members of the Training Group continue to participate in the work of ACP committees. The Director of Training sits on the ACP Training Development Group and Assessor's panel. The Academic Tutor is a member of the ACP Ethics Committee working with the issues of professional standards and registration.

One member of the Training Group is part of a drafting pair tasked working on behalf of the ACP Expert Reference group defining competencies for the profession. Three staff tutors are members of the Expert Reference Group advising on professional competencies.

There is an annual process of peer review of teaching for all teachers on the clinical training to facilitate professional development through reflective thinking. The peer review process took place in May/June 2016 for all staff on the clinical training. The seminar leader and reviewer met before the teaching session and reach an agreement about the aspects of teaching to be observed.

There is a weekly meeting for course tutors in the Training Group to discuss any issues in relation to delivery of the clinical training. This meeting is often the starting point for recognising development and training needs and opportunities for the course tutors.

The new Lead for Service Supervision ran a Service Supervisors Accreditation Course monthly throughout 2014-15 to address CPD needs of NSCAP service supervisors. All service supervisors at NSCAP are expected to complete the course, for both initial training and CPD.

#### **4. DEVELOPMENTS IN CURRICULUM**

Major changes in the academic programme for the clinical training at the Tavistock/NSCAP were heralded in with a Validation Event with Tavistock/Essex University in June 2015. The new programme was jointly devised by the Tavistock and NSCAP with input from the directors of clinical training, core staff members and research leads from both organisations. In September 2016 the new intake of six trainees was enrolled with Essex University for the first time. The UEL programme is still running for trainees in years 2-5 but will be wound down as existing trainees leave the programme.

The major difference of the new Essex university validated academic programme is the inclusion of Practice Based modules, through which the trainee's work in trusts is assessed annually and accumulates credits, and an enhanced research component that includes the submission of a research portfolio rather than a thesis. These two features of the new programme enable its completion in the four years of training, rather than requiring an extended period post-qualification to complete a lengthy thesis.

Trainees from the Essex programme and UEL programme are able to share seminars together to some extent. In 2015-2016 the curriculum for the 1<sup>st</sup> year trainees and 2<sup>nd</sup> year trainees had some overlap in research teaching (health care research) so they were taught together for one term. Other core seminars undertaken by the first years were; Clinical Seminar, Professional Context, and Small Group Seminar. Small Group Seminar is a mixed

year group with trainees from all years forming the membership. Learning experiences from this seminar are relevant for both academic programmes. Specialist seminars taught in years 2-4, including; Assessment seminar, Adolescence seminar, Brief Work seminar, Adoption and Fostering seminar, and Parent Work seminar are also relevant to both academic programmes so trainees can be taught together in future years.

The basic curriculum is supplemented by Additional Training Days. In December 2015 there was an Additional Training day with a focus on Violence and Aggression. One of the doctorate students presented findings from her thesis, alongside a child psychotherapist presenting clinical work. In March 2016 Infant Mental Health was the focus of the Additional Training Day. In July 2016 there was a training day on theoretical and clinical aspects of Autism.

Third and fourth years attended a proposal seminar in which they prepared their doctorate proposals to go to the Progression Board at Tavistock/UEL.

Minor modifications to the reading lists for psychoanalytic theory are made annually at NSCAP in consultation with Tavistock clinical training tutors. Tutors across the centres maintain some flexibility over the delivery of the theory modules.

**5. STUDENT INTAKE AND PLACEMENTS (INCLUDING ISSUES OF ACCESS AND DIVERSITY) NB THIS IS FOR THE CURRENT FIRST YEAR GROUP**

In September 2016 there was a new intake of 6 trainees onto the clinical training validated by Essex University. All students were of White British ethnicity; five were female and one male. One trainee has a learning disability (dyslexia).

An Open Evening was held at NSCAP on 7<sup>th</sup> January 2016 to inform potential applicants about the clinical training at NSCAP. Past and present students on the Psychoanalytic Observational Studies courses at Leeds, Liverpool and Newcastle were invited to attend.

NSCAP received 12 applications for the clinical training by the closing date at the end of January 2016; all were shortlisted and offered two interviews at NSCAP with different members of the Training Group. Training places were offered to seven of the applicants who were then eligible to apply for trainee child psychotherapy posts in northern CAMHS teams. All candidates were interviewed by host NHS Trusts across the northern region. Training posts were available at Manchester, Rotherham, Castleford, Keighley, Consett, Runcorn and Sheffield. An 'Offer of Place' meeting was held at NSCAP on 17<sup>th</sup> June 2016 with Service Supervisors and a service manager from the host Trusts and members of the Training Group to decide on the placement of trainees. Unfortunately, only six applicants were successfully placed at this meeting. It was not possible to place one applicant and one Trust (Runcorn) did not recruit. The applicant who was not successful in obtaining a post will have an opportunity to apply for a trainee post in 2017.

**6. STUDENT PROGRESSION YEARS 2+. (WITH COMMENTS RE ANY DIFFICULTIES IN PLACEMENTS/ ANALYTIC ARRANGEMENTS/TRAINING SCHOOL)**

There were 21 trainees enrolled on the clinical training in September 2015. All trainees in this period were in years 1-4 and there were no trainees completing a fifth year in this

<p>period.</p> <p>An analytic relationship broke down for one of the trainees in 2016. Following an assessment with a senior psychoanalyst an alternative analytic arrangement was put in place. There were no difficulties with placements that required formal intervention in this period.</p>
<p><b>7. QUALIFICATIONS SINCE LAST REPORT</b></p> <p>In the period September 2015 – August 2016 three trainees qualified from NSCAP and were accepted as full members of the Association of Child Psychotherapists.</p>
<p><b>8. POST-QUALIFICATION EMPLOYMENT</b></p> <p>The three trainees qualifying from NSCAP in July 2016 have all found posts as Band 7 child psychotherapists. One is employed full time by a northern NHS trust. The other two each have 2 part-time posts across two different northern NHS trusts.</p>
<p><b>9. ACADEMIC COMPLETIONS (WHERE APPROPRIATE)</b></p> <p>One NSCAP trainee qualifying in this period achieved the award of MProf from Tavistock/UEL. The two other qualifying child psychotherapists have decided to pursue their studies to doctorate level and have remained on the Tavistock/UEL academic programme. 2 NSCAP Doctorate students were awarded their Professional Doctorates in this period.</p>
<p><b>10. ISSUES FOR THE TRAINING SCHOOL AND HOST ORGANISATION (WHERE APPROPRIATE)</b></p> <p>Reaccreditation by the Association of Child Psychotherapists took place over 3 days in July 2015. This annual report is the first to present the Action Plan arising from the reaccreditation and address the points raised.</p> <p>As with other HEE funded training schools there is some uncertainty about the basis of funding for CAPt training from 2018/19. We will need to work closely with the ACP and other schools to understand the implications and develop responses that enable us to adapt to new funding mechanisms.</p>
<p><b>11. QUALITY MONITORING (INCLUDING ANY COMPLAINTS AND WITH REFERENCE TO UNIVERSITY/SHA PROCESSES)</b></p> <p>In the period September 2015 – August 2016 there were no major reviews of the clinical training at NSCAP.</p> <p>The March 2015 major review of the collaborative partnership between NSCAP, The Tavistock and Portman NHS Trust and the University of East London recommended firstly, that the programme team examine the obstacles to representation on the programmes in relation to gender and ethnic diversity of the local constituency and to consider ways of addressing these. Secondly, that all future Programme Committee Meeting minutes include a written record of all actions arising from the meetings and the status of these. The first of the recommendations is included in the Action Plan below. The second</p>

recommendation has been addressed.

The panel of the ACP Reaccreditation visit in June 2015 commended NSCAP on the following:

- Excellent premises and facilities;
- An excellent handbook;
- The professionalism with which NSCAP manages the M80N and its other courses;
- The School's capacity to think about the training and support for students in innovative and flexible ways;
- The way in which the School manages to support service supervisors and trainees over a wide geographical area;
- The way in which the School successfully manages placements in what are sometimes very challenging contexts;
- The recognition of the importance of the Service Supervisor role, evidenced through the organisation of service supervisor meetings, structured training and the funding of the post of Lead for Service Supervision.
- Excellent and committed teaching and administrative staff;

**ACTION PLAN RE CONDITIONS/RECOMMENDATIONS OF ACP ACCREDITATION VISIT IN JULY 2015**

<b>CONDITION</b>  <i>(as detailed in most recent Re- accreditation Report)</i>	<b>ACTION NEEDED</b>	<b>PROGRESS TO DATE</b>	<b>TIMESCALE FOR COMPLETION</b>
None	n/a	n/a	n/a
<b>RECOMMENDATIONS</b>			
<p>1. NSCAP is recommended to provide a variety of opportunities for trainees and service supervisors to provide feedback on the training. However, trainees would welcome the opportunity to get together as a whole student body. The panel therefore recommends that this opportunity is provided, details to be decided in conjunction with the trainees. One suggestion was that there could be a whole student body meeting before the bi-annual Course Committee meeting in order to discuss the issues that they would like to raise.</p>	<p>NSCAP will make space available in the timetable before Course Committee meetings twice a year to enable the trainees to meet together as a large group, or in their year groups, to discuss issues they wish to put on the agenda.</p>	<p>Trainees were given the opportunity to meet as year groups and as a whole course group before the Course Committee in June 2016. Theory seminars needed to be cancelled to enable this to happen. Rooms were allocated and the resource centre meeting space available for the whole group to meet. Trainees determined the structure of the meetings themselves. The timetable for 2016-17 has changed to allow ½ when there is nothing timetabled at lunchtime when future meetings can take place.</p>	<p>Completed</p>

<p>2. There is a recommendation to provide some formal training for personal tutors. This could look in depth at the role of a tutor, the associated challenges and how to manage them, the preparation and support a staff member needs to take on the role for the first time and a sharing of best practice. It could include consideration of what to do when the trainee/tutor relationship breaks down and how to put in place the opportunity for reflection for both parties with regard to the set of circumstances that led to the breakdown.</p>	<p>The Training Group will set aside time during the staff development sessions to look at the role of personal tutor and develop a strategy for managing the breakdown of tutor/tutee relationships. The Head of Training will liaise with other training schools to discuss their thoughts on the role of the personal tutor and feed this into the discussion within NSCAP.</p>	<p>Three staff development sessions in December 2015, March 2016 and July 2016 have focussed on the role of the personal tutor. A flow diagram has been drawn up so there is a clear pathway for dealing with difficulties if they arise in the tutor/tutee relationship.</p>	<p>Completed</p>
<p><b>In addition the panel supports the following recommendations</b></p> <p>1. The recommendation made by the recent joint Tavistock and Portman NHS Foundation Trust / University of East London collaborative review: that “the programme team examine the obstacles to representation on the programmes in relation to gender and ethnic diversity of the local constituency and to consider ways of addressing these”.</p>	<p><b>NSCAP’s Response to the Collaborative Review recommendation:</b></p> <p>NSCAP aims to research current levels of, and barriers to, gender and ethnic diversity representation on NSCAP courses, and to identify mechanisms to address increased engagement with and recruitment from under-represented groups including BME communities.</p>	<p>At the end of 2015 we commissioned a listening exercise and report to help NSCAP investigate and address the facilitators and obstacles to the representation of male students and black and minority ethnic (BME) students within our training and education programmes. An internal Equality and Widening Participation Working Group has now been established and is beginning work on a formal equality impact assessment of our policies and practices. This has already led to a focus on widening participation and the</p>	<p>Increased recruitment to access courses 2016/7</p> <p>Impacting on recruitment to Clinical Training September 2018/9</p>



<p>2. The recommendation from the Tavistock/University of Essex validation event: that NSCAP “consider running the Group Relations event sooner within the curriculum to provide students with opportunities to develop earlier knowledge and experience that can be used to build on the teaching of understanding groups and organisations.”</p>	<p>A 3 day Group Relations event is in the planning stages to take place at NSCAP in September 2016. This will involve 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> year trainees and students from other courses at NSCAP and external people.</p>	<p>barriers to people accessing training from more diverse communities. Aspects of this work can only be achieved through collaboration with partner organisations including the Association of Child Psychotherapists and our academic partners. Through this process of engagement it is hoped that NSCAP will contribute to the development of a national agenda for race equality within child and adolescent psychotherapy training.</p> <p>A 3 Day Group Relations conference took place at NSCAP in September 2016, including 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> year trainees, as well as external participants and students from other NSCAP courses.</p> <p>There is a GRC steering group at NSCAP to plan future group relations events.</p>	<p>Completed</p>
<p><b>Recommendations NSCAP may wish to consider</b></p> <p>1. The panel recommends that NSCAP consider whether there is a need for more routine, regular formal three-way meetings, particularly where the service</p>	<p>Currently NSCAP trainees have 2 three way meetings in the first year and one in each subsequent year. An additional three-way meeting is called during the year if this is thought necessary. It is</p>	<p>.</p> <p>There is an expectation that tutors will maintain contact with trainees’ service supervisors at least once a term and more often if problems have arisen. This</p>	<p>Completed</p>

<p>supervisor does not have another role at NSCAP, and whether the new programme will increase this need.</p> <p>2. NSCAP should consider whether the demand for computers and printer(s) is adequately met on a Thursday and whether the current provision would be sufficient if trainee numbers were to increase to the maximum of 28.</p> <p>4. NSCAP should align the Course handbook with the Equal Opportunities Policy to ensure statements relating to assessment criteria are consistent.</p> <p>5. NSCAP should provide further training sessions in, and discussion of, working with diversity for both staff and students to ensure that staff and students continue to reflect on the implications of working with a diverse client group.</p>	<p>unlikely that it would be possible to increase this number of meetings, but attention will be paid to the need for personal tutors to have regular contact with the service supervisor, at least once a term. This is linked to Recommendation 2 above.</p> <p>A lack of computers and printers hasn't been identified as an issue in student feedback. NSCAP has wifi throughout so trainees can use laptops. However, in anticipation of increased demand an additional computer will be added to the student work room.</p> <p>The Handbook will be reviewed in 2016/17 and the contradictory statements removed. This will need to be done in conjunction with the Tavistock as the Handbook is shared.</p> <p>This recommendation will be considered as part of the action plan in relation to the recommendation from the Collaborative review.</p>	<p>is written in to the role of the tutor</p> <p>There is now an additional computer in the student work room.</p> <p>It isn't clear to me what this statement is referring to despite looking in detail at the assessment criteria in the course handbook. Clarification will be sought.</p>	<p>Completed</p> <p>July 2017</p>
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