



ANNUAL REPORT TO THE TRAINING COUNCIL OF THE ACP 2021/2022

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

Management structure

The educational, training and charitable work of BTPP (which is essentially to provide accessible and quality psychoanalytic education and training in the Midlands), is overseen by.

1. The Board of Trustees, who strategically oversee, guide and provide financial and other governance to BTPP in all of its educational, training and charitable activities.
2. The Management Team, whose role is to provide day to day oversight of the design, delivery and effective running of the psychoanalytical and psychotherapy trainings offered by BTPP, including the Child Psychotherapy Training.
3. The Training Committee, whose role is to;
 - provide strategic guidance about the overall work and direction of the training.
 - to advise on and to oversee how Trainee progress is monitored.
 - to provide guidance on the progress of individual Trainees.
 - to provide guidance on how to address any concerns about the training in general.
4. The Advisory Group's role is to offer advice and guidance to the Head of Training and the Training Committee on issues concerning the clinical training and general direction of BTPP.

2. BTPP STAFFING

The Training School staffing at the start of the academic year 2021/22 was;

- Head of Training/Director of BTPP (0.8 WTE)
- Organising Tutor for M7 (0.2 WTE)
- Senior Tutors contributing to the clinical training;
 - Two Senior Tutors, (both 0.225 WTE)
 - One Senior Tutor (0.1 WTE).
- Senior Tutor (0.4 WTE)
- Senior Tutor on an honorary contract 0.1 WTE doing joint teaching on the clinical training as part of CPD.



- Two Senior Tutors, (0.1 WTE) with responsibility for;
 - Developing a transition adult psychotherapy training for CAPTs.
 - Developing training escalator courses.
- *Senior Administrator (0.6 WTE) and Senior Administrator (0.4 WTE)* who share the task of administering all BTPP courses.
- *7 Senior Tutors* who teach on the Infant Observation Course on a self-employed basis.
- *10 regular Visiting Teachers* on the clinical training. They teach once per term and some do so once a year. The visiting teachers are senior Child Psychotherapists and Psychoanalysts.

in April 2022 BTPP appointed a Senior Tutor to lead on the development and integration of a Clinical Doctorate in the BTPP CAPT training.

BTPP continued to host the time limited National Lead for EDI post, funded by all 4 England based Child Psychotherapy Training Schools on a 0.6 wte basis. This post is part of a project supported by HEE to improve access to the Child Psychotherapy Training. This Tutor has since become BTPP's EDI Lead too.

3. CPD FOR STAFF (IN RELATION TO TEACHING AND TUTORING)

All of our Child Psychotherapy Staff teaching on the Clinical Training are Child and Adolescent Psychotherapists and are members of the Association of Child Psychotherapists. They also work in NHS Trusts in the region.

Members of the ACP complete CPD returns annually relating to their clinical work as Child Psychotherapists as part of their professional registration. As staff in the NHS Trusts, they access relevant CPD and mandatory courses for their clinical roles.

Their ongoing clinical roles also foster a continuing and active engagement with current practice and developments in clinical services. This knowledge and senior level experience is of enormous assistance in keeping their teaching on the Clinical Training pertinent and informed by current clinical contexts.

There is an energetic synergy between teaching and clinical work, augmenting both roles both ways. For example, reading the theory papers, keeping abreast of clinical developments and pressures in NHS CAMHS fosters a learning culture in both the Clinic and Training School.



On top of this the Training School augments this CPD in the following ways;

- BTTP encourages attendance at the ACP conference; the normal Friday Clinical Seminar structure is paused to encourage attendance.
- BTTP runs the Friday and Saturday Open Lecture series and Clinically Themed days which Staff and Service Supervisors are encouraged to and facilitated to attend. Indeed, all appropriate training events are open to staff to attend for their CPD free of charge (outlined further in section 4).
- BTTP also supports and releases Staff to play active roles in the ACP. For example, BTTP staff participate in the Training and Development group.
- We have an hour long weekly Senior Staff meeting at the start of each training day. This meeting is a forum in which Senior Staff have an opportunity to share reflections on the achievements and struggles of individual Trainees, about seminars and year groups and about themed training events. It is also an opportunity to consider our own questions and struggles as supervisors and teachers. Further, it offers an opportunity to reflect on how we have been functioning as a team of Senior Staff and the way in which we relate with one another and with Trainees. While being a weekly 'housekeeping' meeting, it is also a rich opportunity for ongoing reflection on our shared practice.
- Our annual end of year Teaching Staff Meeting offers a similar opportunity to reflect on and learn from the whole academic year of work. In this meeting we review and reflect on what went well and (referring to Trainee feedback) and consider what we could do to improve the training.

4. DEVELOPMENTS IN CURRICULUM

- The core theoretical orientation underpinning the BTTP Child Psychotherapy training is Kleinian and post-Kleinian. However, Teachers, Supervisors and Trainees helpfully extend the thinking by bringing other varied orientations.
- The Training continues to focus on imparting the clinical skills required for a child psychotherapy career in NHS CAMHS. This involves adapting the training to meet the current CAMHS climate and imperatives.
- Developments in the curriculum for the 2020/21 academic year included;
 - Further development of the individual and whole school thinking in relation to EDI through the Race and Difference Workshop.



Now in its fourth year, this six times per year workshop is co facilitated by the Head of Training, one member of the Senior Tutor team and two invited Child Psychotherapists. Expanded to twice per term, this workshop discusses a wide range of how the impact of issues relating to race, diversity and difference can be experienced on the child psychotherapy training. The structure of the workshop used a multimedia, didactic and experiential content as a basis for whole group discussions. The work aimed to attend to how issues arising from race influences our functioning, societally, as public and health services, in clinical service delivery teams, as individual clinicians and as a group of Trainees and Tutors in a Training School.

The plan was to continue to discuss Race for as long as it felt was needed and to use this as a basis to discuss the impact of other forms of difference and how they impact on our functioning and on our work.

Responding to Trainee feedback, that there was a need for more time for digestion of these discussions, we timetabled and planned that for the academic year 2022/23 we would adopt a different model. The plan was to have a whole year of once per week seminars. These didactic and experiential seminars, with the 2nd Years, would mean the seminar and the thinking had more time and could return week after week to more fully process the content. Following a term on race this seminar would move on to consider other differences, including gender, sexual orientation, religion, class and disability.

- Second Year Trainees continue to take part in a clinical audit project supported by two senior Child Psychotherapists with experience in research and service evaluation.
- In response to feedback about struggles experienced by qualifying and newly qualified Child Psychotherapists, and in response to issues emerging from discussions with the ACP and HEE about the need to align the clinical training with the most prominent goals of the NHS Long Term Plan (LTP), BTPP added to the curriculum a term of seminars with the 4th years. The topics covered included;
 - A recap on the learning goals of the whole training and what it equips CAPTS to do



- The interagency and policy context for CAPT's work
- A recap on risk and safeguarding in CAMHS
- A recap on the evidence base for CAPT and wider CAMHS treatments
- A recap on consultation and supervision
- The CAPT as leader or manager, the NHS Leadership model
- What CAPT contributes as a core CAMHS profession
- Endings

In response to feedback, we will expand this to a full year of once weekly seminars in 2022/23.

- The Friday and Saturday Open Lecture and Clinically Themed days were less impacted by the Covid 19 pandemic and continuing lockdowns in the year 2021/22 compared with the previous year. All events went ahead online as planned.
- Friday Open Lectures included papers on;
 - A newly qualified Trainee read her qualifying paper
 - On the impact of Parental Loss in Adolescence
 - On the role of Child Psychotherapy in a Fostering Agency
 - On Child Psychotherapy in Residential Care Settings
- Saturday Open Lectures included papers on;
 - Violence and Creativity in Autism
 - On the theme of Intruded into Young People
 - On Transference, Countertransference and Suggestion.
 - Clinically Themed day included;
 - Two clinically themed days facilitated by Psychoanalysts.
 - Safeguarding in Child Psychotherapy
 - Psychotherapy with Young People with Gender Identity Issues
 - STPP
 - The Impact of Parental Mental Health Struggles on Young People.
- The First Years read a term of Klein Theory to ensure that all Trainees start their training with a shared foundation of exposure the Klein's key papers.



- The curriculum continued to be extended by the Applications Group. In this seminar the reading and topics were chosen by the Trainees and its aim was to share further reading on any area in where psychoanalytic thinking can be usefully applied and helps to further the work. The group covered areas like a psychoanalytic understanding of climate change, eating disorders, gender and gender identity, a psychoanalytic understanding of art and creativity.
- Like in the first year of lockdown, the Trainees and Tutors alike were very impressive in their determination and capacity to continue to deliver and access the training via zoom.
- Regular whole course group conversations helped share the thinking and anxieties about the impact of working and training in an online context.
- The degree of capacity to struggle with this very difficult working context and the proportion of clinical work that was successfully continued is nothing short of remarkable and is a testament to the quality of the clinical placements, Supervisors and Trainees.

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

BTPP recruited 7 Child Psychotherapy Trainees who started the HEE Midlands funded trainings in Child Psychotherapy in September /October 2021.

One Trainee started later, In January 2022 and was funded by NHS Wales.

Seven of the eight appointed Trainee Child Psychotherapists are female. One Trainee is male. One Trainee identifies as BAME. One is from an Eastern European background.

They took up Clinical Placements in Birmingham, North Warwickshire (2), Dudley, Leicester, Walsall, Worcester and Wrexham.



Some BTPP Students benefitted from the HEE bursaries for the cost of their pre-clinical studies.

The quality and numbers of applicants to the BTPP training continues to be strong.

6. STUDENT PROGRESSION YEARS 2+. (WITH COMMENTS/REASONS RE ANY CHANGES IN PLACEMENTS/ ANALYTIC ARRANGEMENTS)

In addition to the eight new First Years, there were a further 22 Trainees in years 2, 3, 4 and 4 plus at the start of the academic year.

- Last year;
 - All six First Year Trainees progressed as expected into their second year.
 - All five Second Years progressed as expected on to their 3rd year.
 - All five Third Years progressed as expected into the 4th year.
 - There were three Trainees on Maternity leave
 - One 1st year
 - And two 4th years
- There were five Year 4 plus Trainees starting the academic year. They had extensions to their training agreed by HEE due to the impact of illness and maternity leave

The experience across the Trainee groups added to a growing picture of the impact of covid related restrictions on clinical work and therefore on the capacity to progress through the training and meet the minimum required training experiences.

The overall pattern of caseload log building was 'patchy'. The First Years were impacted by a slow beginning to their training, resulting in comparatively small caseloads by the end of the year. Similarly, the Second Years struggled to get started with intensive training cases. Yet, all but one of the Third Years progressed well in setting up intensive training case work.

The caseload Logs of the 4 Trainees who qualified were very strong and great credit is due to them and their Service Supervisors for this in the covid impacted climate.



While the ACP's statement of variances on this topic has been helpful, even still, some Trainees will not meet the requirements to qualify and BTPP has been in conversation with HEE about the increased need for training extensions over the coming while as a result of the covid pandemic. The nature of the longstanding HEE/BTPP liaison means that, up to now, when we discuss with HEE issues relating to an individual Trainee HEE have responded positively. BTPP are very grateful to HEE for the quality and atmosphere of the link they facilitate and the shared emphasis on building the CAPT profession for the NHS in the Midlands.

50% of Trainees were in 4 times per week analysis, the rest were in 3 times per week analysis. The trend is for Trainees to start in 3 times per week and to increase to 4 times per week some time in their 1st or 2nd years.

7. QUALIFICATIONS SINCE LAST REPORT

We had 4 qualifications in the last year, in December 2021, February 2022, and two in August 2022.

8. POST-QUALIFICATION EMPLOYMENT

All 4 qualifiers obtained employment in the following services and posts

- One in a Special School in Halesowen
- Two were appointed to a band 7 post in West Bromwich CAMHS
- And one was appointed to band 7 posts Leamington

9. ACADEMIC COMPLETIONS (WHERE APPROPRIATE)

Not applicable

10. ISSUES FOR THE TRAINING SCHOOL AND HOST ORGANISATION (WHERE APPROPRIATE)

The main issue for the academic year 2020/21 was the impact of the coronavirus pandemic and lockdown. Concerns about the clinical delivery of services impacted not only on the patients who may or may not have been able to receive the services needed, but it also impacted on Trainees. The experience so far is that with remarkable resilience, adaptability and fortitude most psychotherapy services have continued to



deliver quality psychotherapy work. In general trainees' caseloads have reduced by about one third compared with prior to March 2020.

Over time the impact on Trainees' ability to meet the minimum experience required has become increasingly clear, not only to qualify, but more importantly to have caseloads and case experience of sufficient depth and quality to develop the skills needed to deliver thorough going psychoanalytic psychotherapy. Interestingly those close to qualification were able to proceed and to meet the minimum expected experiences and to develop their skills to meet the standards required.

Perhaps it is to be expected that, given the longevity and recurrent nature on/off nature of the pandemic related restrictions, that the impacts have been most clearly seen in the capacity of the Years 2 and 3 to build caseloads needed.

The particular issue will be to do with setting up new psychotherapy cases online. Where three times per week work might have been possible in almost all cases now twice a week work is a real achievement. While the Statement of Variances allows us to be flexible about how Trainees meet training requirements, and while the competencies framework allows us to be confident in relation to decisions about progression and qualification, yet the problems are gradually accumulating.

The key focus is to ensure that the training facilitates the development of a psychotherapy workforce that will be fit for the task.

New ways of working have been learned, adaptable approaches have shone a new light on our work, we have been able to see the core of the task from new perspectives. Those emerging from the training at this time will come out with some extra and unexpected skills and insights.

BTPP are in conversation with HEE about some Trainees who will need extensions due to covid related issues impacting individual Trainees.

Online versus in person Training days

Throughout the academic year 2021/22 there has been a constant question about whether and how to deliver training days online or in person. We have developed a confident capacity to deliver training days



online, and this process works smoothly enough. However, Trainee and Tutor feedback is that while this works well enough to be getting on with, yet the loss of in person seminars and the ad hoc social connections forged and maintained during in person training days has been a real loss. This has been especially so for the new intakes, who were delayed in being able to meet in the training school as a group.

At each point the training School approach was to follow the same guidance as was in place in Trainee's clinical placements. When a decision needed to be made about in person or online training days, the Training School's approach was to prioritise the clinical work and to do nothing to jeopardise the Trainee's ability to be there for therapy sessions for their child patients. The upshot of this approach was that, in each of the 3-4 occasions when we had whole school conversations to make plans for the term or half term ahead, the safest thing to do was to continue to deliver the training online.

The in June 2022 it was with great relief and joy that we finally were able to have training days in person. Some year groups met in their Training school for the first time.

Due to the increasing number of Trainees and the number of M7 students we decided that both groups could not safely be in the building at the same time. Thus in June 2022 BTPP began an alternate week structure, i.e. one week online and the following one in person.

New Recruits to the Training in a covid context

There has been a big impact on setting up and sustaining infant observations and thus on applicants' ability to meet the minimum expected requirements. Setting up two-year infant observations have been very difficult. However, due to the flexibility and creativity of the Students and their Tutors, in the year in question, while only two potential applicants were delayed, and we were able to set up infant observations and an infant observation seminar for them. The observations will continue beyond their start in the Training and thus we were able to recruit to the funded posts.

Pressures on Clinical Placements



The style and outcome of CAMHS services delivery continues to put pressure on psychotherapy teams and services across the region. Models of work practices, services and professional structures aimed at delivering ever more brief interventions might seem to leave little space for psychotherapy.

Covid related pressures have exacerbated both the numbers of referrals and CAMHS ability to respond, making adding further to the sense of struggle to meet waiting list demands.

The impact of this on some CAMHS teams, and Service Supervisors in particular, has been having an effect on the clinical placements and the training experiences available to Trainees.

MDT colleagues and CAMHS services continue to value and use the support and specialist expertise that psychotherapy can bring as an important team resource available to assist with team functioning. Great effort on the part of the Training School and Service Supervisors has gone into informing managers of services about the importance of continuing to facilitate the training of the next generation of psychotherapists as a named and identified aspect of job plans.

Through the resilience and commitment of Service Supervisors the quality of child psychotherapy services and training has been maintained, no small feat in the current CAMHS and NHS climate.

Evidence of the enormity of the effort and success in protecting psychotherapy services can be seen in qualifying Trainees' caseload logs, which show the remarkable depth and quality of clinical work and training experiences that continue to be offered by psychotherapy teams. This represents a massive achievement on the part of the Trainees and their Service Supervisors.

Scarce Training Analysis places

An ongoing issue for the Training in the West Midlands is the continued scarcity of Analytic and Training Psychotherapy places for BTPP Trainees. Some Trainees travel long distances to analysis.

While the number of Training Analysts and Psychotherapists is gradually increasing, so too is the number of Trainees.

The scarcity of analytic places means that some Trainees continue to attend for analysis 3 times per week. This year, as it has been for many years, the ratio of 3 versus 4 times per week attendance at training



analysis has been in the region of 40% in 3 times per week and 60% in 4 times per week.

The position of the Training School is to make Trainees and Analysts aware of the possibility of 3 or 4 sessions per week and then to leave it to them to work out together the frequency of attendance. Some Trainees start on 3 /week and over time move up to having 4 times per week.

The Training School continues to work on the issue of scarce analytic places and one project is the commencement of a modified transition training so that CAPTs can complete an adult psychotherapy training. The hope is that across a number of years this might mean that there are more training psychotherapists in the region.

NHS Long Term Plan curriculum alignment

Like the other Training Schools, BTPP continues to work towards including in the curriculum and training experiences those issues identified in the NHS Long Term Plan. Having had a term of input on these issues in the 4th year, the plan will be for the academic year 2022/23 to expand this to a year of weekly seminars. In this way it is hoped to create sufficient space on the training to meet the curriculum alignment demands.

11. QUALITY MONITORING (INCLUDING ANY COMPLAINTS AND WITH REFERENCE TO UNIVERSITY/COMMISSIONER AUDIT PROCESSES)

The Training School had its ACP re-accreditation in March 2018.

Whilst there were no conditions attached to our re-accreditation the Training School continued to reflect on the commendations and recommendations so that the learning associated with the re-accreditation continued to be implemented.

There were no complaints made to the Training School in the Year 2020/21.



12. ACTION PLAN RE CONDITIONS/RECOMMENDATIONS OF LAST ACP ACCREDITATION VISIT.

CONDITION <i>(As detailed in most recent Re-accreditation Report)</i>	ACTION NEEDED	PROGRESS TO DATE	TIME-SCALE FOR COMPLETION
None	n/a	n/a	n/a
RECOMMENDATIONS <i>(as detailed in most recent Re-accreditation Report)</i>			
1. "We are confident that there is a commitment to teaching related to difference and diversity and would recommend more explicit signposting of related issues such as class, race, gender, etc across the programme. One way of addressing this is to further develop and integrate aims and objectives so that they more comprehensively capture the quality and value of all the different aspects of the training".		<ul style="list-style-type: none"> • A review of Learning Objectives drew attention to where these topics had been omitted. This has been addressed. • The reading list has and is being reviewed to add sections on various issues from difference and diversity, especially ethnicity and gender, gender identification. • An expanded to twice per term workshop, facilitated by the Head of Training and two BAME qualified staff, to discuss about the impact of issues relating to race, diversity and difference on the child psychotherapy training. The 	Over time Completed



		<p>structure of the workshop was to use multimedia didactic content as a basis for a whole group discussion. The work aimed at attending to how issues arising from race influences our functioning, societally, as public and health service, how issues arising from it influence functioning in clinical service delivery teams, as individual clinicians and as a group of Trainees and Tutors in a Training School.</p> <ul style="list-style-type: none"> • The plan was to continue to discuss Race for as long as it felt was needed to use this as a basis to discuss the impact of other forms of difference and how they impact on our functioning and on our work. • Responding to Trainee feedback, that more time for digestion of these discussions was needed, we timetabled and planned that for the academic year 2022/23 we would adopt a different model. The plan was to have a whole year of once per week seminars. These didactic and experiential seminars, with the 2nd Years, would mean the seminar and the thinking had more time and could return week on week to more fully process the content. Following an initial term discussing race, the plan is that this seminar will 	
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		<p>move on to consider other differences, including gender, sexual orientation, religion, class and disability.</p>	
<p>2. “Continue to develop specialist reading lists to highlight the considerable contribution that child and adolescent psychotherapists have made in specialist clinical fields such as work with Looked After and Adopted Children and Eating Disorders etc.”</p>		<p>This has been achieved with a specialist in the fields of eating disorders and looked after children have reviewed the additional reading list and new papers have been added.</p> <p>Each year this additional reading list is reviewed and added to. Of mention is the additional texts added in relation to the area of EDI in psychoanalysis.</p>	<p>Continues to be developed over time.</p>
<p>3. “We encourage the school to review the personal tutor role. Although the panel recognised that the present system is reported to be effective by trainees and staff, the opportunity to further define, delegate and authorise the personal tutor role amongst more of the training team would be useful. A clearer description of the personal tutor role in the handbook would also support this.”</p>		<p>A review and clearer description of the roles and functions of each of the important relationships in the trainee’s life, i.e., Service Supervisor, Personal Tutor, Line Manager, Case Manager and Intensive Case Supervisor has been added to the clinical training handbook, including a guide as to what concern to bring to whom.</p> <p>With the new staff structure, it has been possible to increase the number of Personal Tutors available to carry out that role.</p> <p>Supporting Trainees with the emotional and practical struggles and hurdles inherent in the CAPT training is a key goal of the BTPP Tutor team. We know that a well supported Trainee group will better develop their Psychotherapy skills</p>	<p>While the immediate recommendations have been completed developing the personal Tutor role is also an ongoing process of adapting, and developing to meet the ever changing needs of each Trainee cohort (e.g. during the covid crisis).</p>



		<p>and competences. Therefore, developing and strengthening the support available to Trainees in it's various forms, is an ongoing process in BTPP.</p>	
<p>4. "Receive consultation and support from the ACP Analysts and Therapists subcommittee to look at opportunities to develop the number of accredited training analysts/psychotherapists, so that more trainees are able to undertake four times per week psychoanalysis/psychotherapy closer to their workplaces/homes."</p>		<p>This is an important concern for the West Midlands training. The idea of receiving consultation and support from the analysts and therapist's subcommittee is a good one. We were in regular discussion with Margaret Rustin, and more recently with Nina Wessels and they have helped guide BTPP in relation to supporting applications from suitable psychoanalysts and psychotherapists.</p> <p>BTPP's contacts in adult psychotherapy in the West Midlands enable us to get recommendations with regard to suitably capable psychotherapists.</p> <p>We regularly support applications from Midlands based psychotherapists for registration with the ACP as training analysts/psychotherapists who then go on to see BTPP Trainees.</p> <p>We are in discussion with local psychoanalysts who are also aware of the struggles and work with us to try and address the scarcity of analytic training spaces. Two BTPP CAPT qualifiers have completed or are in the process of completing the Analytic Training.</p> <p>BTPP have set up and are running a modified Adult Psychotherapy</p>	<p>While the immediate recommendation has been completed, like the above recommendation it is an issue that we continue to work on</p>



		<p>course for Child Psychotherapists and the hope is that this will eventually lead to some of it's successful qualifiers building their intensive psychotherapy experience with adults, such that they can be accredited as Training Psychotherapists.</p> <p>Despite the loss of analysts through retirement, and one very sad death, the number of Analysts/Psychotherapists involved in offering training analysis to BTPP Trainees increased from 10 to 16 since the last reaccreditation.</p> <p>However, this has been match by a similar increase in the number of Trainees, so it continues to be an important area of work and development in BTPP.</p>	
<p>5. "To increase the number of trainees returning evaluation forms and providing feedback by recommending the school's aim to redesign the feedback forms and processes to improve returns."</p>		<p>Trainee feedback is vital to maintaining and improving the quality of the training experience.</p> <p>There are various methods of collecting feedback on the training. The use of the Small Group Interactional Diagnosis method serves as a live and in person way of collecting Trainee feedback.</p> <p>Also, there are various feedback forms, on clinical seminars, lectures</p>	<p>While the initial work on increasing the return rate of Trainee feedback forms, this continues to be something we work on.</p>



		<p>and some are completed and returned more often than others.</p> <p>A re-design of the clinical seminar teaching feedback form was completed this year. We have put in place a process to follow up on any forms not completed. The system for collection of Trainee feedback forms is now overseen by one of BTPP's Admin staff. She chases up Trainees who have not submitted forms and the important goal is that the option of remaining anonymous is retained by the time the forms get to the Head of Training, while still collecting as many forms as possible.</p>	
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