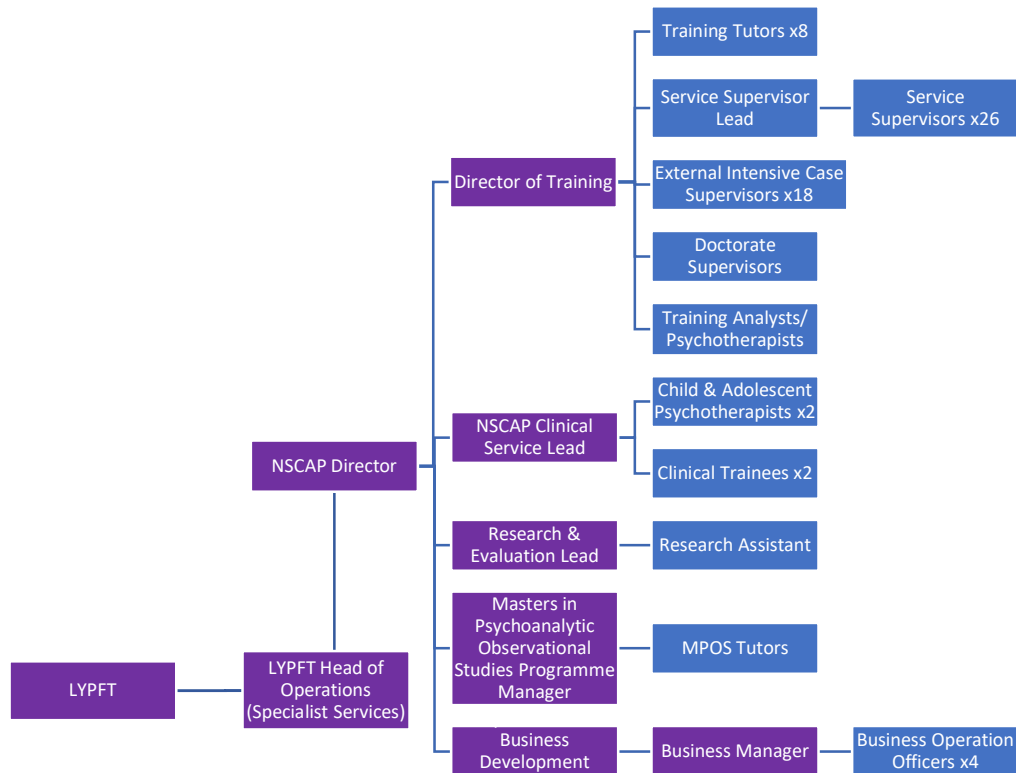


## Annual Report to the Training Council of the ACP NSCAP – 2021 – 22

**1. Summary of management structure, staffing and resources (including changes since last annual report) and reference to the sustainability and viability of the Training School and the plans in place to address concerns and to protect its future.**



Association of  
 Child  
 Psychotherapists

Tavistock &  
 Portman NHS  
 Foundation Trust

University of Essex

The management structure has been the same as the previous year and the purple sections of the organisational diagram above, highlight the main managerial roles. Our Host Trust's Head of Operations took a secondment outside the Trust at relatively short notice which brought in an unexpected change in this significant role. The NSCAP Director and replacement Head of Operations embarked on a new working relationship. We prepared for our valued long-standing Business Manager's departure from NSCAP in September 2022. There was a review of the post and successful recruitment to a new Business manager post. Handover work was completed in the months prior to this.

There have been challenges with unexpected and expected circumstances that have led to extended periods of absence of key leadership colleagues which has stretched resources to attend to the complexities of training within ongoing external adversity, (Covid 19, cost of living crisis and the states of flux in CAMHS/CPYS). The commitment of experienced senior colleagues within NSCAP, the North of England and allied national senior colleagues stepping in to support and advise alongside the resources provided by our host NHS Trust, LYPFT, has been invaluable. This enabled us to meet our responsibilities while attending to the additional tasks of expansion, curriculum development and engaging in a re-tender process, (which is discussed later in this report). As we approached the end of 2021-22, key leadership colleagues were returning to work in supported phased processes which indicates the beginning of working to the full complement of NSCAP leadership and management staff that is essential to the ongoing sustainability of NSCAP.

The main managerial task in 2021-22 was the unexpected requirement, at relatively short notice, for all 4 England ACP training schools along with any new organisations to tender/re-tendering for the child psychotherapy training. The parameters of the bid were set out by Health Education England (HEE) and the tender required plans for curriculum innovation and development to align with the NHS Long Term Plan; evidence of a process that could expand the trainee numbers in 2023 onwards and a training that could be delivered within a significantly reduced financial budget. We worked with Leeds and York Partnership NHS Foundation Trust (LYPFT), drawing on their Tendering and Finance Departments to submit our bid in early 2022, which was granted in a release by HEE in the summer of 2022.

The management resources were geared to support the return to in-person training day after 18 months of online work. A new hybrid structure which enabled 50% onsite training day was achieved, meeting prioritised trainee needs for specialist direct and detailed embodied learning.

## 2. Staffing

The core training team consisting of experienced and active clinician-researchers has largely remained unchanged over this year. This has provided continuity and stability for a new hybrid in-person and onsite training day. An experienced senior member of the profession stepped in to cover maternity leave for the summer term.

The training team bring a wealth of contrasting and synergised experience as active regional frontline clinicians, experienced trainers, and clinical and doctoral supervisors. This is enriched by a committed team of external intensive case supervisors, an expanding group of external doctorate supervisors and the essential commitment and close engagement of regional child and adolescent psychotherapists who provide service supervision for trainees in their clinical setting. The training is supported by wider NSCAP leadership colleagues and the school is orientated and prioritising of the training as the primary task.

Significant training and operational staffing went into the planning and design of the 2021-22 hybrid training day to offer in-person opportunities while meeting the rigorous LYPFT NHS Trust Covid guidelines on social distancing and Covid testing. An alternating pattern of half the trainees attending onsite, with the second half accessing their seminars online was implemented. Careful consideration was given to seminar compositions and timings to enable continuity and consistency across online and onsite work. To develop a cohesive core and close attention and evaluation of the training experience, the training team worked onsite each week. At the point of writing this report it is astonishing to reconnect with all the planning, innovation, and adaptation that took place in the summer of 2021. We learned from direct and live experiences of working in this way. Close engagement and communication with our trainees were vital in enabling us to undertake complex high-level learning within this never experienced structure.

Trainees and the training team attended to a considerable amount of delayed and disrupted training experience, learning and development within the context of ongoing adversity and complexity in clinical settings. Inevitably there were increased levels of support to trainees due to personal and family difficulties linked to the Covid 19. Work was enhanced and increased to provide additional tutorial support; more frequent discussion between service supervisors and personal tutors; and extended training team meetings and linking with wider colleagues to attend to these complex contexts. We were alert to the strain this continued to place on all aspects of the training ecosystem and the importance of sustaining energies for the medium and longer term as well as to the critical aspects of day-to-day training. There is good

communication, commitment and resilience within the training that needs care and attention in the coming months.

The representation of different identities and diversity is strong within our training team in relation to ethnicity, class, sexuality, and gender. We have a developing mix of service supervisors with new service supervisors in 2021-22 joining experienced colleagues. Our NSCAP Service Supervisor Lead has continued in role and the monthly service supervisors' meetings are an established and well attended place to discuss service supervision role and task drawing on current experience and opportunities for CPD.

The continued value of close constructive working relationships with Tavistock colleagues has been evident in relation to curriculum development and attention to the multifaceted journey of trainees from recruitment to qualification. Sharing learning and good practice enables NSCAP to function as an independent training school meeting the specific requirements and contexts of training in the North of England while being in close partnership with the Tavistock providing the same academic curriculum and access to high levels of training experience and resources.

### **3.CPD for staff (in relation to teaching and tutoring)**

The teaching team continue to meet the CPD requirements for professional registration and to update and bring innovative ideas to clinical and research learning. They attend, present, and contribute to the organization of conferences and CPD events on clinical, research and organisational dynamics. The training team continue to develop their clinical practice through specialist online clinical supervision groups, and several are completing second clinical psychoanalytic trainings that enhance their contribution to NSCAP training.

The return to weekly in-person training team meetings has been appreciated in enabling deeper fine-grained discussion about the training and trainee progress. This has been contextualised by regular feedback from the service supervisors' meetings and an integrated consideration of the training day across the clinical, conceptual and research seminars. The monthly training team Diversity Work Group, which began in the summer of 2021, has continued further to a six-month review in the autumn of 2021. The training team decided to continue to work on this complex area with a committed focus on the immediacy of discrimination and power dynamics as they emerge in the training. This is discussed with increasing depth and consideration of difference and psychoanalysis, training, and the trainee/tutor relationship. A further review took place in the summer of 2022 as the group continued into its second

year. Apart from changing the evening time slot to during the training day, it was agreed that the structure and aims of the meeting continue to be

necessary and valid. The group is working well and there is continued insight and learning to be gained.

#### **4.Developments in curriculum**

The implementation of a hybrid training day was the key achievement of 2021-22. This design required a detailed review of the last training year and specific consideration of each trainee's priorities. We were sensitive to the timetabling restrictions and limitations on group compositions that a hybrid model brought. We considered different configurations with a focus on facilitating a training day linked to the core training competencies. We decided on an alternating onsite/online pattern with the first and third years in one week and online the next, alternating with the second and final year trainees. Striking a balance between adaptation and clarity of frame required constant discussion and review in the weekly training team meetings and close linking with trainees. These enabled the opportunities of in-person training to be realised as effectively as possible and the restrictions to be tracked with a view to addressing these in the 2022-23, (e.g. limited workshop choices and reduced year group mixing).

We continued to bed in curriculum development that begun in 2020-21 in relation to research teaching; Difference, Identity and Diversity, under-fives work and leadership training. There were several major teaching developments:

- 1.The introduction of a second-year seminar on Difference and Diversity
2. The enhancement of a final year Endings Seminar into a Final Year Professional Context Seminar which prioritising teaching on systemic leadership, consultation, and supervision.
3. Specialist teaching from a clinical child psychotherapy expert over 5 seminars on the range of under-fives work, clinical technique, evidence base, legalisation, and specialist approaches.

The three end of term Whole Course Days offered a responsive space for learning about prominent or preoccupying clinical experiences or professional and research themes where an enhancement of additional input was indicated.

The December 2021 whole course training day addressed the growing number of kinship care families and children and adolescents on trainee caseloads. This training day included a presentation by an external

consultant child & adolescent psychotherapist with expertise in the field and trainee clinical presentations and discussion.

The March 2022 Whole Course Day drew on reading, clinical material, and group experiential approaches to the theme of: “Working with and in trauma”, which offered learning about work with trauma in clinical work and within traumatised systems.

The end of training year saw NSCAP launch a showcase event in July 2022 titled: “Celebrating development and creativity during adversity” where a range of clinical and research work was presented by recently qualified child psychotherapists. The presentations integrated research, professional and clinical work across a range of training experience, including clinical research projects, intensive and non-intensive work. The presenters reflected on the value and relevance of their training to their current work as qualified child psychotherapists across the north of England. This shone a light on work that is often obscured by the experiences of loss and curtailment brought about by disruptions in organisations and services during recent societal and global crises.

## **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.**

We had more notice to plan for another increase in commissioned training posts in 2021-22. In-person school interviews were a priority and advocated for to our host NHS Trust (LYPFT) in relation to Covid guidelines. The importance of this was acknowledged for the candidate's experience and for our ability to effectively interview and make complex decisions about readiness to train.

Detailed discussions and accreditation of training posts took place in a timely way in the early months of 2022 which is remarkable as this was alongside the HEE re-tendering work. Four new posts were accredited extending our regional footprint and our first move into a service allied to but formally part of the NHS, and the first trainee posts within the NSCAP Clinical Service. Most of the NSCAP interviews to the training school in Feb/March took place in-person, with some flexibility of one of the two interviews being online.

Due to Covid restrictions regional services could not equitably offer in-person interviews for the training posts in June. Considering the importance of in-person connection, service visits prior to online panel interviews were prioritised. The importance of these visits was foregrounded to candidates early in the process of recruitment and made accessible with plenty of advanced notice and service supervisors' flexible availability to provide these.

Nine trainees were recruited, 8 women and 1 man all from white presenting backgrounds. We had one trainee based in the Northeast of England with the rest being across the Northwest of England and Yorkshire. No black and

ethnic minority trainees applied to the training this year and we are concerned about the ongoing challenges of diversifying the training to reflect the communities and population the professional works with. Senior NSCAP staff in management and leadership roles are engaged in work streams with the ACP, HEE, and the preclinical courses, to better understand the obstacles to diversity and widen access into the training. In the meantime, we are ensuring that Diversity learning is woven into the training with a focus on how our training is affected and experienced as a largely white, female presenting profession.

There have been some significant challenges in several training posts over this year due to a concentration of unexpected and critical changes within services, (e.g., staff leaving) that have disrupted trainee's experience. This has been difficult for trainees, most directly affected by this. NSCAP leadership colleagues and Director of Training have worked closely with local senior colleagues to resolve and support. Drawing on the Service Level Agreements and the expectations and responsibilities clearly agreed in training post accreditation processes has offered a robust framework. These matters are ongoing and will be reported upon in the 2022-23 report.

## **6. Student progression years 2+ (with comments/reasons re any changes in placements/ analytic arrangements).**

**Year 2** – There are 9 trainees in this year group. One became seriously ill and needed to take significant time off work and away from their training. This trainee was supported with a phased return in the summer of 2022 to their training post. The plan is for them to return to Year 2 in 2022-23. The rest of the year group have progressed steadily with a rhythm and timeframe that links to their different start points in training. This cohort has some trainees who began in September 2020 and others in January 2021. Academic and



research progression has been supported in a way that has enabled a coherent year group timeframe and meeting essential assignment submission

deadlines. All successfully completed the different components of their training, (clinical competencies, academic and research work). This is with commitment to some Saturday teaching and being the first cohort to design research projects to more realistic scope and scale and timely work on ethical approval for their projects. The delays experienced for the years above in starting intensive psychoanalytic psychotherapies in clinics, was not so challenging for this year group and most started their first intensive case within a developed range of none-intensive clinical work.

**Year 3** – As with the previous year 3 group the 2021-22 Year 3s also needed to develop their core psychoanalytic training requirements in relation to

intensive psychotherapy which had been delayed due to disruptions in services and delays in clinical progression. With committed hard work of these senior trainees and service supervisors, this work was effectively set up and trainees were immersed in this psychoanalytic work, paired with experienced senior intensive case supervisors. This year group has a combination of trainees on the doctoral and MProf academic route and academic work within these two-contexts progressed steadily. Attention to training priorities for those trainees on the 0.8 Whole Time Equivalent 5-year route, and the adjustments needed, were agreed in discussion with trainees, service supervisors, personal tutors and wider seminar leads and external supervisors.

**Year 4 & 5** – Engagement with the ACP statement of variance about intensive training case requirements was helpful for several trainees in this year group. It enabled a portfolio of under-fives work with weekly specialist supervision to meaningfully take the place of a third intensive training case. We were able to draw from the experience of implementing this adjustment in 2020-21. The feedback from trainees, service supervisors and intensive case supervisors involved in this work, indicated how this configuration enabled clinical competencies to be met and offered innovative opportunities in Parent Infant Mental Health Services.

## **7. Qualifications since last report.**

6 Trainees qualified in the 2021-22.

## **8. Post-qualification employment.**



All 6 qualified trainees are in Child & adolescent Psychotherapy Posts within NHS services or Schools mental health services, employed across Yorkshire

and in the Northwest of England. We understand that they are working at the post qualification Agenda for Change band 7, and taking on a range of part-time/full-time work that meets their needs.

## **9. Academic completions (where appropriate)**

Two trainees achieved an MProf Academic award. Four are continuing with their doctoral studies.

## **10. Issues for the Training School; issues for the host organisation (where appropriate)**

As discussed above in section one, NSCAP has suffered with staff absences during 2021-22 which have mirrored some of the workforce contexts in regional services. The opportunities for more in-person working have helped in adapting to completing the additional work and managing the strain that this has created. This has highlighted the value of in-person connection for collective engagement and attention to pressured tasks in mutually understanding and supportive ways. The weekly in-person training team meetings have been a focal point to process this work. We have been able to harness wider experience and commitment to complete the re-tender process and make good use of our host Trust's re-tendering, finance, and HR expertise as well as drawing on good links with regional colleagues, (e.g., service supervisors, training analysts, HEE commissioners and regional Trust managers).

This year has seen an increase in the need to support several trainees who have additional learning needs and engaging with employing Trusts and our Tavistock and university partners to apply for and access resources. We experienced the death of a valued trainee in the summer of 2022 and valued coming together across the school, wider colleagues, family and friends to mourn this loss.

## **11. Quality monitoring (including use made of the Training School complaints process - with a confidential appendix if needed - and with reference to university/commissioner audit processes)**

Further to the concentration of formal quality review and accreditation processes by the ACP and our university partners in 2020-21, 2021-22 has been a quieter year. The main task has been addressing the quality requirements as part of the HEE re-tender for training application. This

required evidencing a high quality, robust and experienced training that can deliver the innovation and curriculum development required for a successful bid. The outcome was successful.

NSCAP has an established complaints procedures in place that align with our Host Trust, LYPFT, Academic partners and the NHS Trust that employ our trainees. On informal concern was expressed toward the end of the summer 2022. This is at the beginning stages of engagement and will be addressed in the next report.

## Action Plan re. Conditions/Recommendations of last ACP Accreditation Visit

<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>
<p>The panel request that the senior management team of NSCAP provide for the September 2021 meeting of the ACP Training Council a plan and timescale to achieve clarification and consolidation of the organisational structure of NSCAP as it relates to the clinical training. Given the overlap of roles in the wider organisation this may need to include attention to lines of accountability, responsibility and authority beyond the training. We would hope, eventually, to see an organisational chart that includes these and updating of job descriptions to reflect the new structure. This work would be best undertaken face to face and once the role of Academic Tutor has been filled but may not be able to wait on that. External consultation might be necessary in this, or for elements of the process, in particular planning for the aftermath of Covid-19 and the pressures on the curriculum.</p>	<p>The core requirements of this condition have been met and accepted at the November 2021 ACP Training Council.</p> <p>NSCAP is keen to further integrate the work of this condition, to date, with wider NSCAP strategic development and clarifying of operational processes at NSCAP. This has been carried over to 2022-23 due to the significant prioritised requirements of the HEE re-tender and work to expand the number of trainees in 2023.</p>	<p>The key requirements of this condition have been met and accepted at the November 2021 ACP Training Council.</p>	<p>Next stage to be completed by summer of 2023</p>

<b>Recommendations</b> <i>(As detailed in most recent Re-Accreditation Report)</i>	<b>Actions to Date</b>	<b>Progress</b>	<b>Time Frames</b>
<p>1.NSCAP to consider using a wider sourcing of Research Supervisors as the number of doctorates increase over time.</p>	<p>1. Offer regular termly meetings to current doctorate supervisors to ensure they are integrated into the development and wider contexts of the NSCAP training with a focus on research curriculum and developments.</p> <p>2. Scope and scale of projects are being closely tracked at the proposal stage in relation to an efficacious design and feasibility.</p> <p>3. Completion deadlines are being monitored to enable to doctorate to be completed within realistic timeframes without undue delay and protraction.</p> <p>4. Timely completion of projects is essential to managing a turnover of doctorate supervisor resources. As projects complete in a timely way, doctorate supervisors are freed up to take new supervises.</p> <p>5. Continued work with the Tavistock training team and research leads for opportunities of supervisions across training schools. This was possible in 2021 with a NSCAP doctorate supervisor working with a Tavistock training and vice versa.</p>	<p>2021 – 22 saw a larger than usual number of trainees successfully complete their project proposals and effective matching with doctoral supervisors.</p> <p>We recruited 4 new doctoral supervisors to join an established team of NSCAP supervisors. This was done in a timely way appropriate preparation for both supervisors and trainees, introductory meetings, and timeframes for supervision in 2022-23.</p> <p>There is a growing interest and commitment to research in the training and an increasing number of regional colleagues with doctorates. We are harnessing this experience and skill into the training. With a structure of liaison and support for this work we are confident that we can meet the supervisory needs of an expanding group of doctoral trainees.</p> <p>A timely through put and completion of projects is essential for doctoral resources to be available and supervisors not to be burdened for extending periods of time with projects that have stalled due large</p>	<p>1.Consolidate the termly doctorate supervisors' meetings over 2022 - 23</p> <p>2.Contine to track project completion timeframes in 2022-23.</p>

<b>Recommendations</b> <i>(As detailed in most recent Re-Accreditation Report)</i>	<b>Actions to Date</b>	<b>Progress</b>	<b>Time Frames</b>
	<p>6. Encouraging new talented regional doctorate supervisors to take on this role with a support structure.</p> <p>4. Continue to attend to the development of regional and national networks of CAPt doctoral supervisors.</p>	<p>project workloads; above the requirements now agreed by the University of Essex. We have had the largest number of trainees in one year submit their doctorate projects. This is in line with a significant increase in numbers at the Tavistock. Although this has created a bottle neck in identifying examiners and securing viva dates; it has energised the context of the integrated doctorate training. Successful projects motivate and foreground the creative and innovative aspects of research in the training. It also models the feasibility and relevance of this work in the training.</p>	
<p>2. The panel would like to see attention to diversity and difference in relation to children, families, one another, teachers and colleagues incorporated into all trainee year group's learning outcomes, reading lists and teaching. The balance between dedicated time for these issues and threading them through trainees' learning needs to be held in mind and addressed by staff and Service Supervisor groups in particular.</p>	<p>1. Some work has been done to weave in and integrate difference and diversity Learning outcomes, LOs across the curriculum in conjunction with the Tavistock training. But this has been delayed due to other training priorities.</p> <p>2. There are more papers relevant to the LO's, primary tasks and professional development of trainees linked to Difference and Diversity. This is particularly evident across the clinical conceptualisation seminars (theory seminars) and Workshops.</p>	<p>1. LOs and descriptors in handbooks have been updated for some clinical seminars and assignments e.g., CC3. However it has not been possible to have a comprehensive integrated overview of the LOs due to the unexpected and prioritised work of the re-tender and the considerable work of providing a hybrid training day. This is within the context of attending to ongoing complexities of trainee progression related to the ongoing disruptions of Covid 19.</p>	<p>This is a developmental piece of work. The work on learning outcomes will be developed over 2022-22 when further deepening and fine graining of this will be required in 2022-23.</p>

<b>Recommendations</b> <i>(As detailed in most recent Re-Accreditation Report)</i>	<b>Actions to Date</b>	<b>Progress</b>	<b>Time Frames</b>
	<p>3. Continue the established monthly training team Diversity Workgroup which has now entered its 2nd year. This provides direct attention to the experience of current teaching and training in relation to the dynamics of difference and diversity and enhances training approaches, curriculum development, training team and trainee support.</p> <p>4. Difference and Diversity is a feature of the work done in the monthly Service Supervisor meetings.</p>	<p>2. There is an increased inclusion of Difference and Diversity papers across the clinical and research portfolios that enhances and updates the curriculum. This is an ongoing task that is reviewed on a yearly basis.</p> <p>3. The Diversity Work Group will continue in an accessible monthly slot attended by all members of the training team.</p>	
<p>3. The ways in which clinical, academic and research components of the curriculum are balanced and integrated at different stages of the training need to be reconsidered. Continuing tensions and difficulties, despite considerable effort, suggest a working group, including representation from Service Supervisors, possibly with external facilitation, may be beneficial once there is clarity about organisational structures, roles and responsibilities.</p>	<p>1. Continued work with the Heads of ACP Training Schools, the ACP Training Development Group has taken place to strike a more effective balance between the requirements of Health Education England and core tenets of the training to attend to the tensions and demands of a high level, specialist training more effectively.</p> <p>2. Close attention continues to track workloads and training demands on trainees and maintain a detailed understanding of this to support trainees effectively and proactively with workloads. This is while holding in mind complex contexts and additional challenges of</p>	<p>1. The workload and demands of training in continuing complex times is a significant long-standing challenge of the training, that is not unique to NSCAP. Discussion and sharing of potential innovations that can address this has been a significant job of work over this academic year. This has occurred within the NSCAP training team and in close communication with service supervisors; discussion with the ACP Training Development Group, linking in with update work on the Quality Assurance Framework, (QAF) and curriculum alignment with the NHS Long Term Plan.</p>	<p>Summer 2023 – progress work with QAF</p>

<b>Recommendations</b> <i>(As detailed in most recent Re-Accreditation Report)</i>	<b>Actions to Date</b>	<b>Progress</b>	<b>Time Frames</b>
	<p>training during Covid. Regular feedback from personal tutors, trainee representatives will continue to be a priority.</p> <p>3. Workload pressures continues to be exacerbated by the delays and disruptions caused by Covid. However, the rooting of more realistic and meaningful research projects has helped in the integration of the research strands of the training. Projects are currently progressing in a more timely way.</p> <p>4. Mapping of research competencies and learning outcomes across the curriculum has been completed. This communicates and foregrounds integration across clinical and professional work and offers a clearer sense of the relevance and importance of research in the training.</p>	<p>Engagement with trainees is key and has been invaluable as we have worked with all the “unexpecteds” of the ongoing Covid 19 disruptions and taken up the opportunities of the hybrid training day and in-person contact.</p> <p>2. An established pattern of providing summarised updates of the work streams, focus, developments, progress, and challenges on the training is provided by the Director of training as a standing item in the monthly service supervisors meetings. Close communication between the Director of training and Service Supervisor lead also takes place in between these meetings as needed. The themes arising from the service Supervisors meetings are looped into the Thursday Training team and this along with the cross fertilisation of service supervisor and training tutor roles enables an effective approach to working on balancing the different aspects of the training.</p>	
<p>4. Consideration should be given, in discussion with Essex University, to the</p>	<p>Liaison with the department of Psychoanalytic Studies at the University of Essex to discuss</p>		<p>December 2022</p>



<b>Recommendations</b> <i>(As detailed in most recent Re-Accreditation Report)</i>	<b>Actions to Date</b>	<b>Progress</b>	<b>Time Frames</b>
<p>possibility of completing the research beyond the clinical qualification.</p>	<p>models and opportunities for research after the training and more broadly, research within the profession has taken place.</p>	<p>Plan to Disseminate information about the “top up” doctorate courses to current trainees and regional colleagues are underway for 2022-23</p>	
<p>5. NSCAP needs to take account of the experiences of numbers of trainees stepping off the doctorate programme to complete with a master’s degree to date. Current and future cohorts of trainees might find this less painful if it can be viewed as a choice from the beginning as to whether they step up to the doctorate.</p>	<p>Continued dissemination and highlighting of the structure of the training to trainees from Open Evening events prior to application to train and in induction processes. The flexibility and responsive adaptations of the Academic route in relation to MProf and Doctorate pathways is discussed as a constructive design to meet the different needs and priorities for trainees’ progression.</p>	<p>The training pathway is discussed in a clear summarised way for people interested in applying to the training. This is further elucidated during induction processes and during the first-year seminars in relation to the training competencies. The flexible opportunities that the Doctorate and MProf pathways provide have been emphasised with specific attention to the end of second year point as being an optimal point to decide on one or other academic route. Thinking about this takes place in personal tutorials and close linking with service supervisor.</p>	<p>Completed with ongoing attention to this continuous process.</p>
<p>6. The panel recommend that NSCAP begin a process of mapping of learning outcomes against competences. This might best be based, in the first instance, on when trainees’ learning is explored in the three-way meetings as the input of Service Supervisors is important. Cooperation with</p>	<p>A pilot structure of undertaking this work has been completed looking at how to effectively map learning outcomes (LOs) and training competencies. The research elements of the curriculum have been the focus of this pilot and the work has been completed. An effective structure has been created to conduct this</p>	<p>Organise a presentation of the mapping work done on research to the training team and trainees. Gather feedback and organise a plan of work to progress this with other Learning outcomes and training competences.</p>	<p>Summer of 2023</p>

<b>Recommendations</b> <i>(As detailed in most recent Re-Accreditation Report)</i>	<b>Actions to Date</b>	<b>Progress</b>	<b>Time Frames</b>
other training schools will be necessary to assist this process.	work in relation to the other LOs and Training Competencies.		
7. The panel would like to see choices of training pathways informed by a competence-based approach, for example to help distinguish between the research awareness required of all as opposed to competences required of a researcher. This would apply equally to awareness of leadership as a quality and function as different from aspirations toward management.	The mapping work described in point 6 above attends to this recommendation, and both highlights the distinctiveness of the Competency Framework and LOs and the overlaps and essential synergy between the two structures. This work has increased how the LOs and Competency Framework connects and weaves into the training requirements to support learning and training.	The mapping work described in point 6 comprehensively attends to this recommendation and has been completed.	Arrange for presentation and dissemination of this work - Summer of 2023
8. Further information on the requirements of the research doctorate should be incorporated into the recruitment process	Developed this in Open Evening – Nov 21 and discussion about research as an integrated part of the training both from a Competency Framework and Academic viewpoint are discussed in the interview process.	Although this is going to need ongoing maintenance and evolution over the coming months and years this work has now been completed.	Completed
9. Formalised offer of support to be made to unsuccessful applicants to foster the qualities and skills needed for future successful application, particularly to support an increase in diversity of applicants	Unsuccessful candidates are offered detailed feedback and advice about how to develop their experience/knowledge if a further application is indicated. This will be with particular attention to the dynamics of diversity.	Completed	Completed

<b>Recommendations</b> <i>(As detailed in most recent Re-Accreditation Report)</i>	<b>Actions to Date</b>	<b>Progress</b>	<b>Time Frames</b>
<p>10. A formalised channel of communication between Service Supervisors, Intensive Case Supervisors and NSCAP is required. The panel recommend that the process includes an initial liaison meeting between the external Intensive Case Supervisor and Service Supervisor to, amongst other things, address roles and responsibilities around case management. The report due from the Service Supervisor group will doubtless contribute positively to the thinking on this.</p>	<p>1. Completed document related to this in close discussion and consultation with service supervisors.</p> <p>2. An initial meeting take place between the trainee, service supervisor and external intensive case supervisor to facilitative close linking and setting up of cases.</p>	<p>Completed</p>	<p>Completed</p>
<p>11. In anticipation of increased need, NSCAP to consider how to prepare CAPTS who have capability for and an interest in the role of Service Supervisor. For example, they might provide training opportunities for those who support trainees on a daily operational basis but are not in a formal Service Supervisor role or for those who are interested in developing a capacity for service supervision in the future.</p>	<p>Pragmatic and specific support will be moulded to service structures and compositions.</p>	<p>New service supervisors were supported to take up this role in 2021-22. We are also looking at this developing and continuing as experience within the workforce develops and drawing on close communication with regional colleagues to foster the development of CAPTs into this role</p>	<p>Completed</p>
<p>12. The panel recommend that NSCAP consider ways in which to promote and continue conversations in the training relating to values, equity and diversity more explicitly. It seems important that staff are</p>	<p>A monthly Training Team, Work Group on Diversity has developed and deepened this work. it is reviewed every six months and is a prioritised workstream.</p>	<p>This work is ongoing and long term and feedback from trainees is that this is more present across all aspects of their training. This is an evolving ongoing task.</p>	<p>Ongoing</p>

<b>Recommendations</b> <i>(As detailed in most recent Re-Accreditation Report)</i>	<b>Actions to Date</b>	<b>Progress</b>	<b>Time Frames</b>
<p>supported to feel able to elicit these discussions with trainees and that aspects of the curriculum and reading lists are also revisited. Trainees gave a strong voice to the feeling that this is an area that is on NSCAP's agenda but they would like to see it more strongly brought in to their experiences of the training.</p>			
<p>13. The panel support NSCAP's resolve and recommend that continued focus is kept and work undertaken to ensure that there is analytic resource to meet trainees needs in the event of increased intake. Their planned review of training analysis resources should support them in this.</p>	<p>All trainees are in 4 times per week training analysis with a small but significant number attending 5 times per week.</p> <p>We convened two online meetings with our training psychoanalysts/psychotherapists during 2021-22 to gain feedback and to provide up to date information about the training. This included the impact of the disruptions of Covid, expansion of training commissions and the requirements of curriculum development to align with the NHS Long Term Plan. There was a good response to these meetings, and they built on the long-established working relationships between regional colleagues and NSCAP. There was much overlap between the broad concerns and preoccupations of training analysts and NSCAP in relation to initial setting up of training analysis, progression in relation to</p>	<p>Please see adjacent column to left</p>	<p>Ongoing</p>

<b>Recommendations</b> <i>(As detailed in most recent Re-Accreditation Report)</i>	<b>Actions to Date</b>	<b>Progress</b>	<b>Time Frames</b>
	<p>trainee workloads, reporting functions and analysis endings.</p> <p>Mapping and developing training analytic resource is a perennial pinch point that is a highlighted concern with the expansion of training posts. Close communication with our valued colleagues develops an important network of knowledge to support expansion and to be alert to the timeframes and limiting factors of this in the short term.</p> <p>Most trainees are accessing entirely in-person analytic sessions while the opportunity of online/telephone sessions takes place as a negotiated arrangement between the pair. NSCAP has linked closely with the ACP Training Analysis/Psychotherapy Sub-Committee to discuss the requirements of training analysis in relation to online/in-person work. Our view is that an in-person training analysis is essential to support the complex in-person clinical work required in this training. Flexibility and accessibility of online analytic sessions alongside in-person may well be effective and useful later in training. NSCAP is involved in the discussions about this with the ACP to come to a</p>		

<b>Recommendations</b> <i>(As detailed in most recent Re-Accreditation Report)</i>	<b>Actions to Date</b>	<b>Progress</b>	<b>Time Frames</b>
	collective view on any adjusted requirements of this.		