

**Tavistock and Portman NHS Trust**

**Clinical Training in Child and Adolescent Psychotherapy (M80)**

**2021-2022 Annual Report to the Training Council of the ACP including the Action Plan in relation to the recommendations of the 2022 ACP Re-Accreditation of the training**

**Introduction**

The academic year 2021-22 has been particularly challenging for our training through the coincidence of several important and impactful events and processes: the Covid pandemic and NHS infection control procedures and resultant changes in the delivery of our curriculum; the ongoing Tavistock Strategic Review process; preparing information and a tendering bid for the Health Education England (HEE) commissioning process for Child Psychotherapy Trainings for 2023 onwards, and the 2022 ACP Re-Accreditation of this training. All of these activities fall within the business of the first section of the report, as they each relate to changes since the last report that connect with the sustainability and viability of the training. We will consider them in turn in section one, including there our action plan for the outcome of the latest re-accreditation. We will complete section one by drawing together key points relating to our plans to address the sustainability and viability of the training into the future.

Following this longer section one, the rest of the report will follow the headings in the template, with a summary table of the recommendations and action plan at the end of the report.

**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**

M80 sits within the Psychoanalytic Clinical and Forensic Portfolio, within the Department of Education and Training (DET) and is managed by the manager of this portfolio. For the academic year 21-22, M80 had 79 trainees in the four years of the programme. In addition, there are many post-qualification students enrolled in the Doctoral Award with Essex University, registered to complete their Doctoral studies with the University of Essex, and a small number with the University of East London, our previous academic partner.

M80 is organized and managed by a core staff team, led by two job-sharing Co-Course Leads. The whole staff team includes many Visiting Lecturer teachers, tutors, research supervisors and intensive case supervisors. All trainees are in a full-time or part-time (usually 0.8) training post where they are managed, supported, and supervised by their service supervisor(s).

The tutor is the central point for communication about each trainee, connecting service supervisors, intensive case supervisors, with the course team and through the course team to the analytic liaison tutor if needed. The course team support tutors with information and regular meetings and are a first point of contact for the tutor raising any issues or queries.

As noted above, the academic year 2021-22 has been challenging for our training through the coincidence of several important and impactful events and processes, each of which have a bearing on the sustainability and viability of the training.

### **The Covid pandemic and restrictions to delivery of the training**

Across 2021-22 the whole training course continued to be impacted by the Covid-19 pandemic and the disruptions and alterations this required, given that the training takes place within the Tavistock Centre, which is also an NHS mental health clinic. All DET courses and events were subject to the same stringent infection control measures that were being applied to the clinic. The training's learning and taught events and supervisions were delivered online in the first term and for most of the second and third terms. In the second term we were able to arrange for three of the year groups to attend one teaching day in person. In the third term there was the beginning of a return to in-person teaching with the whole course allowed to be taught in person in four weeks of the ten-week term (a proposed fifth week had to be moved to be online due to train strikes on that day).

Trainees and teachers faced and managed the continuing online delivery while giving continuing strong feedback about the disadvantages this was felt to bring. The return to some in-person teaching was welcomed and appreciated by trainees, but for most it also brought further recognition of the sense of a significant loss to their own development and training from the limitations of online training, particularly through the lack of ordinary training day opportunities for peer learning and informal social support.

By summer 2022 the Department of Education was making clear future plans for a full return to in-person teaching for our training and many other courses, for Autumn 2022. This was achieved and the training course reverted to mainly in-person delivery for Autumn term 2022. An exception has been made in relation to the provision of intensive case supervisions, which may be in-person or online. We have found that the flexibility to hold this supervision on a different day of the week from the core training day has been very helpful in enabling some of the matching between trainees and supervisors, welcomed by both. We think that it is possible to continue to deliver some of this supervision online, where the trainee has the support of their weekly in-person teaching and peer support, and there is an opportunity for arranging an in-person supervision meeting at the beginning and at other points, if this might be helpful. We will be monitoring this and taking feedback from our trainees about it.

### **The Tavistock Strategic Review Process**

The Tavistock Strategic Review internal reorganisation process began in Autumn 2021. The Strategic Review Management Team published their comprehensive confidential re-organisation proposals at the end of January, with an individual letter to every member of staff, including to the majority of M80 trainees who are employees of the Trust.

Publishing the proposals instigated the beginning of the consultation period where all employees were invited to respond to the specific detail of the proposals and to present ideas and comments, making suggestions for alternative proposals. The consultation period was for 30 days and was then extended for another period to the end of March.

The consultation stages of the Strategic Review brought some complex and difficult situations and dynamics impacting on everyone in the training. However, there was also a huge effort by course

staff and trainees to meet this situation, with hard work and careful preparation of detailed written consultation responses.

Following the consultation period, the Strategic Review have created a series of actions and plans that are underway. The M80 course will continue to be a central part of the Department for Education and Training, with the hope for continuing commissioning, into the future, and potential expansion of the training in line with NHS HEE proposals. Directly following the consultation period, the main immediate impact on the M80 course team has been in decision-making about the staffing of the course team. This has meant the loss of some smaller longstanding posts and proposals for some new Associate Lecturer posts.

### **Tendering bid for the Health Education England (HEE) commissioning process for Child Psychotherapy Trainings, for 2023 onwards**

HEE announced a new commissioning process for Child Psychotherapy Trainings in 2021. The first step was in completing a 'Request for Information' pro-forma, in November 2021, which required the development of a specific and detailed costing for a blended delivery training course, for 100 trainees across four years.

This was followed by a full tendering bid process in January, requiring a detailed application by mid-March. The new commission was based upon a strong set of guidelines and principles connected to the priorities of the NHS Long-term plan for Mental Health Services. The bid template set out several challenges that must be met to achieve the new commissions, including:

- delivering an innovative blended training with a Doctoral award; on demonstrating capability to meet the ACP QAF standards and accreditation;
- aligning the course curriculum with the NHS Long-Term Plan priorities with specific teaching and learning relating to clinical work in the areas of perinatal mental health, treatment for older adolescents aged 18 – 25 yrs, and for qualifying trainees to have completed specific learning towards taking up managerial and supervisory roles in clinical services;
- building and supporting a group of experts-by-experience specifically to provide advice and where appropriate to be directly involved in all the different aspects of the course;
- specific work to ensure growth in the number of training posts towards HEE targets for expansion and diversification of the profession;
- providing the whole of the training costed within a specific budget set on a per-trainee basis with no additional funding elements. The amount offered in the commission per trainee was significantly less than we had costed for in the November Request for Information. This discrepancy was not explained and under the terms of the commissioning process we were not allowed to question or challenge it.

The course team were supported by colleagues from the Trust with relevant commissioning experience and worked closely with colleagues and managers in the Department of Education and Training, to complete the commission bid documents for the March deadline. In summer 2022 we heard that our bid was successful and that we would be receiving a commission to deliver the training from 2023, for three four-year cohorts starting in 2023, 2024 and 2025, with a possible extension for two more annual cohorts after this. The new commission has an expectancy of expanding the number of training posts and thereby increasing the number of trainees over time from 20 up to 25 per year and further up to 30 per year if this were feasible.

## **The 2022 ACP Re-Accreditation**

Our five-yearly ACP re-accreditation was due in 2021. Circumstances to do with the changeover in Course Leads in 2020-21 and the Covid pandemic meant that the re-accreditation process was delayed and began in Autumn 2021 with the SED completed just before Christmas 2022.

Arrangements for the accreditation panel visit were complicated by the Covid-related online delivery status and the wish, if possible, to have an in-person accreditation matching with the return to in-person teaching. Very unfortunately at the last minute this plan was thwarted by the limited in-person training delivery time available in terms 2 and 3, so the accreditation then went ahead as an online activity.

The accrediting team were outstanding in their commitment to the task, determining and succeeding to engage in lively and thoughtful ways with many trainees, teachers, and the course team. They listened, challenged, offered views and ideas, and overall supported what felt to be a constructive and valuable process. Their full report can be consulted separately, here we will concentrate of the outcome – there were no conditions to be achieved immediately, there are eleven recommendations to be addressed. In the following section we will give our action plan in response to these recommendations. This section will detail the key plans and tasks. A summary of this action plan will then be placed in a table at the end of this report.

### **Action plan in relation to the recommendations of the 2022 ACP Re-Accreditation**

The Re-accreditation visit took place in May 2022 and then began the process of preparing the panel's report, fact-checking the report with the school and then completing the final version to be presented to the ACP Training Council – this was then considered, discussed and accepted by the Training Council, following their meeting on November 18<sup>th</sup> 2022. The report contains eleven recommendations which are listed here with comments about how we intend to address these. At the point of writing, in January 2023, most of the recommendations are outstanding and we will need to report on their progress in the next annual report.

**i. Update the ACP with the outcome of the Trust strategic review.**

This is addressed in the subsection above detailing the outcome of the Strategic Review process.

**ii. Update the ACP with the outcome of the HEE tender.**

This is addressed in the subsection above detailing the outcome of the HEE commissioning process.

**iii. A stakeholder group is created, including trainee representatives and placement providers from across the range of placements to ensure developments to the curriculum continue to reflect the demands of contemporary CAMHS services.**

In Autumn 2022 we begin preparation for developing the curriculum in line with the guidance requirements for the 2023 new commission and the emphasis on the priorities of the NHS Long-term plan. It will be helpful to us to create a stakeholder group, including trainees, service supervisors and other key figures in the placement commissioning process. Our Placement Manager and our Deputy Course Lead who leads on the curriculum and timetable will develop a proposal for such a group, to meet once per year, starting in the academic year 2022-2023.

**iv. The course team review each module to highlight, where appropriate, how trauma is integrated into the teaching to ensure that trauma specialised practice is adequately reflected in the curriculum.**

We will review the different modules of the curriculum and their information in the course handbook in this light, in a workstream led by the Deputy Course Lead who leads on curriculum matters and the Assessment Tutor who leads on the course handbook. We believe that for most modules what will be needed is to articulate the way that a trauma-focussed approach is already an essential part of the focus for learning.

**v. If possible, the induction process should be provided in person.**

We certainly agree that the induction process is much more effective as an in-person event, helping the new trainees to meet each other and the course team. The Autumn 2022 induction happened in this way.

**vi. Open a conversation with trainees to consider how to enhance the experience of trainees based in placements not in London or less closely connected with the Tavistock.**

Following the discussion with the panel we immediately began to think about this matter especially in the light of the work we are undertaking to explore and support difference and diversity. It felt like the sense of difference articulated here, about being 'inside' or 'outside' due to the geography of the placement, was both in relation to how the training is experienced and in concerns about employment aspects, e.g. in regard to support for mandatory training.

There has already been some acknowledgement of and thinking about this dimension of experience in some of the seminars and in the course committee meetings, as a result of the panel's highlighting this area. The Co-Course Leads share leading on diversity across the training and will develop a plan to respond to this recommendation, in the academic year 2022-23. The aspects to do with employment contracting, mandatory training and occupational support are addressed in other recommendations listed here.

**vii. The panel recommend the Tavistock seek to clarify the organisational responsibilities where a trainee's employer and host placement are not one and the same. This information can then be clearly identified and conveyed during the induction process. These should specifically refer to the provision of mandatory training and the process for seeking occupational health support.**

The placement manager and the course administrator will lead responsibility for oversight of placement matters will work together with the service supervisors for the relevant placements and Trusts, to gather the information needed and ensure it is part of the induction material provided to each trainee starting there in 2023.

**viii. The training provides some guidelines to tutors and trainees in relation to the timeframe for responding to emails or raising issues in order that trainees can be kept informed of matters that affect them in a clear and timely fashion.**

The Co-Course Leads and the Course Tutor who leads on tutoring arrangements will create guidelines about ordinary communications and for occasions when there are unusual or extraordinary matters and issues that require quicker dissemination. We will discuss our proposals with the course representatives from each year group in one of the 2022-23 termly course committee meetings.

**ix. We recommend that mandatory training is clearly included in the student log.**

The aim of this recommendation is to support clarity about the responsibility for ensuring trainees complete necessary mandatory training as well as to record the trainees completed mandatory training events across the four years of the programme. The trainee's training log already has a

section about 'training events attended' where mandatory training events can be recorded, and we can be clearer about requiring this to be completed for the 2023 qualifying group.

At present the training log is not consistently used across the four years of the training, or in the 3-way meetings with service supervisors in all four years. Clarifying the responsibility for identifying and monitoring mandatory training will become part of the induction information for all trainees, as per recommendation seven above. We need to consider further how best to use the training log to support the aims of this recommendation and update on this in the next annual report.

**x. The course leads open a discussion with the ACP training committee to explore options of streamlining the demands of multiple accreditations.**

Presently we complete an annual report for the ACP, an annual review of course report that is incorporated in the Department of Education and Training's annual reporting to our university partners, Essex and (separately) the University of East London. There are also quarterly returns of information and statistics to HEE. The advent of the HEE newly commissioned training for 2023 onwards promises a greater request for updating information relating to all the priority areas that need to be met as part of accepting the new commission - these are broadly the items noted in section on the tendering process above. In academic year 2022-23 we will learn more about the HEE requirements and it will then be useful to consider the overlaps in information required across the three accreditation processes for the ACP, the Universities and for HEE.

**xi. Reintroduce exit interviews after qualification.**

We currently ask personal tutors to hold a final tutorial meeting with their qualifying tutee(s) which often serves as a forum for 'exit interview' themed discussions. We think that this will be the most purposeful way for us to introduce a more formal exit interview gathering of feedback. The Co-Course leads and the Course Tutor with responsibility for overseeing tutoring arrangements will work to develop a set of questions or discussion points and ask that these are referred to and reported on by the tutors of trainees qualifying in summer 2023. As part of this we will also encourage qualifying trainees to have the option of writing or talking to the course tutor to add to their feedback if they wish.

**The sustainability and viability of the M80 training**

With the good news about successfully achieving our ACP Re-Accreditation, and the HEE 2023 – 2025 commissioning, we also need to recognise the challenges we face in delivering a training within the strict parameters of this new commission, with a tight and non-negotiable funding envelope, significant requirements to adapt the current curriculum and to introduce new elements in the delivery of the training with the creation of an experts-by-experience group. In addition, perhaps the greatest challenge of all is the need to utilise the expansion envisaged as part of the HEE's long-term planning for the profession. Each of these elements will require focussed and creative attention for 2022-23 and onwards.

Following the Strategic Review there is significant continuing change in our Trust. The Chief Executive Officer, the Dean/Director of Education and Training and several other key figures involved in the Strategic Review Management Team all left the organisation in the summer of 2022. At the point of writing, we have a new CEO and a new governing body with some new Executive and Non-Executive Directors, including an experienced Acting Dean/Director of DET, who was previously an Assistant Director in the department. We are also facing a challenging new NHS environment with the Trust becoming a member organisation in the North Central London Integrated Care System – a new commissioning and management structure with devolved powers

that remove some of the independence held previously by individual Trusts. There will be an impact from each of these changes on our organisation. Against this background, we are assured by the Trust that the M80 Training is highly valued and central to any developments that may occur.

The changes incurred from the Strategic Review process, with the loss of one key post and changes to others, and with the potential for two new Associate Lecturer posts, at least one of which will include significant Research Teaching responsibilities, will all need to be worked with. Having new additional posts in the course team will help with the additional work needed to meet the 2023 training commissioning.

## **2. Staffing**

The core course team all hold multiple roles in relation to providing many hours of teaching, tutoring and supervision, as well as their responsibilities in relation to the ongoing delivery of the course, within their core course staff time:

- 2 Co-Course Leads, 0.4 WTE each – the first co-course lead takes a managerial lead in relation to recruitment and selection, staffing and timetabling, placement management; the second is managerial lead for assessment, qualification, and research.
- Deputy Course Lead, 0.4 WTE – leads on staffing, curriculum, and timetabling.
- Course Tutor, 0.4 WTE – leads on recruitment and selection and arranging tutoring.
- Placements Manager, 0.4 WTE and Course Tutor 0.1 WTE – leads on training post management and liaison with service supervisors, and with training post Trusts and HEE.
- Assessment Tutor, 0.4 WTE – leads on assessment, arranging marking and ensuring standards, and on the course handbooks.
- 2 Research Leads, 0.4 WTE each – share roles as research leads for the programme. One of the Research Leads was on sabbatical (funded by the Wellcome Trust) October 2021 - April 2022.
- Analytic Liaison Tutor, 0.1 WTE – manages all arrangements for personal analysis for trainees, liaises with analysts and with the ACP committee, and is the liaison for students seeking an analytic place prior to making an application.
- Course Tutor, 0.1 WTE – provides tutoring, teaching and supervision and support to the course team. This role was removed by the Strategic Review and the present postholder was made redundant from this post in December 2022.
- Research Tutor and Supervisor, 0.2 WTE – leads on liaison with trainees and their supervisors still in the University of East London Doctoral Programme. The postholder retired in Summer 2022. Their responsibilities are currently held within the Research teaching team, pending recruitment to the new Associate Lecturer roles.
- Research Supervisor, 0.1 WTE – a key research supervisor for the University of East London programme.

During the October 2021 – April 2022 sabbatical of one of the research Leads, two of our experienced research teachers and supervisors were contracted for 0.2 WTE each, to support the work for the research team.

M80 is supported by an Academic Course Administrator and an HEE Placements Administrator.

The current whole teaching and tutoring team is constituted by teachers who are part of the M80 Course Team and by visiting lecturers and clinical case supervisors. All our teachers have substantial clinical and teaching experience gained within the Tavistock and Portman NHS foundation Trust or in other NHS organisations/Universities. Most of them work at the Tavistock or other NHS services, with a portion of them working in private practice as retired members of the NHS. Many of them have contributed significantly to the development of the child psychotherapy discipline and training in the UK and have lectured and published widely in Britain and abroad.

For the research component of the course, we now have a pool of research teachers and 13 supervisors with the requisite experience and skills needed to support our trainees with their research studies and thesis.

We have a total of 39 tutors. Some of our teachers are involved in the training in various roles, i.e.. tutor, intensive case supervisor, seminar teacher, service supervisor. This multiplicity of roles, which maximises resources, is organised around clear roles and tasks to avoid duplications and confusions. Trainees are supported to discern between the various roles since their initial course induction.

The course team hold a folder of CVs for all teachers, for Academic Quality reporting processes.

### **3. CPD for staff**

Teachers and tutors are offered CPD in relation to various aspects of their roles. The whole teacher's group are invited to attend termly staff meetings. These meetings are one of the key forums for discussing, reviewing, and planning the course teaching, in relation to emerging issues and recent and future changes to the curriculum.

Tutors meet regularly with the course team, with additional initial meetings for new tutors. Teachers and tutors are also invited to take part in the week-10 whole course events (3x yearly, in the last week of each term). These include presentations and discussions which focus on specific aspects of the trainees' clinical and research learning. For 2021-22 the week-10 events were:

*Autumn term – 'Developing the course Equalities plan'- workshop/discussion and 'Working and training in the pandemic'- small group discussions and a plenary;*

*Spring term – 'Levels of analytic work and levels of pathology' – presentation by Anne Alvarez and an M80 trainee, with small group discussions and a plenary;*

*Summer term - 'Introduction to the Watch Me Play approach in research and work with families' – with Jenifer Wakelyn and 2 M80 trainees, with small group discussions and a plenary;*

All research supervisors are invited by the Research Lead to join twice-termly meetings as a peer group. These events provide an opportunity to reflect upon the successful supervision of current and pipeline projects, share early concerns or problems that might hinder timely progress, draw support in the specific role of being an M80 research supervisor, and develop a collegiate understanding of good supervisory practice.



Since 2020-21 academic year we have run monthly CPD groups centred on EDI issues in relation to teaching and supervising. Intensive case supervisors, tutors and teachers attend them. These groups' activities include reading and discussing papers; bringing detailed teaching experience around EDI; discussing marking against EDI assessment criteria; sharing personal experience when cogent to the discussion.

To help develop the roles of 'service supervisor' and of 'intensive case supervisor' each have their own specific CPD training course. These are recommended to all newly starting teachers in these roles. They follow the format of being a monthly 'work discussion', where members in turn bring a process recording of a recent supervision meeting, or bring issues and aspects, to discuss with the group.

There is a Tavistock DET programme of CPD events which are open to all M80 staff including an annual Learning and Teaching Conference. DET has also proactively supported staff in attaining Fellowship with 'Advance HE' which evidences commitment to professionalism in learning and teaching in higher education. Several M80 staff have achieved Fellowship and Senior Fellowship.

In addition, for service supervisors there was a termly 'drop-in' meeting with the Placements Manager, and an annual CPD event, led by one of the Co-Course Leads and the Placements Manager, where there was a learning activity based on Fakhry David's writing about his concept of the 'Internal Racist organisation' in the personality. For 2022-23 we have also invited service supervisors to attend the week ten events and have created access to the electronic reading lists for the DDI seminar, to provide these resources to all service supervisors.

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

##### **Learning about Diversity, Difference and Identity**

The weekly Diversity, Difference and Identity seminar, introduced as a mandatory part of the second year of the course on 2021-22, proved to be a very interesting and valued part of the course for the second-year cohort. Their feedback confirmed that this was an important and necessary part of the curriculum. As a course we were mindful of not being able to also find room for this year of DDI dedicated work in the curriculum of the third- and fourth-year trainees. For the 2021-22 fourth years we added key readings from the DDI seminar to their final year seminar and these led to some significant discussions for the group. Building from this experience, we have revised the 2022-23 fourth-year theory reading list so that the 2021-22 third year cohort will receive a term of readings and seminars drawn from the DDI seminar material. These measures have been important and helpful for our third- and fourth-year trainees, but we have also heard from these trainees about their strong sense of feeling the loss of an opportunity to take part in the whole seminar. We think that this feedback is important towards thinking about the importance also of post-qualifying opportunities to work together with peers on developing our understanding about DDI in our professional and personal development.

##### **Changes to the research skills teaching and studies**

Far-reaching changes to all four years of the research syllabus were proposed and agreed in 2020-21 with the University, during our Periodic Review (but building on planning and developments over several years). The changes were developed through a reflexive process involving teachers and trainees with the key aim being to improve the opportunities and practical realities needed to help trainees complete their Doctoral research studies within the four-years of the whole full-time programme.

The changes included setting aside half a day per week for research learning and supervision across years one to four. There was also a significant revision and re-arrangement of the teaching in core research methods, putting the bulk of this into year 1, to allow longer development time and greater support for individual research project proposals and research design in the first half of year 2. In this way trainees would be able to begin their individual research project in year 2 and work towards completing and writing up their project by the end of year 4.

2021-22 was the first year where some of these new developments could be tested out and we were very pleased with the progress. The first-year cohort began the new research curriculum, completing their research skills learning during the first year of training, to be ready to move on to develop a research proposal in the first two terms of the second year.

The 2021-22 second-year cohort had been given the option, and chosen to take this up, to complete an additional research skills learning module, during the summer period of 2021, to be able to start their second year in the new curriculum. Despite the additional workload this gave them, all of them passed it in a satisfactory way. They therefore moved to the second year of the new curriculum in the autumn of 2021, gaining two terms in which to develop research proposals. Consequently, the rate of applications to the Tavistock Research Ethics Committee by September 2022 has, as hoped, been far higher than in previous years.

Trainees in the third and fourth years have not been able to benefit from these curriculum changes, but they have benefited from a new study leave entitlement introduced this year, of four weeks in each of years three and four (the latter also covering work towards the qualifying paper).

#### **5. Student intake and placements (including issues of access and diversity) - for the current first year recruited in this reporting year**

The interview and appointments processes taking place in 2020-21 gave us a new cohort of 24 first-year trainees starting in September 2021. The group include 20 female and 4 male trainees. 5 of the trainees identify as BAME. The trainees have taken up training posts in London, Kent, Oxfordshire and in the East of England. One of the group is training in Belfast.

The Tavistock, like other training schools, received very welcome bursary funding from Health Education England, in 2021-22, to support BAME students in the Tavistock pre-clinical course. We are very grateful for the continuing support of the Stuart Hall Foundation who provide specialist mentoring support to our bursary students, as well as inviting them to join their extensive scholars programme of activities and events.

#### **6. Student progression years 2+**

Managing the circumstances created by the Covid pandemic and the mainly online delivery throughout 2021-22, along with the stresses and uncertainties that were incurred through the Strategic Review process, all our second to fourth year trainees have progressed in the programme.

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

All the trainees who were ready to qualify in 2021-22 made this achievement, with twenty-one gaining their qualification and ACP membership, warmly celebrated in a summer party with the course team, tutors and many of the teachers and supervisors.

### **8. Post-Qualification employment**

Twenty-one trainees qualified in summer 2022. To date we have information about the employment post-qualification for sixteen of the group, who are all working in NHS CAMHS services in England and Scotland. Several have a part-time post in the NHS and a part-time post in a voluntary agency therapeutic service. Some of the group have also taken up visiting lecturer teaching roles in a Tavistock course. We have asked the remaining qualifiers for this information and will submit it to the ACP Training Council.

### **9. Academic completions**

As we have enrolled students completing their University of Essex Doctoral studies post-qualification, the number of Essex Doctoral completions is made up of members of the 2021-22 fourth year qualifying group, and post-qualifying students from previous year groups. Between October 2021 and September 2022, we had nineteen completed Essex Doctoral theses, this number was made up of roughly half from the 2021-22 fourth year group, and half from the 2020-21 fourth year group. One of the 2021-22 fourth year trainees completed the Essex Professional Masters Award.

We also have post-qualifying students enrolled in the Doctoral programme with our previous University partner the University of East London, seven of these students completed their Doctoral studies in 2021-22.

### **10. Issues for the Training School, issues for the host organisation**

As noted above in section one, the key issues to take forward for the training school and our Trust relate to the development of the training towards the new HEE commission, including changes to the curriculum in line with the NHS long-term plan priorities and the introduction of an experts-by-experience group into course delivery; and to maintaining the high standards of the training course in the uncertain and challenging times being faced by all NHS organisations, including through the adaption to the latest reorganisation into multi-Trust Integrated Care Systems.

One of the most difficult developments is also one that is perhaps most wanted and needed for our profession – to increase the number of trainees in M80 by increasing the number of training placements around London and the surrounding areas, to match with the HEE funding that will be available for 2023-24 and the following two years.

### **11. Quality monitoring (including use of the Training School complaints process and reference to university/commissioner audit processes)**

The Trust has in place rigorous mechanisms to support academic standards and quality which allow informed enhancements to be made, making use of resources including External Examiner reports, student feedback and data. The Academic Governance and Quality Assurance Committee monitors and oversees the academic standards at a Trust level. This includes receiving External Examiner and annual course review data and overview reports and monitoring the resulting action

plans. Membership of this committee includes the Associate Dean, Academic Governance and Quality Assurance, and the Head of Academic Governance and Quality Assurance, partnership managers from the University of Essex, representatives from the University of East London (with whom there is an existing partnership), a portfolio manager and other members of the Academic Quality team. This meeting allows for the convergence of ideas and is a forum for sharing good practice across partner institutions.

The Universities 'Annual Review of Courses' (ARC) process occurs towards the end of the winter term, about the previous academic year, with a template report from each course. Every four years each course has a 'periodic review'. M80 had its last periodic review in 2020-21. The University approved our course for a further four years.

The latest M80 ARC, for 2020-21, was prepared in January 2022 and made available for the ACP re-accreditation visit in 2022.

There is a Research Students Progression Board, delivered in collaboration with Essex, chaired by the Essex Dean of Partnerships. All M80 students undertaking the Doctoral award are considered there at least once a year to review the progress in their research.

Each course at the Trust has regular Course Committee meetings which offer the opportunity for course staff, student representatives and representatives from the library and course administration to meet to discuss courses and share information, both at course level and Trust-wide initiatives or changes. Resources like External Examiner reports and Annual Course Review reports and action plans are also shared and discussed. M80 Course Committee meetings happen at the end of the week-ten whole course event, with representatives from each year group and from the course team, meeting with the Co-course leads and the portfolio manager.

There is a Tavistock DET Student Complaint procedure, for any student complaints about the courses in the Tavistock and Portman. In the academic year 2021-22 there were no student/trainee complaints about M80.

The M80 course team aim to be an accessible point of contact for all M80 trainees and have managed many individual concerns raised by trainees in relation to aspects of the training course. The course team aim to work with the trainee and the relevant teachers, tutors, supervisors, to resolve issues and support improvements needed. Trainees, teachers, and tutors do approach the course team to try to resolve issues. The course team are currently actively involved in following up with a small number of trainees, on issues that have arisen for the trainee in relation to their training.

**Summary Action Plan in response to ACP Reaccreditation Report 2022 (for fuller information see section one above)**

Conditions			
There were no conditions			
Recommendations	Action Needed	Progress to date	Timeframe
1. Update the ACP re the outcome of the Strategic Review	Detailed in this report	Completed	January 2023

<p>2. Update the ACP re the outcome of the HERE commissioning process.</p>	<p>Detailed in this report</p>	<p>Completed</p>	<p>January 2023</p>
<p>3. Create a stakeholder group to advise on curriculum alignment with contemporary CAMHS needs.</p>	<p>Placement Manager and Deputy Course Lead to develop this proposal</p>	<p>No progress to date</p>	<p>Aim to hold first group in academic year 2022-23</p>
<p>4. Review teaching modules to highlight trauma-informed learning and ensure trauma-specialised practice is developed across the curriculum</p>	<p>Deputy Course and Assessment Tutor to review the current modules and add to their information, detailed in the Course Handbook.</p>	<p>No progress to date</p>	<p>Start to review modules and lead discussions on this in academic year 2022-23</p>
<p>5. Provide the induction process in person</p>	<p>Course Leads to ensure this occurs.</p>	<p>Achieved for the 2022 induction.</p>	<p>Completed for 2022-23 cohort</p>
<p>6. Work with trainees to enhance the experience of trainees placed outside London and not inside the Tavistock</p>	<p>Co-Course Leads to develop a plan for this engagement.</p>	<p>No progress to date.</p>	<p>Plan to be in place for end of the second term in 2022-23.</p>
<p>7. Clarify organisational responsibilities regarding mandatory training and occupational health support, for the induction process for trainees employed by the Tavistock but placed in other Trusts</p>	<p>Placement Manager, Course Administrator with placement lead role will work with service supervisors to gather and distribute the required information</p>	<p>No progress to date</p>	<p>Information to be ready for 2023-24 new start trainees, and for all current trainees, by Autumn 2023</p>

<p>8. Develop guidelines about communication regarding important issues, and in response times for email correspondence, with trainees and teachers</p>	<p>Co-Course Leads and Course Tutor will develop proposals</p>	<p>No progress to date</p>	<p>Bring proposals to 2023 Spring Term Course Committee meeting</p>
<p>9. Mandatory training to be included in the training log</p>	<p>Require this information be included by qualifying trainees in the training log from 2022-23 on; plus further thought to be given to how to support and benefit from this across the four years of the course</p>	<p>No progress to date</p>	<p>Update in the annual report for 2022-23</p>
<p>10. Discuss with the ACP to explore streamlining the demands from multiple accreditations</p>	<p>Review this recommendation once HEE reporting requirements for the new commissioned training are clarified</p>	<p>No progress to date</p>	<p>Update the ACP Training Council when the new information is available and add to 2022-23 Annual Report</p>
<p>11. Reintroduce exit interviews after qualification</p>	<p>Co-Course Leads and Course Tutor to develop guidance ready for qualifying group in 2022-23</p>	<p>No progress to date</p>	<p>Update in the 2022-23 Annual Report</p>

**Sarina N. Campbell and Phillip McGill**  
**Tavistock Joint Heads of Child Psychotherapy Training and M80 Co-Course Leads**  
**11<sup>th</sup> January 2023**