



ANNUAL REPORT TO THE TRAINING COUNCIL OF THE ACP 2022/2023

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 BTPP staff for the academic year 2022/23 includes

- 1 *Head of Training/Director of BTPP (0.9) WTE, permanent contract*) who teaches and supervises on the Clinical Training and CPD courses (principally the Supervision course). He is the Director of BTPP and is Head of Training for the Child Psychotherapy Training.



- 2 *Two Senior Tutors (0.225 WTE, permanent contract)* both of whom teach, supervise and are Personal Tutors on the Clinical Training.
- 3 *Senior Administrator (0.6 WTE, permanent contract)* who administrates both the Clinical Training, the M7 Infant Observational course and CPD courses and the BTPP organisation and Charity.
- 4 *Senior Tutor (0.2 WTE, permanent contract)* whose responsibilities include being the Organising Tutor for the M7 Infant Observational Course and who also teaches in theory and clinical seminars on the Clinical Training.
- 5 *Senior Tutor (0.4 WTE, permanent contract)* who coordinates recruitment, clinical teaching, supervision and personal tutoring on the Clinical Training and teaching on brief introductory courses.
- 6 *Senior Tutor (0.4 WTE, permanent contract)* whose responsibilities include clinical teaching and supervisions on the Clinical Training, and who is the BTPP EDI Lead. This person is also the time limited national EDI Lead on behalf of the 4 English Training Schools.
- 7 *Senior Tutor (0.4 WTE, permanent contract)* whose responsibilities include being BTPP's Clinical Doctorate Lead, participating in the discussions leading to a collaboration with a local academic partner, preparing initial course outlines and some teaching modules and doing some clinical teaching and supervisions on the Clinical Training. (It is expected that as we get further into the Doctorate that this task will get bigger and require more time per week).
- 8 *Senior Tutor (0.2 WTE, permanent contract)* whose responsibilities include being Organising Tutor and Clinical Lead for the Modified Adult Psychotherapy training.



- 9 *Senior Tutor (0.1 WTE, permanent contract)* who leads on online introductory courses, (as well as being a Visiting Tutor on the Child and Adolescent Psychoanalytic Psychotherapist (CAPPT) training and teaching theory on the preclinical course)
- 10 Two Senior Tutors also contribute to the CAPPT teaching team on a self-employed basis for half a day per week.
- 11 *5 Self-employed Senior (0.05 WTE)* who teach on the Infant Observational course.
- 12 *12 regular Visiting Teachers (all on a self-employed basis)* who greatly enrich the Clinical Training through their once per term teaching on the Clinical Training. The Visiting Teachers are all Senior Child Psychotherapists.

The above-described staffing team is how the training school was staffed at the end of the academic year. In recognition of the increased workload due to the work towards integrating a clinical doctorate, an increase personal tutor and supervisory demands due to an increase in Trainee numbers and the need for more staff time to focus on EDI work, the total staffing hours were increased by 0.5 WTE in the Autumn term of 2022.

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, third sector settings and in independent practice.

- BTPP encourages attendance at the ACP conference; the normal Friday Clinical Seminar structure is paused to encourage attendance.
- BTPP 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).



- We have an hour and a half long fortnightly Senior Staff meeting. 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 and thinking about the integration of the Clinical Doctorate in the training. 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.
- 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.
- In October and November 2022 all teaching staff and service supervisors were able to attend an EDI course. The feedback from this course was very positive. (BTPP will run this course again).

All of our teaching staff are members of the ACP. Members of the ACP complete CPD returns annually relating to their clinical work as Child Psychotherapists as part of their professional registration.

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.

4. DEVELOPMENTS IN CURRICULUM

- The core theoretical orientation underpinning the BTPP 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 2022/2023 academic year included.
 - Further development of the individual and whole school thinking in relation to EDI through the Race and Diversity Seminars which are part of weekly seminars, delivered in the second year.
 - A Research Skills Seminar was introduced in January 2023, for the First Years Students to attend, familiarising the students with introductory knowledge of research skills.
 - 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.
- Two weekly Professional Issues seminars (Clinical and Applied) for the 3rd and 4th years. These seminars allow space in the timetable in which the BTPP clinical training can address the topics outlined in the NHS Long Term Plan alignment.
- The Professional Issues Seminar in the 3rd year is designed to address areas of clinical knowledge specified in the NHS Long term Plan. These seminars will aim to cover the areas identified for further expansion by the Long-Term Plan. The seminars in 2022/2023 covered three topics:
 - Perinatal and Infant Mental Health
 - Eating Disorders
 - CYP Forensic and Secure care
- The Professional Issues Seminar in Year 4 included a range of topics:
 - A recap on the learning goals of the whole training and what it equips CAPPTs to do
 - The interagency and policy context for CAPPT's work
 - A recap on risk and safeguarding in CAMHS
 - A recap on the evidence base for CAPPT and wider CAMHS treatments
 - A recap on consultation and supervision



- The CAPPT as leader or manager, the NHS Leadership model
- What CAPPTs contribute as a core CAMHS profession
- Friday Open Lectures included papers on;
 - A qualifying paper from a qualified Child Psychotherapist
 - Race in the Clinical Encounter: Listening to the Nuances.
 - A paper discussing Klein's "A narrative of Child Analysis"
 - Working with Unaccompanied Asylum Seekers and Refugees.
- Saturday Open Lectures included papers on;
 - On the theme of Young People who perceive themselves as unlovable/unlikable.
 - On Psychoanalysis in the Community.
 - A live supervision with a Psychoanalyst.
 - Thinking about the work of Meltzer and its influences while working with a young person with Autism.
- Clinically Themed days included:
 - Two clinically themed days facilitated by Psychoanalysts.
 - Psychiatric Conditions in Childhood settings
 - The Role of Infant Observation in Understanding Eating Disorders.
- The First Years read a term of Klein Theory to ensure that all Trainees start their training with a shared foundation of exposure to Klein's key papers.
- Regular whole course group conversations helped share the thinking and anxieties about the impact of working with the aftermath of the lockdown for the trainees and their patients.

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 9 Child Psychotherapy Trainees. 6 of the trainees started the HEE Midlands funded trainings in Child Psychotherapy in September /October 2022.

2 trainees started in January 2023 and one in March 2023

8 of the 9 appointed Trainee Child Psychotherapists are female. One Trainee is male. Two Trainees identify as BAME. One was born in Southeast Europe.

They took up Clinical Placements in Birmingham, North Warwickshire (1), Dudley, Leicester, Walsall, Worcester and West Bromwich (2), Bristol, Avon and Wiltshire.

One Assistant Psychotherapist Post was created in the region and enabled this person to successfully apply for a clinical training post.

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

In this academic year BTPP were very pleased to offer a supported training experience to a CAPPT who trained abroad and who is embarking on a process of gaining extended intensive case experience as part of an APEL process via the ACP. The aim is to give this candidate sufficient clinical experience to be in a position to register with the ACP. She is gaining this experience in a part time salaried post in an NHS CAMHS.

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

In addition to the eight First Years, there were a further 23 Trainees in years 2, 3, 4 and 4 plus at the start of the academic year.

- Regarding Trainee progression;
 - 7 of last year's First Year Trainees progressed as expected into their second year. 1 trainee went on Maternity leave at the end of their 1st year. Another trainee from this year group was signed off long term sick leave in the second term of their second year.
 - All six Second Years progressed as expected on to their 3rd year.
 - All five Third Years progressed as expected into the 4th year.
 - One 4th year Trainee started maternity leave.



- There were 6 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 continues to be impacted by the aftermath of covid related restrictions causing delays in setting up appropriate clinical psychotherapy cases and therefore on the capacity to progress through the training and meet the minimum required training experiences. 1 trainee suffered with Long Term Covid and was on sick leave for a (this Trainee has since returned to the training).

There is a continued and increasing pressure on NHS CAMHS teams to find, assess and support suitable training cases, both starter cases and intensive psychotherapy cases. This task seems to be getting ever harder with each passing year.

The caseload Logs of the 4 Trainees who qualified were very strong and great credit is due to them and their Service Supervisors, despite the difficult current climate and demands clinical services in the wider NHS.

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 one qualification in December 2022.

We had 3 qualifications in July 2023

8. POST-QUALIFICATION EMPLOYMENT

All 4 qualifiers obtained employment in the following services and posts

- One went into a Band 7 post in the Black Country
- Two were appointed to a band 7 posts in North Warwickshire
- And one was appointed to band 7 post in London

9. ACADEMIC COMPLETIONS (WHERE APPROPRIATE)

Not applicable



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

The main issues for the Training School for the academic year 2022/2023 were,

- continuing to deal with the aftermath impacts of covid and lockdown,
- the training school has had to focus on setting up and implementing a Clinical Doctorate to start in September 2023, in accordance with the new funding agreement with HEE.

Online and In Person attendance

After Easter 2022 the students continued to explore the question of attending the training in person on fortnightly basis. The feedback from the students was mixed picture with some students wanting to return weekly in person and others preferred fortnightly in person attendance, as the travel to the Training school can be very time consuming, especially for students that live at a considerable distance from Birmingham. Currently we are running a fortnightly in person/online training.

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.

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

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.

Scarce Training Analysis places



An ongoing issue for the Training in the 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. Normally the ratio of 3 versus 4 times per week attendance is in the region of 50/50 in either 3 or 4 times per week analysis (currently 50%/50%). 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 CAPPTs can complete an adult psychotherapy training. Towards the end of the year there has been another Adult Psychoanalytic Psychotherapist approved to be a training therapist in the West Midland.

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. Years 3 and 4 attend weekly seminars addressing the specified areas outlined in the NHS long term plans. We hope that this will address the curriculum alignment demands.

Establishing an integrated Clinical Doctorate

In June 2023 BTPP had the disappointing news that, despite the year and a half of prior work with a local University partner, we were informed by that partner that it would not be possible to have the integrated clinical doctorate set up and validated for the September 2023 planned start. This set in train a sequence of work with NHS commissioning and the University partner to respond to this, ultimately leading to a plan for a delayed start in Jan 2024, but proceeding with the Autumn 2023 CAPPT



training intake. This work is making good progress and looks to be on target.

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

The Training School had its ACP re-accreditation in June 2023. The training school received several commendations and there were no conditions attached to our re-accreditation the Training School. Any issues arising from this will be addressed in the next annual review.

There were no complaints made to the Training School in the Year 2022/2023.

BTPP are in the process of setting up the integrated clinical doctorate and so, for the academic year being reported on, there were no university audit processes to report on.

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>			



<p>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".</p>		<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. • There are two timetabled events this year which will commence a process of conversation to further address some of the issues, i.e. <ul style="list-style-type: none"> • An expanded to twice per term workshop, facilitated by the Head of Training and two BAME qualified staff, to begin the discussion about the impact of issues relating to race, diversity and difference on the child psychotherapy training. • The plan was to use race as an example difference and to explore it thoroughly, before moving on to consider other forms of difference and how they impact on our work. As from the academic year 2022/23 we kept on with the focus 	<p>Over time Completed</p>
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		of considering other differences, including gender, sexual orientation, religion, class and disability	
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>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 Equality, Diversity and Inclusivity (EDI) in psychoanalysis.</p>	Over time
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>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>	Over time Completed



<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 therapists subcommittee is a good one. We are in regular discussion with Margaret Rustin on this topic and she is aware of the struggle and helps guide us in relation to supporting applications from suitable psychoanalysts and psychotherapists.</p> <p>BTPP uses our contacts in adult psychotherapy in the West Midlands to get recommendations about suitably capable psychotherapists. Unfortunately, two such discussions in the last year did not result in applications being put forward.</p> <p>We are supporting an application from a Birmingham based psychotherapist who will hopefully be able to see one of our trainees from next year's intake. This has now been approved and we will begin placing trainees from the 2023 academic year.</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.</p>	<p>Over time</p>
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<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 feedback forms on the training, 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.</p> <p>We have instituted a new system for collection of Trainee feedback forms, which is looked after by one of BTPP's admin. She chases up Trainees who have not submitted forms and preserves the important end result that the option of remaining anonymous is retained by the time the forms get to the head of Training.</p>	<p>Over time Completed</p>
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