

## Annual Report to the Training Council of the ACP NSCAP – 2022 – 23

### 1. Management Structure, sustainability, and viability

Complex and substantial work has emerged from the new NHS-England, (NHS-E) contract for ACP child and adolescent psychotherapy training. This has brought a standardised national training scheme for English training schools within a reduced funding structure. NSCAP along with the other training schools is required to increase trainee places and develop the curriculum to attend to workforce development and modernisation agendas as outlined in the NHS Long Term Plan.

During 2022-23, NSCAP began a cost improvement plan with our host organisation, Leeds & Yorkshire Partnership NHS Trust (LYPFT) and NHS-E to address the financial pressures brought about by the new funding model. Members of the NSCAP leadership team were involved in a 3-phase cost saving process involving:

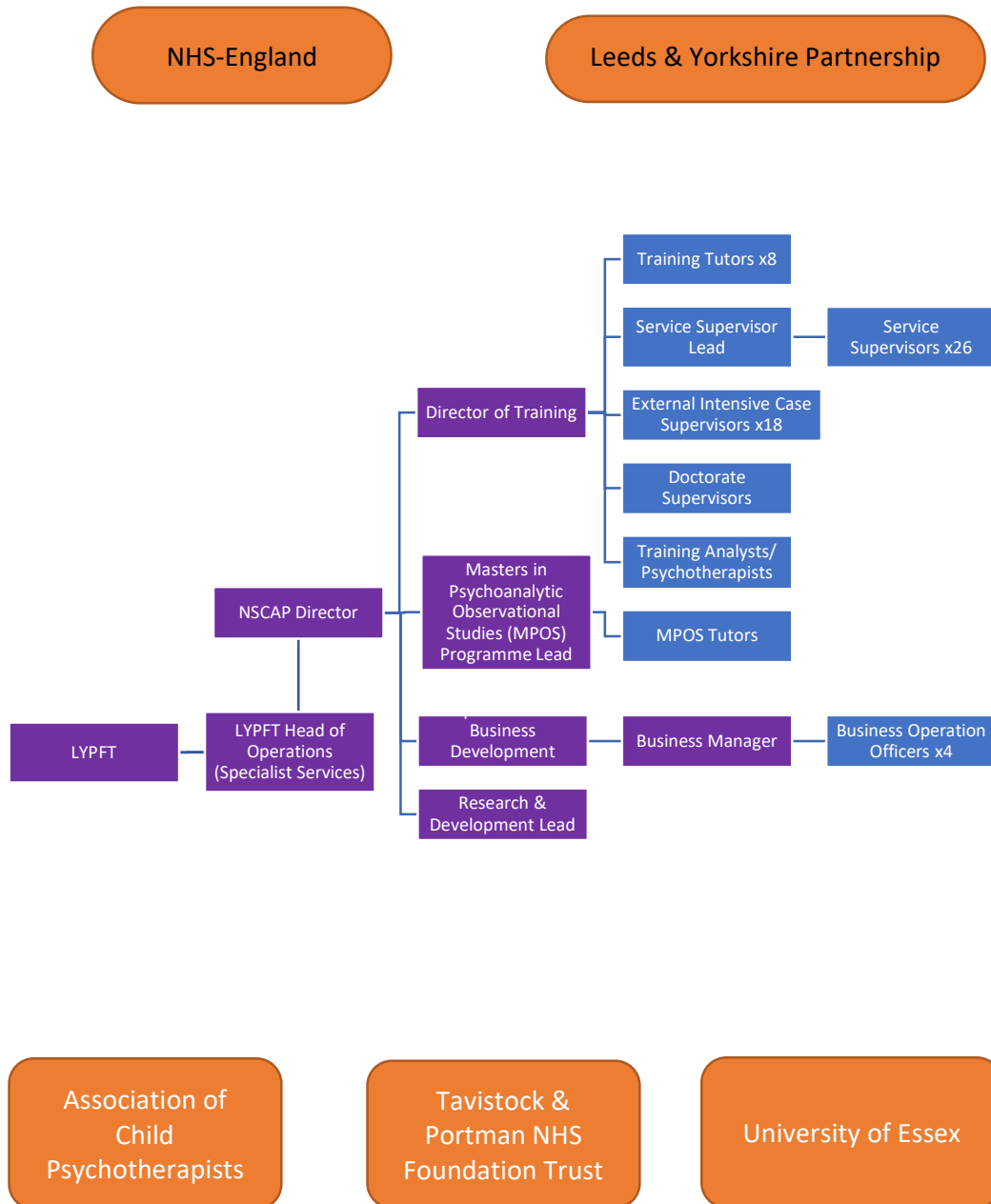
1. NSCAP clinical Service, (NSC)
2. Child Psychotherapy Training & Psychoanalytic Observational Studies Course
3. Building/estates resources.

In the summer of 2023, the outcome of phase 1 was the closing of the NCS. This has been a significant loss not least for the patients and organisations that NCS worked with and significant change for colleagues working across NCS and NSCAP trainings. The below organisational chart no longer has NCS represented.

At the time of writing, this change process spans one year and inevitably brings organisational strain and pressure. Phase 2 of the management of change process is due to start in the autumn of 2023. We will need to move out of our building in readiness for the 2024-5 training year as the freehold for Bevan House has been sold to a property developer. LYPFT estates department along with the Director of NSCAP and Operational manager are leading on work to ensure that there is a base for in-person training in Leeds for the start of the 2024 training year.

NSCAP is working with LYPFT and NHS-E colleagues to reduce the disruptive impact of these changes on trainees, training team and wider training ecosystem. We are being supported by NHS-E and LYPFT to continue with business as usual and in developing a restructure that ensures that NSCAP operates within its new financial envelope arising from the new NHS-E contract.

NSCAP Organisational Chart



## 2. Staffing

A planned departure of our longstanding and much valued Business Manager took place in September 2022. An extended handover process took place facilitating continuity of key business functions without too much disruption as a new Business Manager took up the role.

The start of 2022 saw the return of a weekly in-person training day which was essential for trainees to take full advantage of seminars/workshops that previously were restricted due to a hybrid training day in 2021-22 and online training in 2020-21 due to Covid. Fully accessing an in-person curriculum allowed trainees to catch-up on delayed learning within a vital embodied and relationally direct context facilitating in-depth focussed attention to essential technical and conceptual detail. The advantages of online work were interwoven with predominantly in-person learning, to access specific teaching, supervision and tutorial support.

The training team brought a high level of dedication, continuity, and clinician-researcher experience and there were no core training team changes in 2022-23. It has been a challenging year, with higher than usual absences within the training team, (and with trainees) brought about by ongoing Covid infection, attendant illnesses and personal/family matters that required training team and service supervisor colleagues to be away from work. We drew on the support of wider senior colleagues and the commitment of the training team to enable seminars, supervision, and workshops to take place with only minimal cancellation.

New doctoral supervisors came on board in this training year to work with an expanding number of trainees. Our growing experience and partnership with Tavistock colleagues enabled efficient and timely progression through research work. We saw 5 trainees achieve their doctorates with excellent feedback about the relevance and value of this work for wider dissemination.

Regular engagement with service supervisors continued in monthly online meetings and CPD which was coupled with close partnership working between service supervisors and personal tutors. We were able to return to an in-person service supervisor day in May 2023 which functioned both as a CPD event and an opportunity to discuss the new training commissioning landscape and funding pressures.

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

All training team members are active clinicians working in a range of clinical specialities and services in the North of England. This roots teaching in direct experience and contemporary contexts. A significant CPD event took place in the autumn of 2022 over 4 Saturday online seminars on critical approach theory and its applications to clinical practice and research. This CPD was attended by all members of the training team and with an open invitation to service supervisors and trainees. It made for a meaningful,

relevant, and enjoyable learning space. This weaved across clinical, professional and research seminars that followed in the training year.

Training team members continue to be actively involved in a range of work that enhances and enlivens their work on the training. This includes participation and leadership work in the ACP, attendance to ACP and Institute of Psychoanalysis training events and Group Relations Conferences both at the Tavistock and NSCAP. Training team members work into regional events as well which include peer supervisory spaces and attendance to service supervisor meetings. Ongoing and prioritised work continues in monthly training team diversity workgroup.

#### 4. Developments in curriculum

Return to a fully in-person training day for the first time since March 2020 has provided essential flexibility to meet individual trainee needs and ensure that seminar group compositions are conducive to learning. The experience of the last 3 years has provided direct compelling evidence for the need for embodied learning to learn how to effectively work with children and young people, parents, carers, and families who are suffering high levels of complex mental and relational pain. Complex experiences and learning in work with high levels of risk and breakdown has been a dominating feature of curriculum attention over the last year. This is coupled with supervision and seminars to support trainees to effectively engage in essential multi-disciplinary and multi-agency safeguarding work for the most vulnerable patients. This has been a demanding and time-consuming aspect of training work.

We are in the second year of rooting new additions to the training:

1. Second-year seminar on Difference, Identity and Diversity
2. Final Year Professional Context
3. Under -fives work.

Our three end of term whole group training days have been in-person and have featured presentations on research (December 2022), specialist clinical practice linked to the dynamics of dislocation and identity, (March 2023) and a showcase of work by newly qualified colleagues presenting intensive psychotherapy work, research findings and applied work.

#### 5. Student intake and placements.

After two years of a significant increase in training admissions, this year saw a dip in numbers more comparable to our previous training intakes prior to 2020. 5 trainees were recruited to take up training posts in the northwest and Yorkshire. We did not recruit to the northeast of England but focussed work on this has led to the development of two new northeast training posts for 2023-24.

## 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 trainee returned to the start of their second year after an extended period of illness. Due to ongoing unforeseen challenges in two trainees had to move out of their training posts as they could not provide the training experiences required in a timely and substantial way. The two trainees were supported to transition into established training posts with an experienced service supervisor and rooted child psychotherapy service within CAMHS. One transfer took place in November 2022 and the other in August 2023.

All trainees progressed with their training competencies to gateway into the third year, some with enhanced support action plans and with academic work extensions. Overall progression with clinical work appears more on track as some of the Covid disruptions dissipate. Establishing of intensive psychotherapy cases alongside none-intensive work is more feasible although continues to be challenging as services are in continual states of flux. Processes for research project ethical applications and linking with doctoral supervisors in the summer term enabled work to promptly take place providing a firmer footing for doctoral work in the third year.

**Year 3** – There are 9 trainees in this year group comprising of two cohorts, the first started in September 2020 and the second in January 2021. The group has continued to integrate as a cohesive third year of trainees. The impact of previous disruptions have carried over into this year of training, which has required attention to resolve delays brought about by challenges in services. There is a broader range of diverse progression pathways which has needed close tracking by personal tutors and academic processes. The size of our training school has allowed detailed insight to support momentum of trainee progression and a clear understanding of what is needed to enable effective development. All trainees are underway with intensive psychotherapy cases, and a range of specialist and applied work. 8 of the 9 trainees are also progressing with their doctoral projects by drafting their literature reviews and gathering data.

**Year 4 & 5** – This year group consists of several trainees on the 0.8 whole time equivalent 5-year training pathway alongside full time trainees. One trainee was on long term sick leave over the course of this year. Ongoing application of the ACP statement of variance for intensive psychotherapy training cases has been applied to progress under-fives work with weekly specialist supervision. Trainees due to qualify this year attended the final year professional context seminar and were supported in work to prepare for job applications and all qualified and successfully gained Band 7 AfC Child Psychotherapy posts.

## 7. Qualifications since last report.

3 Trainees qualified in 2022-23 all gaining child psychotherapy posts.

## 8. Post-qualification employment.

2 newly qualified child psychotherapists took up posts in Yorkshire and the northwest of England and the third trainee took up a child psychotherapist post in the south of England.

## 9. Academic completions

Two trainees achieved an MProf Academic award one is continuing with their doctoral work post qualification. We had our highest number of completed doctoral theses in 2022-23 for NSCAP qualified child psychotherapists who were supported to complete their doctoral project. Five viva's took place and feedback about the quality and relevance of this work was encouraging to receive.

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

As discussed above in section one of this report, NSCAP has been engaged in a cost saving process as part of a management of change process with our host NHS Trust. This has been an immensely challenging time of unprecedented change and uncertainty for NSCAP. NHS-E and LYPFT continue in their commitment to supporting the training in the north of England. The second phase is due to start in the autumn of 2023 and the outcome of this will determine a restructure within the new budget cuts as part of the NHS-E commission.

## 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)

There were no complaints to the training school in 2022-23. The informal complaint from the previous year, 2021-22 was completed and resolved by December 2022. NSCAP reviewed and updated information about the complaint's procedures. This was circulated at the end of the academic year and will be recirculated at regular intervals and discussed as part of the first year's induction and professional context learning. This process is aligned with LYPFT and our Academic partners. Trainees are also aware that they can access support in relation to concerns and complaints via their employing NHS Trust.

Actions points have been collated from the end of year trainee feedback form for their training day seminars and workshops. These will be circulated to trainees, discussed at the November Course Committee Meeting, and tracked to completion at the end of the next training year. Overall trainee feedback was engaged, constructive and highlighted solid levels of satisfaction and appreciation. Actions related to opportunities for further discussion of specialist papers in workshops, foregrounding statutory and legal framework for child looked after and development on teaching in autism.

### 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>Further work is underway in relation to the new training commission as part of a restructure to ensure the training is delivered within the new financial structure.</p>		<p>The key requirements of this condition have been met and accepted at the November 2021 ACP Training Council.</p>

<b>Recommendations</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>
1.NSCAP to consider using a wider sourcing of Research Supervisors as the number of doctorates increase over time.	In 2022-23 we drew on an expanded group of doctorate supervisors and brought three new doctoral supervisors in to ensure that a larger than usual cohort of trainees were all well matched with suitable supervisors.	An increased number of trainees are progressing well with their doctoral projects with a higher proportion on the doctoral pathway.	This recommendation has been completed
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.	1.Continue with monthly training team diversity workgroup. 2.Regular review of reading lists and training resources. 3.Service Supervisor CPD focus on this issue and to further embed this in monthly meetings.	The reading lists across the training have been updated and the monthly training team workgroup focusses on developing our understanding and approach to embedded difference and diversity learning into the training.	This recommendation requires on going development review and planning.
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.	1.Continued engagement with trainee reps about workloads and integration of these three components of training.  2.Continued attention in personal tutorials and review in trainee progress meetings.	The Director of training regularly updates service supervisors in monthly meetings about the key training tasks and pressure points for trainees and the work done to help trainees with workloads.  Support to trainees with work plans and prioritisation moulded to their specific circumstances and contexts.	This recommendation has been attended. Ongoing review and attention to this will continue as the issue of workload in a specialist and intensive training are perennial and need dynamic review.

<b>Recommendations</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>
4. Consideration should be given, in discussion with Essex University, to the possibility of completing the research beyond the clinical qualification.	N/A	Ongoing monitoring of this is taking place in discussion with Tavistock and Essex University colleagues.	Completed - December 2022
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.	N/A	We have a small number of trainees who are on the MProf doctorate and who have been central in making this decision as a positive one for their training and particular circumstances.	Completed. This will be regularly reviewed going forward.
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 other training schools will be necessary to assist this process.	A presentation of the mapping work done on research to the training team is due to take place in September 2023.	Trainees are being prepared and encouraged to take a more active role in planning and preparing for their annual three-way progress meetings and to comprehensively attending to all aspects of this in their meeting by including their academic and research progress and how this interweaves with their training competencies.	Summer of 2023
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	Regular review and monitoring need to take place.	Work on connecting training competencies and research work linked to learning outcomes is an integrated part of	This has been completed.

<b>Recommendations</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>
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 research teaching that takes place across all years of the training.	
8. Further information on the requirements of the research doctorate should be incorporated into the recruitment process	N/A	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	N/A	Completed	Completed
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.	N/A	Completed	Completed

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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.	A new monthly meeting will take place for first time service supervisors and opened to CAPt colleagues working closely with trainees.	As we increase the number of trainees, developing high quality and engaged support from qualified colleagues in service is a priority and we link closely with CAPt colleagues across the region and support engagement with trainees and involvement in training activities and events at NSCAP.	Completed
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 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.	Continue with monthly Training Team Diversity Workgroup	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.	Completed with ongoing review
13. The panel support NSCAP's resolve and recommend that continued focus is kept and work undertaken to ensure that	Work closely with our psychoanalysts/psychotherapy colleagues.	All trainees are in 4 times per week training analysis with a small but significant number attending 5 times per week. NSCAP has supported new	Completed with ongoing work and review to sustain and maintain

<b>Recommendations</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>
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.		colleagues to gain ACP accreditation as ACP training analysts/psychotherapists and this is an going as we increase the number of trainees.	