



## **ANNUAL REPORT TO THE TRAINING COUNCIL OF THE ACP**

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

The management structure and resources available to BTPP have remained largely unchanged in the past year.

The one change has been the appointment of an External Assessor of Qualifying Logs whose role it is to monitor and advise whether qualifying caseload logs meet the standards set out in the ACP's Quality Assurance Framework for the training of Child Psychotherapists.

#### **Management structure**

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

1. The Board of Trustees
  - Includes the Chair, Vice Chair, Head of Training, BTPP's Administrator and 3 other members
  - The Board of Trustees strategically oversee, guide and provide financial governance to BTPP in all of its educational, training and charitable activities, of which the Child Psychotherapy training is just one.
2. The Management Team
  - Includes the Director/ Head of Training, Senior Tutors and BTPP's Administrators.
  - The Management Team's role is to provide day to day management of, and to oversee the design and delivery of, the various psychoanalytical and psychotherapy trainings offered by BTPP. In relation to the Child Psychotherapy Training they ensure its effective running, including;
    - recruitment
    - liaison with Service Supervisors
    - Liaison with clinical placements
    - Liaison with analysts
    - Liaison with commissioners and other relevant stakeholders
    - Liaison with the ACP
    - timetabling and delivery of training



- quality monitoring of training seminars
- supervision of trainees
- co-ordination of student placements
- assessment of trainee progress
- coordination of tutorial support
- coordination of intensive case supervision
- day to day management supervision, & oversight of the work of all teaching staff
- Business planning & training strategy for the training as a whole

### 3. The Training Committee,

- Includes the Chair of Training, Head of Training, Senior Tutors and some senior members of the child psychotherapy and psychoanalytic professions.
- Their role is to;
  - provide strategic guidance with regard to the overall work and direction of the training,
  - to advise on and to oversee how trainee progress is monitored
  - to provide guidance on how to respond to concerns around individual trainee progress.
  - to provide guidance on how to address any concerns about the training in general

### 4. The Advisory Group

- Its membership includes amongst others, BTPP's External Assessor for Qualifying Papers, External Assessor of qualifying Logs, External Consultant on Theory, Service Supervisors and Visiting Tutors (a team of highly experienced child psychotherapists and psychoanalysts).
- Their role is to offer advice and guidance on issues concerning the clinical training and general direction of BTPP.

## 2. STAFFING

The BTPP staff for the academic year 2016/17 included;

- 1 *Head of Training/Director of BTPP (0.8 WTE)* who teaches and supervises on the clinical training, infant observational and CPD courses.
- 2 *Senior Tutor (0.6 WTE)* who teaches and supervises on the clinical training and infant observational courses.



- 3 *Senior Administrator (0.8 WTE) and Senior Administrator (0.4 WTE) who share the task of administering both the clinical training, the infant observational course and CPD courses.*
- 4 *Senior Tutor (0.2 WTE) whose responsibilities included being the Organising Tutor for the Infant Observational Course and theoretical and clinical teaching on the clinical training.*
- 5 *7 Senior Tutors who teach on the Infant Observation Course on a self-employed basis.*
- 6 *10 regular Visiting Teachers greatly enhance the clinical training by their either once per term or once a year teaching on the clinical training. The visiting teachers are senior Child Psychotherapists and Psychoanalysts.*

### **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 are members of the Association of Child Psychotherapists. They also work in NHS Trusts in the region.

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

Their ongoing clinical roles also foster an ongoing and active engagement with current practice and ongoing developments in clinical services. This knowledge and senior level experience is of enormous assistance in keeping their teaching on the Clinical Training fresh, pertinent and replete with current clinical experience.

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

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



- 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 Staff are encouraged and facilitated to attend.
- BTPP has released Staff to play active roles in the ACP itself,
  - One staff member was part of the organising committee for the recent conference on adolescent depression held in Birmingham (September 2017).
  - Two staff members of the teaching team are on the ACP's Ethics Committee.
  - Another is on the subcommittee of the Training Council that vets that pre-registration Trainees meet the clinical and academic experiences required.
  - Two members of staff took part in the Expert reference group for the development of the Competencies Framework
  - One is part of the QAF steering group
  - One is a reader for the Journal of Child Psychotherapy
- Through a rotating system 5 staff have now been facilitators on the organisational dynamics training 'Networks and Teams under Stress'. This exposure to groups and team dynamics greatly enhances the awareness of group dynamics in any group, including a teaching and learning group.
- Teaching staff have given papers in our Friday Open series on topics including; Work with adolescents (x2), narcissism and research into access arrangements in foster care.
- BTPP has an annual Course Review day at the end of the academic term. An aspect of this is to have a reading based seminar on developing the capacity for teaching and learning.
- The BTPP's Head of Training attended the Tavistock Teaching and Learning conference in June 2017

#### **4. DEVELOPMENTS IN CURRICULUM**

- The core theoretical orientation underpinning the BTPP Child Psychotherapy training is Kleinian and post-Kleinian, although some students, teachers and supervisors bring other varied orientations. The training continues to focus on imparting the necessary clinical skills for a child psychotherapy career in NHS CAMHS. This necessarily involves adaptation of the training to meet the current CAMHS climate.
- Changes to the curriculum in the 2016/17 year included;



- Reverting to weekly Parent work Seminars instead of fortnightly in response to the Trainee feedback and request.
- In part in response to Trainee feedback, the curriculum for 2016/17 included a 2 day Organisational Dynamics experience led by Lydia Hartland Rowe (Working with Networks Under Stress course, The Tavistock's CPD 42). The third and fourth year students attended this illuminating event. Next year we plan that the second and third years will take this course.
- In the Saturday Open series we had Clinical workshops from
  - Dr Chris Mawson (On the process of reaching an interpretation),
    - Dr Louise Emanuel (on Under 5's work),
    - Brian Truckle (Exploring the work of Wilfred Bion).
- In the Friday Open series we had papers from;
  - Shirley Truckle (Learning from the experience of working with children)
  - Elaine Quaile ( her qualifying paper)
  - Selina Perocevic (On Engaging Psychoanalytically with Adolescents)
  - Jenifer Wakleyn (Watch Me Play!" – a therapeutic intervention for infants and young children in care).
  - Jenny Kenrick (Research into contact arrangements for infants in care)
- In the Big Day series we had inputs on;
  - Therapy Records, Letter and Report Writing with Catherine McFarlane, Helen Randall and Kevin Booth.
  - Clinical Seminars with Dr Alberto Hahn.
  - 'Introduction to Research; Critically reading research papers' with Dr. Elizabeth Edginton.

**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 five Child Psychotherapy Trainees to the HEE commissioned West Midlands training posts.



One successful applicant withdrew the night before she was due to take up the Training Place. She made it clear this was a final decision.

The place was offered to the next candidate on the appointable list from the recruitment process.

All five appointed Trainee Child Psychotherapists are female; four are from the UK and one from Europe.

They took up Clinical Placements in Worcester, West Bromwich and Walsall CAMHS. Two were placed in Forward Thinking Birmingham.

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

There are currently 16 students in year 2+.

- Last year's four first year trainees progressed as expected into their second year.
- The five second year trainees progressed as expected on to their third year,
- The five fourth years are progressing as expected.
  - Three are on full time wte contracts progressing towards qualification, two in September 2018 and one in January 2019.
  - The fourth is on a part time contract and is progressing as expected towards a qualification in March 2019.
  - One Trainee is on maternity leave.
  - The remaining are two 'fourth year plus' Trainees whose expected qualification has been delayed. One has 1 year and 5 months to complete her training and the other is due to qualify September 2019.

There were no reported difficulties with analytical arrangements this year.

#### **7. QUALIFICATIONS SINCE LAST REPORT**

We had five qualifications in the in the last year, one in January and four in August.

#### **8. POST-QUALIFICATION EMPLOYMENT**



All 5 Child Psychotherapists who qualified from BTPP were employed at band 7 in;

FTB – CAMHS

Dudley - CAMHS

The Wirral – CAMHS

Whitworth Hospital – CAMHS

Dudley – CAMHS

**9. ACADEMIC COMPLETIONS (WHERE APPROPRIATE)**

Not applicable

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

***Funding of the Training***

Like the other Training Schools in England concerns persist about the ongoing funding of the Training arising from the Governments Comprehensive Spending Review. Better news was received in BTPP's most recent contract review meeting with Health Education England when we were informed that HEE will continue to commission child Psychotherapy trainings in 2018, 2019 and 2020.

***Pressures on Clinical Placements***

The style and outcome of CAMHS commissioning processes continue to put pressure on Clinical services. Some services appear to respond to commissioning pressures by instigating fundamental changes to models of work practices, services and professional structures.

This places an immense and on-going strain on some CAMHS teams and Service Supervisors, impacting on the clinical placements available to Trainees. Where services are currently undergoing such workplace changes, or who have recently been through the process of recommissioning, Service Supervisors and training placements face enormous struggles to maintain the quality of clinical provision and the quality of the Child Psychotherapy training. The pressure of waiting lists seems to foster a sense of needing interventions to be briefer and the delivery of more and more of them.

Yet MDT colleagues continue to value and use specialist psychotherapy as a valuable team resource. Great effort on the part of the Training



School and Service Supervisors has gone into informing managers of services as to the importance of continuing to facilitate the training of the next generation of psychotherapists as a named and identified aspect of job plans.

However the evidence from qualifying Trainees' caseload logs continues to show the remarkable depth and quality of clinical experience still being offered which represents a massive achievement on the part of the Trainees and their Service Supervisors in the current CAMHS climate. At times like this the commitment of the Service Supervisors to maintaining the quality of the child psychotherapy services and training becomes very evident and deserves commendation.

Notwithstanding these concerns, other CAMHS services in the West Midlands continue to deliver quality services and indeed are developing, resulting in new child psychotherapy posts in new services. The quality of the training provided in these services continues to be very high. So the picture is quite mixed.

### ***Scarce Training Analysis places***

An ongoing issue for the Training in the West Midlands is the continued scarcity of Analytic and Training Psychotherapy places for BTPP Trainees. Some Trainees travel long distances to analysis. BTPP was pleased to be able to support an experienced Birmingham based Adult Psychotherapist to be registered as a Training Psychotherapist with the ACP. Yet the scarcity of analytic places means that out of a Student body of 21, two are on Maternity leave and while half are in 4 times a week analysis the other half attend for 3 times per week. The Training School continues to work on this issue.

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

The Training School had its last ACP Accreditation visit in Summer of 2014. Another is due in 2018

The quality monitoring of the training is an ongoing process of communication and feedback between students, tutors and placements.



There were no complaints made to the Training School in the last year.

## 12. 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>TIME-SCALE FOR COMPLETION</b>
Continue to update and develop the student handbook in consultation with Trainees, Tutors and Service Supervisors.	<p>1. Circulate to service supervisors at the beginning of each academic year.</p> <p>2 Include greater clarity about the functions of the different organisational and management groups within the training school.</p>	<p>1. The Handbook has been updated and expanded every summer in preparation for the following Academic year.</p> <p>The Handbook is circulated annually to Trainees, Service Supervisors and Service Leads and BTPP’s Tutors.</p> <p>2. Regarding clarity about organisational and management groups, BTPP is an organisation that has made important transitions in recent years. BTPP has also responded to external pressures, like being asked to show that that training Child Psychotherapists in BTPP for the West Midlands is ‘best value for money’ for HEE. An ongoing pressure is the concern about funding of all Child Psychotherapy Trainings as part of the Government’s Spending Review. At a time when we were unsure about the future of the trainings it has been difficult to make changes.</p> <p>Despite these pressures BTPP continues to be in a process of gradual and ongoing change and evolution.</p> <p>Meanwhile greater clarity and</p>	To be evidenced in Annual Reports



		description regarding the particular roles of the organisational and management groups within BTPP will continue to be developed as BTPP evolves (for example developing terms of reference for the Training Committee and Management Group).	
<p>Establish annual three-way student progress meetings in clinics towards the end of each year of Training.</p> <p>This could also include the self-evaluation conducted by the Trainee which could be thoughtfully linked up with the Service Supervisor/Senior</p>		<p>This has been completed annually since the last accreditation visit.</p> <p>The Head of Training visits each clinical placement at least annually and conducts annual reviews of Trainee progress, completes a review of the placement and gets a very lively picture of the strengths and struggles of each placement.</p> <p>Sometimes, in addition to the main focus, these annual visits are used to trouble shoot for the child psychotherapy team certain organisational issues or to support the psychotherapy team in a clinic by using my position as Head Of Training to talk with and advise Service Leads.</p> <p>Sometimes this can be by talking with CAMHS managers about how best to make use of the their child psychotherapy service, including the Trainees.</p> <p>These three-way meetings offer a useful moment to pause for reflection and are not only an opportunity for self-evaluation and progress monitoring for all concerned, but they also regularly reveal the often immense achievements and developments of a year's work. As such these meetings provide a useful</p>	<p>To be evidenced in Annual Reports</p>



		<p>context to celebrate what are at times impressive achievements for all concerned.</p> <p>On the other hand, these meetings can be stressful, especially for Trainees and need to be done sensitively and carefully.</p>	
<p>To develop the reading lists by incorporating papers recent papers by Child Psychotherapists that track theoretical and technical developments.</p>	<p>Update and make the reading list readily accessible to service supervisors.</p>	<p>This has been completed.</p> <p>A review of the theory teaching concluded that there was general satisfaction from both Trainees and Teachers with the current theory curriculum, especially the freedom to focus on one key psychoanalytic paper per seminar.</p> <p>Through an amalgamation of collating papers mentioned in clinical seminars, approaching Senior Staff and Service Supervisors for their recommended papers on particular clinical and technical topics, an additional reading list was compiled, collated into categories and appended to the Handbook.</p> <p>Each year the additional reading list is updated using similar methods.</p>	
<p><b>RECOMMENDATIONS</b> (as detailed in most recent Re-accreditation Report)</p>			
<p>Continue to develop a creative integration of aims and learning objectives for the</p>		<p>The overall aims and learning objectives of the Clinical Training are described in the Handbook.</p> <p>In collaboration with Senior Staff and</p>	<p>Over time</p>



<p>Training as a whole and the specific modules within it.</p>		<p>Service Supervisors a ‘<i>Criteria for reviewing Child Psychotherapy Trainee Progress</i>’ was and continues to be developed as it is used by Service Supervisors and the Head of Training as part of the annual review process.</p> <p>Aims and Learning Objectives for particular seminars have been and continue to be developed and are added to the Handbook each year (for example learning objectives for the Theory, Clinical Seminars, Parent work, Intensive Training Cases).</p> <p>Further work on aims and learning objectives will follow as the ACP Training Council subcommittee works on implementing the Competency Framework for Child Psychotherapy.</p>	
<p>Continue to explore opportunities to influence Service Supervisors (and Senior Child &amp; Adolescent Psychotherapists taking on some service supervision tasks) to meet as a group led by a Child &amp; Adolescent Psychotherapist in a regional advisor role.</p>	<p>BTPP to convene Service Supervisor meetings.</p>	<p>It is a now an established aspect of the School’s annual calendar that we have three well attended Service Supervisors meetings in the Training School on the morning of our afternoon Friday Open Lectures at the start or end of Terms.</p> <p>The ACP’s regional forum and advisor role has been in abeyance in recent years. In the gap left by this the Service Supervisor meetings have been a creative context in which to share clinic, school and profession based concerns and ways of handling them.</p>	<p>Over time</p>
<p>To explore and take the opportunities and resources for seminar leaders to receive CPD particularly related to</p>		<p>Since the last visit the teaching staff hold an annual review and planning day at the end of the academic year. On this day staff engage in a peer discussion workshop based on texts relating to</p>	<p>Over time</p>



<p>their teaching and specify how this progressed in the school's annual reports.</p>		<p>facilitating group based teaching seminars within a psychoanalytic orientation.</p> <p>New Tutors continue to teach as co-tutors with more experienced colleagues while building their experience of teaching.</p> <p>New Tutors avail themselves of close mentoring and support from senior colleagues.</p> <p>A weekly senior Staff meeting over lunch offers an opportunity for peer supervision and consultation on teaching issues.</p> <p>Staff from BTTPP attended annual Tavistock Learning and Teaching conference and the ACP annual Conference.</p>	
<p>To address the collective wish, expressed by the Service Supervisors feedback, to be more closely involved and informed about training and developments.</p>		<p>Completed for this year</p> <p>This is in part achieved through a combination of the Service Supervisors meetings and annual review meetings and other ad hoc contacts.</p> <p>These have facilitated two way communication with Service Supervisors and has increased their involvement in shaping the everyday practice and future developments of the school, e.g. arising from the Service Supervisors meeting ideas for improving recruitment processes were discussed and agreed and have been implemented.</p> <p>Further, some Senior Service</p>	<p>Over time</p>



		Supervisors are intimately involved in, or aware of, the thinking involved as they teach in BTPP and are exposed to the thinking on a weekly basis.	
To put in place a process for the submission by Trainees, to the Training School, of (anonymised) written reports, as part of the assessment for qualification process.		Samples of anonymised written reports are requested and gathered and form an aspect of the annual review process throughout each year of the training.  A teaching input on report writing and record keeping was devised and delivered in the academic year 2016/2017.	Over time
Continue to explore the possibilities of developing a partnership with an academic institution with a view of offering Trainees an academic qualification alongside their ACP clinical accreditation. This would provide an equitable opportunity for BTPP Trainees (similar to those in other trainings) to attain an additional qualification.		Ongoing  BTPP continues to offer a clinically focused Child Psychotherapy Training.  Links have been established with the University of Essex to ensure that a clinical or professional doctorate is available to Trainees beyond their qualification from BTPP.  BTPP is establishing a lively contact with a local academic partner (Birmingham City University). Academic and research projects are being developed.	Over time
To take into account a strong theme in the Service Supervisors		The recruitment process to the Clinical Training now includes;  The recruitment process and interview	Over time



<p>feedback of a wish to be an active participant and more closely involved in the detailed thinking, discussion and decision making about the matching of a Trainee with a CAMHS placement.</p>		<p>panel for the Clinical Training now involves a Service Supervisor/Head of Service on a rotational basis.</p> <p>As was the case previously, the rationale for and the detailed thinking in the matching of each student and placement is discussed at length with each Service Supervisor.</p> <p>Further discussions with Service Supervisors in the Service Supervisors meetings and a rolling process of obtaining feedback, changing processes and auditing their effectiveness is now in place.</p> <p>As some Senior Service Supervisors teach in BTPP they are included in or are aware of the thinking involved in the process as a whole and in relation to each individual Trainee.</p>	
--	--	--	--