

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

**September 2017 – August 2018**

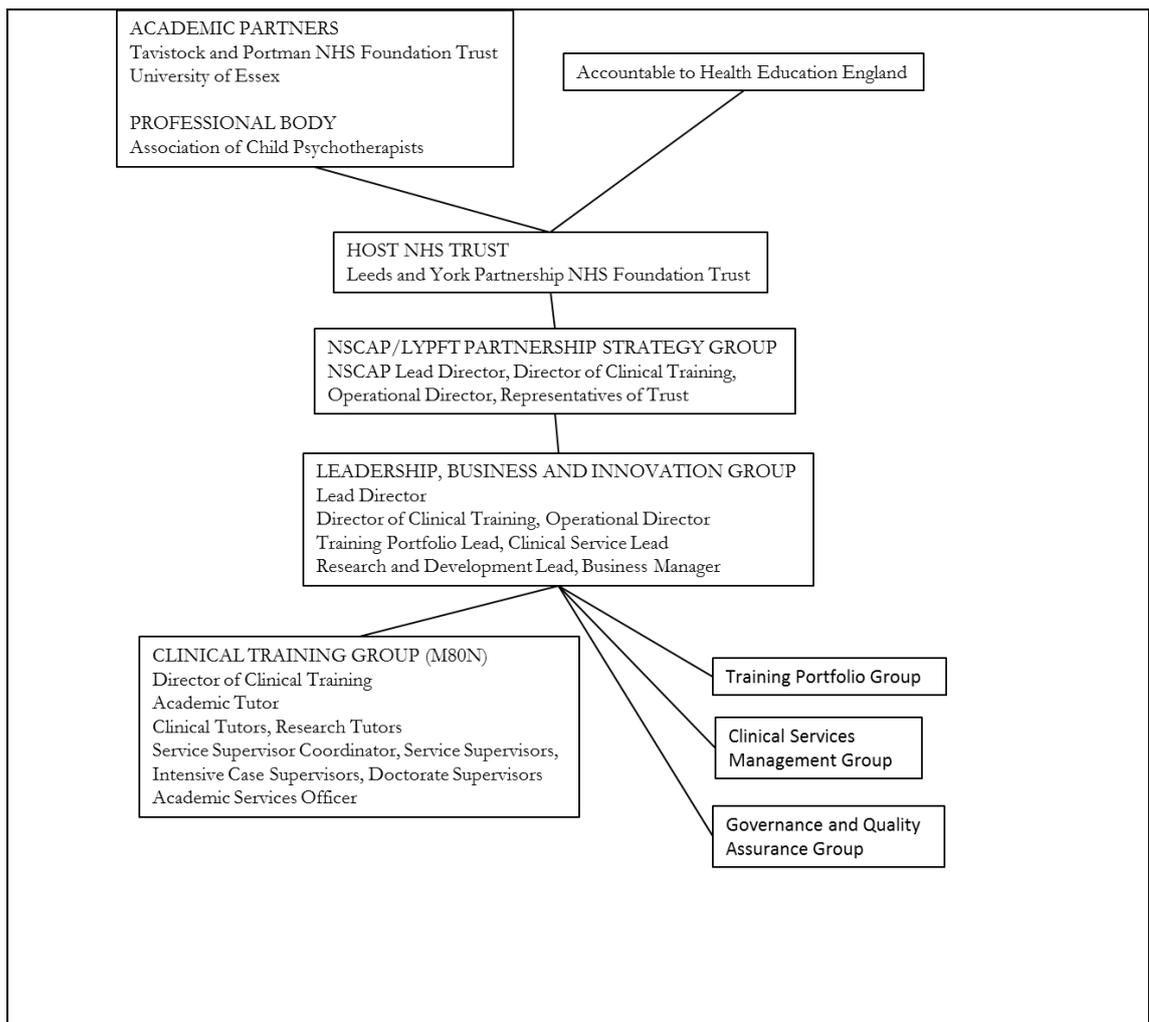
**ANNUAL REPORT TO THE TRAINING COUNCIL OF THE ACP**

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

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

NSCAP is a major centre for mental health learning, practice and research in the north of England and a hub for psychoanalytic and related developments. NSCAP has a contract with Health Education England (HEE) that provides the funding for the clinical training in child and adolescent psychotherapy, both in terms of infrastructure costs and salary support for trainees. NSCAP is located within Leeds and York Partnership NHS Foundation Trust which provides organisational, financial and human resources support. The whole of NSCAP as an organisation is held within the Specialist Clinical Directorate of the Trust, including the NSCAP Clinical Service (NCS). The Lead Director holds overall responsibility for NSCAP across all aspects of the organisation. The relationship with the trust is managed through a Partnership Strategy Group which includes the Lead Director and the Director of Clinical Training. The contract with Health Education England is managed through a bi-annual Contract Review Meeting. Within NSCAP the Lead Director chairs a Leadership, Business and Innovation Group (LBIG) that integrates NSCAP's activity areas; Child Psychotherapy Training, the wider Training Portfolio, Research and Development and Clinical Services. Organisationally the Clinical Training Group, the Training Portfolio Group, and the Clinical Services Management Group are represented at the LBIG by the leads for each area. The Governance and Quality Assurance function of NSCAP is held by the LBIG.

Management and leadership functions of the clinical training are held by the Director of Clinical Training who is supported by the Academic Tutor and the Training Group, comprising members of the teaching staff and course tutors. The Academic Services Officer is the dedicated administrator for the course and the Business Manager is responsible for financial and contractual matters, including the accreditation process for training posts, new and existing.



## 2. STAFFING

The NSCAP child psychotherapy training has a stable staff group and no changes took place in the period September 2017- July 2018. Staff members on the child psychotherapy training are members of the Training Group and take on the roles of seminar leaders, tutors and intensive case supervisors. A small pool of senior experienced child psychotherapists out with NSCAP act as external intensive case supervisors for a number of trainees. The use of an external intensive case supervisor may take place for a trainee's second or third intensive case. The first intensive case is supervised by a member of NSCAP's Training Group, usually but not necessarily, the trainee's personal tutor.

A decision was taken to employ members of staff on the clinical training for a minimum of two sessions a week from September 2018 to enable all staff to participate in staff development and training and contribute to student progress meetings.

The Lead for Research and Development at NSCAP is now embedded in her post and teaches on the clinical training alongside a child and adolescent psychotherapist. The Essex doctorate programme completed its third year in this academic year.

The Operational Director post at NSCAP became vacant in January 2018. The post was reconfigured with changes to the job description. Key tasks were identified as a priority for the organisation and a post of Operational Manager was advertised and appointed to in the summer of 2018. The successful applicant took up her post in October 2018.

### **3. CPD FOR STAFF**

All members of the Training Group who are child psychotherapists are members of the Association of Child Psychotherapists, and as such are required to be engaged in Continuing Professional Development as part of their professional registration. All NHS employees on the Training Group regularly completed mandatory training, including Information Governance and Equality and Diversity.

A Staff Development session takes place for the Training Group on a termly basis. Topics this year have included; Literature Searches and Referencing using Moodle resources, Embedding Empirical Research papers in psychoanalytic theory teaching, defining and operationalising psychoanalytic concepts for research purposes. Staff members continue to use their Learning Logs to enhance learning from their own practice.

A system of peer review of teaching takes place on the clinical training every year, offering an opportunity for reflective thinking on particular aspects of teaching. There is a weekly Training Group meeting to which any aspect of the course, and planning for the future, can be brought for discussion. Staff training and development needs are often highlighted at these meetings, alongside any concerns in relation to student progress.

The 10 session NSCAP CPD programme for Service Supervisors ran throughout the academic year 2017-2018 led by NSCAP's Lead for Service Supervisors. This programme acts both as initial training for new service supervisors and for experienced service supervisors to meet their CPD requirements. The Lead for Service Supervision continues to mentor new service supervisors. There were additional events for service supervisors in the year 2017-2018 including a Service Supervisors event on Induction day in September 2018, a Research Awareness day in November 2018, and a session from a senior child psychotherapist on the role of the Service Supervisor in February 2018.

The annual conference for the Association of Child Psychotherapists was held this year in Manchester in June 2018. Local child psychotherapists took a leading role in organising the conference and a member of the Training Group chaired the Organising Committee. Another member of the Training Group co-chaired the conference, and other members chaired papers, and co-facilitated reflection groups. Financial support was provided by NSCAP towards enabling staff to attend the ACP annual conference and other relevant study days and conferences at NSCAP and

further afield.

Other conferences attended by Training Group members included; 'Before and Beyond Words: Exploring Melanie Klein's Work and Influence', Royal College of Psychiatrists in Scotland Faculty Conference in conjunction with the Melanie Klein Trust, Nov, 2017, Pitlochry. MA/ Pg Dip Psychoanalytic Observational Studies Course Spring Half-Day Conference, 2018, 'Surviving endings: letting go and moving on: Implications for work with children and young people' May, 2018, Adolescent Depression: Real conversations about what works now, October 2017, ACP Event, The Bridge Foundation, Bristol – Beating the Bounds May 2018

Two members of the Training Group are involved in a trans-Pennine group that organises conferences annually in Manchester. This year's conference took place in February 2018 entitled 'The Internal Racist'. Teaching staff attended and chaired workshops at the conference. A monthly Donald Meltzer Study Group for qualified child psychotherapists continued to be convened by a member of the Training Group.

#### Presentations:

##### Research and Development Lead

- Dissemination of preliminary findings of Infant mental health evaluation at LYPFT Research Forum (1 day conference) in November, 2017
- IMH evaluation key findings, Middlesbrough, Feb 2018
- Interactive electronic research poster for Public Health England Conference (Aug, 2018).

#### Publications:

Cregeen, S (2017) 'A place within the heart: finding a home with parental objects' Journal of Child Psychotherapy, Volume 43, 2: Pages 159-174

Sharma, R (2017) An independent mind: collected papers of Juliet Hopkins Journal of Child Psychotherapy, Volume 43, 1 Pages 145-148 (Book Review)

Shaw, J (2017) 'On revelation', Journal of Child Psychotherapy, Volume 43, 1 Pages 141-145 (Book Review)

The Research and Development lead has had 2 pieces published in the ACP Bulletin:

- Introducing myself and my role at NSCAP (Sept 2017)
- A summary of M80 3rd year student research projects (May 2018)

Members of the Training Group continue to participate in the work of the ACP in many different capacities. The Lead Director is a member of the Analysts' Sub-Committee. The Academic Tutor is co-chair of the ACP Ethical Practice Group and a member of the Training Group is co-chair of the Training Council. Three members of the Training Group regularly review journal papers for the Journal of Child Psychotherapy (JCP) and the Lead for Service Supervision and the Director of Clinical Training are members of the editorial board for the JCP. The Director of Clinical Training is a member of the ACP Training Development Group and the Employment Standards committee. One of NSCAP's tutors was a member of ACP Re-Accreditation

#### Panel of BTPP clinical training in March 2018

The Lead Director and Academic tutor have taken the role of Group Relations event consultants at NSCAP and the Tavistock. Three members of the Training Group in this period undertook substantial additional training in Adult Psychoanalytic Psychotherapy at NEAPP and Couples Psychotherapy with Tavistock Relationships.

The involvement of NSCAP staff in the NIHR TIGA-CUB Study (Trial on Improving Inter-Generational Attachment for Children Undergoing Behaviour problems) has continued through to its completion. This is a two-arm, pragmatic, parallel-group, multi-centre, individually randomised (1:1) controlled feasibility trial. NSCAP's Lead Director is Senior Clinical Advisor to TIGA-CUB, a member of the Trial Management Group and will lead the school's involvement in future developments.

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

In the period September 2017-August 2018 NSCAP's clinical trainees in the 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> year were students on the Essex University M80 programme validated in 2015, and the 4<sup>th</sup> and 5<sup>th</sup> year trainees were students on the UEL M80N programme. 3 fourth year students and 2 fifth year students qualified in July 2018, leaving 3 students left on the UEL programme to continue into the 2018-2019 academic year.

UEL students continued to be taught alongside Essex university students for part of the academic programme, although this year the only mixed membership seminars were the Small Group Seminars. Learning outcomes from the Small Group Seminar were appropriate for both university course modules. The membership of Fostering and Adoption and Kinship Care seminar, Assessment Seminar, Parent Work Seminar and Adolescent Seminar contained only Essex university students. Membership of Brief Work and Endings seminars was exclusively UEL students. Trainees registered as students with UEL will continue to have the full programme in place until the end of their studies.

The basic curriculum was supplemented by Additional Training Days. In December 2017 there was an Additional Training day with a focus on Gender Identity led by child psychotherapists working at Leeds GIDS. In March 2018 the subject was Forensic Services led by a child psychotherapist with experience of working at the Portman clinic. In July 2018 there was a dissemination event for the TIGA-CUB Feasibility Trial.

Minor amendments were made to the delivery of Essex university research curriculum as a result of student feedback from the seminars in July 2017. This was the first year without a UEL proposal seminar as all UEL students completed this seminar in the previous year. Minor modifications to the reading lists for psychoanalytic theory are made annually at NSCAP in consultation with Tavistock clinical training tutors. Tutors across the centres maintain some flexibility over the delivery of the theory modules.

The Practice Based modules were undertaken by 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> year trainees in this academic year. These modules are unique to the Essex programme and identify a number of competencies that trainees are expected to have acquired over the academic year. The competencies are assessed at the annual 3 Way meeting between service supervisor, trainee and NSCAP tutor. This process was fairly straightforward although not all competencies were relevant for 3<sup>rd</sup> year students so some revision to the Practice Based Module handbook is needed.

The 2<sup>nd</sup> year Essex University students submitted their doctorate proposals in this period. Two students from this year group have taken an intermission from the academic programme for personal reasons. They will continue with clinical work in their period of intermission. 4 students have proceeded to doctorate dissertation studies. One 3<sup>rd</sup> year student has returned to doctorate studies following a year's intermission, making a total of 9 students with registered proposals progressing to doctorate studies in 2018-2019. Two students continue to follow the MProf award route. One first year student went on maternity leave at the end of the academic year in 2018.

The ACP Professional Competencies for Child Psychotherapists at qualification are now included in the ACP Quality Assessment Framework. NSCAP will continue to work with the Tavistock over the next academic year to ensure that learning experiences that will enable these competencies to be met are included in the placement activity and academic programme.

#### **5. STUDENT INTAKE AND PLACEMENTS (INCLUDING ISSUES OF ACCESS AND DIVERSITY) NB THIS IS FOR THE CURRENT FIRST YEAR GROUP**

Six trainees joined the first year of the clinical training validated by Essex University at NSCAP in September 2018. All new trainees are female and of White British ethnicity. All trainees have been placed in a team that includes a qualified child and adolescent psychotherapist. Four new service supervisors were recruited in this period, all experienced child psychotherapists, who will be mentored by the Lead for Service Supervision and will attend the 10 week course for Service Supervisors at NSCAP.

There was an Open Evening in January 2018 to which potential applicants were invited to discuss the clinical training at NSCAP and what it involves and the application process. Students from four different Observational courses across the UK attended the event, but unfortunately there were no applications from north-east students this year. The Observation course at Northumbria university sadly lost its HEE funding in this period and is unable to function as a stand-alone course. The Liverpool Observation course has also closed to new students. Interested new applicants from the north-east and north-west are invited to apply to the Leeds Observation course.

NSCAP received 15 applications to the clinical training by the closing date in January 2018. All applicants were shortlisted as they all fulfilled the necessary criteria for application. Each applicant was interviewed twice at NSCAP by two different members of the Training Group. Decisions were made as to who were the successful candidates at a Selection Meeting in March 2018. 7 applicants were offered places on the clinical training pending successful appointment to a trainee child and adolescent psychotherapy post. There were two applicants accepted onto the training in 2017 that also applied for trust trainee child and adolescent psychotherapist posts this year. One had been unsuccessful in obtaining a post last year and one had deferred application for a year.

Six trainee posts were established across the region, in the north west, Yorkshire and the north east. Subsequently the north-east post was withdrawn because the potential service supervisor left his post. The locations of the trainee posts were finalised as Sheffield x 2, Manchester x 2, Oldham and Leeds. Applicants applied to, and were interviewed by, the Trusts of their choice. Most followed NSCAP's recommendation to apply as widely as possible to the different posts available. An 'Offer of Place' meeting was held at NSCAP on 15<sup>th</sup> June 2018 to decide on the placement of trainees. This was attended by members of the Training Group, Service Supervisors and a service manager from a host Trust. Six trainees were successfully placed at this meeting. The applicant who reapplied for a trainee post this year because she was unsuccessful last year was successful this year, and the applicant who deferred for a year was offered a place. Three applicants were not successful this year but will have an opportunity to reapply for a trainee NHS post next year.

Unfortunately, the service supervisor of one of the 2017 first year intake fell ill and was absent from work for a term at the beginning of 2018. Her place was taken by a senior child psychotherapist in the trust who was able to step in and provide the necessary cover.

**6. STUDENT PROGRESSION YEARS 2+. (WITH COMMENTS RE ANY DIFFICULTIES IN PLACEMENTS/ ANALYTIC ARRANGEMENTS/TRAINING SCHOOL)**

The clinical training at NSCAP had 26 trainees enrolled on the programme in this period.

The first, second and third year students were enrolled on the Essex University academic programme, the fourth and fifth years on the University of East London academic programme.

There were no difficulties with placements this year that required the intervention of the Director of Clinical Training and no breakdown of analytic arrangements for trainees.

**7. QUALIFICATIONS SINCE LAST REPORT**

<p>Five trainees qualified as child and adolescent psychotherapists In the period September 2017 – August 2018. All the trainees completed the requirements laid down by the ACP to be accepted as full members of the Association of Child Psychotherapists.</p>
<p><b>8. POST-QUALIFICATION EMPLOYMENT</b></p> <p>Two trainees qualifying from NSCAP in July 2018 successfully obtained posts as Band 7 child psychotherapists, one at the Wirral and the other in a London NHS trust. One is employed as a child and adolescent psychotherapist in a private fostering organisation in Leeds. One has obtained employment as a therapist in a secondary school. Two of the trainees qualifying this year were successfully interviewed for teaching posts on the Psychoanalytic Observational Studies course at Leeds.</p>
<p><b>9. ACADEMIC COMPLETIONS (WHERE APPROPRIATE)</b></p> <p>Three trainees qualifying in July 2018 left the academic programme with an MProf from Tavistock/UEL. 2 trainees have intermitted for their studies so they have an opportunity to begin their careers as child psychotherapists before reengaging with their studies.</p> <p>3 NSCAP post-qualification doctorate students decided to leave the doctorate programme and receive the award of MProf from Tavistock/UEL in this period.</p>
<p><b>10. ISSUES FOR THE TRAINING SCHOOL AND HOST ORGANISATION (WHERE APPROPRIATE)</b></p> <p>There continues to be uncertainty about the future of salary support for trainee child psychotherapists, clinical psychologists and allied health professionals through Health Education England. An alternative funding arrangement may be put in place but there is no information currently available as to what this will look like. HEE funding has been confirmed for 2018/19. Changes in funding arrangements will not affect trainees currently enrolled on the clinical training programme.</p> <p>The lease on NSCAP’s premises in Leeds has been renewed for 3 years from September 2018 with an opt-out clause after one year. We continue to work with the support of the trust on an option appraisal on our accommodation needs with a view to finding suitable alternative accommodation.</p>
<p><b>11. QUALITY MONITORING (INCLUDING ANY COMPLAINTS AND WITH REFERENCE TO UNIVERSITY/SHA PROCESSES)</b></p> <p>There were no major reviews, academic or professional, of the clinical training at NSCAP in the period 2017-2018.</p> <p>The governance and quality assurance functions of NSCAP as a whole have been incorporated into the responsibilities of the Leadership and Business Innovation</p>

Group. NSCAP has taken advice within the trust on compliance with GDPR and implemented this across the organisation. Specific governance and quality assurance issues in relation to the clinical training are addressed as part of Essex University's Annual Review of Courses (ARC). An annual ARC return is submitted by NSCAP that highlights areas for development in the coming year.

No complaints were received by NSCAP in relation to the clinical training in the period September 2017-August 2018.

The last ACP Reaccreditation visit took place in June 2015. NSCAP was commended on the following:

- Excellent premises and facilities;
- An excellent handbook;
- The professionalism with which NSCAP manages the M80N and its other courses;
- The School's capacity to think about the training and support for students in innovative and flexible ways;
- The way in which the School manages to support service supervisors and trainees over a wide geographical area;
- The way in which the School successfully manages placements in what are sometimes very challenging contexts;
- The recognition of the importance of the Service Supervisor role, evidenced through the organisation of service supervisor meetings, structured training and the funding of the post of Lead for Service Supervision.
- Excellent and committed teaching and administrative staff;

**ACTION PLAN RE CONDITIONS/RECOMMENDATIONS OF ACP ACCREDITATION VISIT IN JULY 2015**

<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>
None	n/a	n/a	n/a
<b>RECOMMENDATIONS</b>			
<p>1. NSCAP is recommended to provide a variety of opportunities for trainees and service supervisors to provide feedback on the training. However, trainees would welcome the opportunity to get together as a whole student body. The panel therefore recommends that this opportunity is provided, details to be decided in conjunction with the trainees. One suggestion was that there could be a whole student body meeting before the bi-annual Course Committee meeting in order to discuss the issues that they would like to raise.</p>	<p>NSCAP will make space available in the timetable before Course Committee meetings twice a year to enable the trainees to meet together as a large group, or in their year groups, to discuss issues they wish to put on the agenda.</p>	<p>Trainees were given the opportunity to meet as year groups and as a whole course group before the Course Committee in June 2016. Theory seminars needed to be cancelled to enable this to happen. Rooms were allocated and the resource centre meeting space available for the whole group to meet. Trainees determined the structure of the meetings themselves. The timetable for 2016-17 has changed to allow ½ hr when there is nothing timetabled at lunchtime when future meetings can</p>	<p>Completed</p>

<p>2. There is a recommendation to provide some formal training for personal tutors. This could look in depth at the role of a tutor, the associated challenges and how to manage them, the preparation and support a staff member needs to take on the role for the first time and a sharing of best practice. It could include consideration of what to do when the trainee/tutor relationship breaks down and how to put in place the opportunity for reflection for both parties with regard to the set of circumstances that led to the breakdown.</p>	<p>The Training Group will set aside time during the staff development sessions to look at the role of personal tutor and develop a strategy for managing the breakdown of tutor/tutee relationships. The Head of Training will liaise with other training schools to discuss their thoughts on the role of the personal tutor and feed this into the discussion within NSCAP.</p>	<p>take place.</p> <p>Three staff development sessions in December 2015, March 2016 and July 2016 have focussed on the role of the personal tutor. A flow diagram has been drawn up so there is a clear pathway for dealing with difficulties if they arise in the tutor/tutee relationship.</p>	<p>Completed</p>
<p><b>In addition the panel supports the following recommendations</b></p> <p>1. The recommendation made by the recent joint Tavistock and Portman NHS Foundation Trust / University of East London collaborative review: that</p>	<p><b>NSCAP’s Response to the Collaborative Review recommendation:</b></p> <p>NSCAP aims to research current levels of, and barriers to, gender and ethnic diversity representation on NSCAP courses, and to identify</p>	<p>NSCAP has been undertaking a programme of work to “examine the obstacles to representation on the programmes in relation to gender and ethnic diversity of the local constituency and to consider ways of addressing these”. An internal Equality and Widening Participation</p>	<p>Work in Progress</p>

<p>“the programme team examine the obstacles to representation on the programmes in relation to gender and ethnic diversity of the local constituency and to consider ways of addressing these”.</p>	<p>mechanisms to address increased engagement with and recruitment from under-represented groups including BME communities.</p>	<p>Working Group was established in this period and began work on a formal equality impact assessment of NSCAP’s policies and practices. This led to a focus on widening participation and the barriers to people accessing training from more diverse communities. The decision to hold an Open Day on a Saturday was one outcome of this work.</p> <p>The next phase is to conduct a full equality impact assessment exercise and to identify key actions that can reinforce our commitment around equalities with external stakeholders. The focus of this exercise will be around policies and procedures which impact upon ‘student experience’. Aspects of this work can only be achieved through collaboration with partner organisations including the Association of Child Psychotherapists and our academic partners. Through this process of engagement it is hoped that NSCAP will contribute to the development of a national agenda for race equality within child and adolescent psychotherapy training.</p>	
--	---	---	--

<p>2. The recommendation from the Tavistock/University of Essex validation event: that NSCAP “consider running the Group Relations event sooner within the curriculum to provide students with opportunities to develop earlier knowledge and experience that can be used to build on the teaching of understanding groups and organisations.”</p>	<p>A 3 day Group Relations event is in the planning stages to take place at NSCAP in September 2016. This will involve 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> year trainees and students from other courses at NSCAP and external people.</p>	<p>A 3 Day Group Relations conference took place at NSCAP in September 2016, including 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> year trainees, as well as external participants and students from other NSCAP courses.</p> <p>The next Group Relations Conference took place at NSCAP in April 2018 and was attended again by 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> Year trainees amongst others.</p>	<p>Completed</p>
--	--	--	------------------