

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

**September 2016 – August 2017**

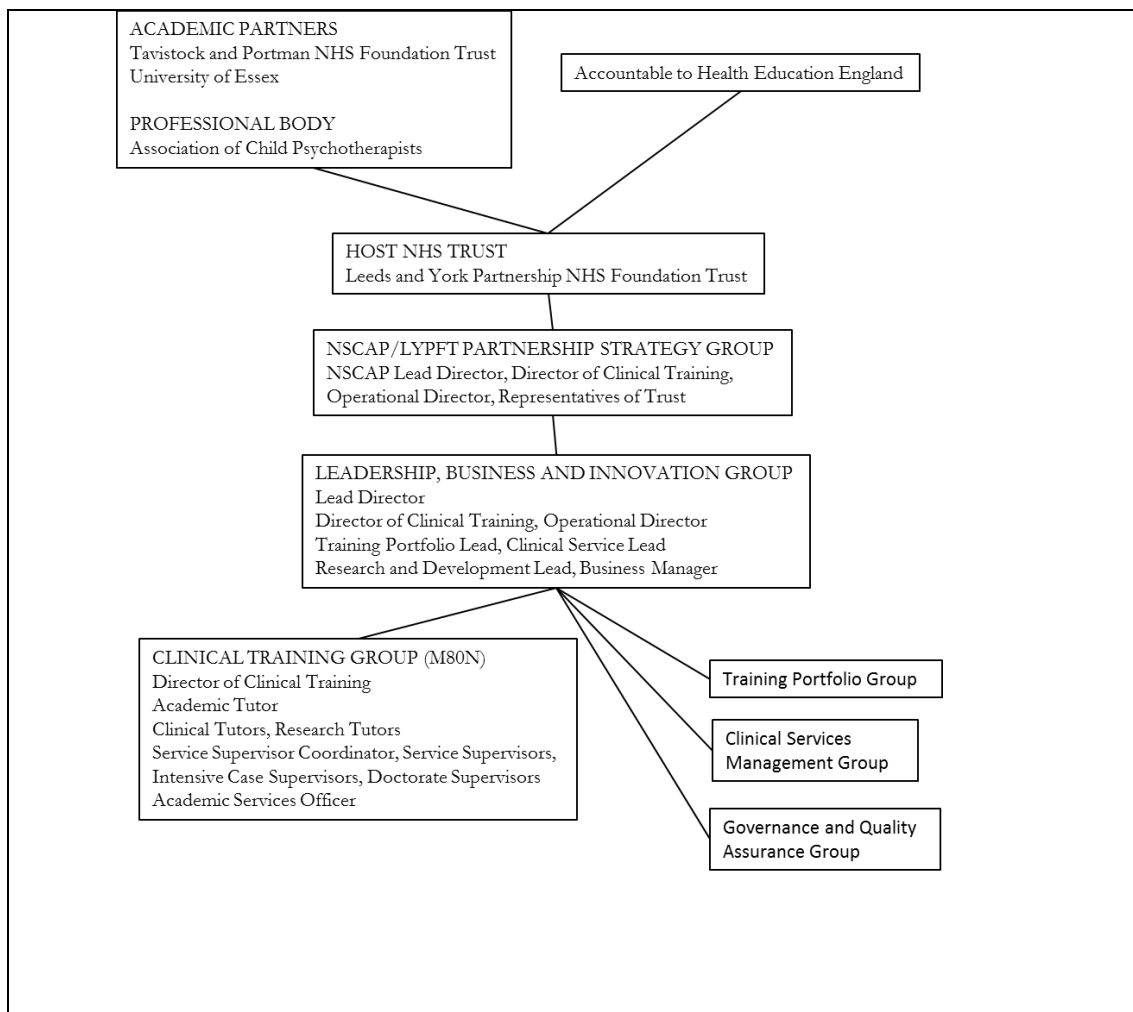
**ANNUAL REPORT TO THE TRAINING COUNCIL OF THE ACP**

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

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NSCAP and the clinical training in child and adolescent psychotherapy are funded through a contract with Health Education England. The contract is held by Leeds and York Partnership NHS Foundation Trust which provides organisational, financial and human resources support to NSCAP. Since the last annual report there have been significant changes in the internal structure of NSCAP and its relationship to its host NHS Trust. Following the development of NSCAP Clinical Services (NCS) the whole of NSCAP moved into a specialist clinical directorate and the previous Clinical Director was designated as Lead Director across all aspects of the organisation. The relationship with the trust is managed through a Partnership Strategy Group which includes the Director of Clinical Training and the Operational Director. Within NSCAP the Lead Director chairs a Leadership, Business and Innovation Group which integrates the leads for all of NSCAP's activity areas. Below this sit the Clinical Training Group, the Training Portfolio Group, Clinical Services Management Group and the Governance and Quality Assurance Group.

Management and leadership of the clinical training is delegated to 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

Interviews to recruit new members of staff to the clinical training teaching group took place in July 2016 as part of a succession planning initiative. Two new members of staff were recruited and mentored throughout the year by the Director of Clinical Training. Both members of staff engaged in team teaching with experienced teachers.

In this period a temporary member of the teaching staff was made permanent and took on the role of personal tutor for one of the first year trainees.

The new Lead for Research and Development at NSCAP took up her post in November 2016 and taught the first and second year research methods on the Essex University programme throughout the year alongside an existing member of the teaching team.

The Lead for Service Supervisors continued to develop the programme offered to the training of service supervisors throughout the year. Three new experienced child psychotherapists were recruited as service supervisors in this period, mentored by the Lead for Service Supervision.

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

Child psychotherapists employed to teach on the clinical training are all 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.

The Training Group meets for a session every term for the purposes of Staff Development, facilitated by the Director of Clinical Training. There has been a session on the Tutor/Tutee relationship considering different aspects of the role and establishing a process for reviewing the relationship. A Learning Log has been introduced by the Lead for Research and Development to enable staff to reflect on their teaching on a regular basis and learn from the experience. The Learning Log is discussed individually with the Director of Training and in the group context of the Staff Development session.

The annual process of peer review of teaching for all teachers on the clinical training enables an opportunity for reflective thinking on selected aspects of teaching. The peer review process took place this year in May/June 2017 for all staff on the clinical training.

There is a weekly meeting for course tutors in the Training Group to discuss any issues in relation to delivery of the clinical training. This meeting is often the starting point for recognising development and training needs and opportunities for the course tutors.

The Lead for Service Supervision ran a Service Supervisors Accreditation Course monthly throughout 2016-17 to address CPD needs of NSCAP service supervisors. All service supervisors at NSCAP are expected to complete the course, for both initial training and CPD. There were additional events for service supervisors in the year 2016-2017 including a session from a senior child psychotherapist on Parent Work to support trainees' cases, and Research in CAMHS and the use of the Short-Term Psychoanalytic Psychotherapy manual which were delivered in-house.

Financial support is provided by NSCAP to enable staff to attend the ACP annual conference and other relevant study days and conferences at NSCAP and further afield. Other conferences attended include; 'How do psychoanalysts attempt to understand what their patients are really feeling' in May 2017, Anna Freud's Colloquium on Adolescence, Nov 2016, Michael Parson on 'Authors of our own Identity, Feb 2017, John Steiner, May 2017. An Open Event was held at NSCAP with Dr Alberto Hahn on 'Intuition in Clinical Work'. Members of the Training Group at NSCAP co-organised a conference on Trauma in Manchester in July 2017 entitled "A rent in the fabric: trauma across the life cycle" with the Institute of Psychoanalysis and Greater Manchester Mental Health NHS Foundation. Teaching staff attended and presented workshops at the conference.

A monthly Donald Meltzer Study Group continues to be convened by a member of the Training Group for local child psychotherapists.

The Academic Tutor has continued to lead a monthly STPP supervision group as a CPD activity that includes service supervisors.

Members of the Training Group regularly review journal papers for the Journal of Child Psychotherapy (JCP) and the Director of Clinical Training regularly edits papers for the JCP. Involvement of NSCAP's staff with the NIHR TIGA-CUB Study (Trial on Improving Inter-

Generational Attachment for Children Undergoing Behaviour problems). This is a two-arm, pragmatic, parallel-group, multi-centre, individually randomised (1:1) controlled feasibility trial. The Lead Director at NSCAP is Senior Clinical Advisor to TIGA-CUB and member of TIGA-CUB Trial Management Group. Staff members are actively involved in delivering the treatment and collecting the data. One staff member has provided group supervision to CAPTs participating in the study.

Members of the Training Group continue to participate in the work of ACP committees. The Operational Director of NSCAP has been co-opted to the ACP as lay member on the Board of Directors. The Director of Clinical Training sits on the ACP Training Development Group and Assessor's panel. The Academic Tutor is a member of the ACP Ethical Practice Group working with professional codes of practice.

One member of the Training Group has been part of a drafting pair tasked working on behalf of the ACP Expert Reference group defining competencies for the profession. Three staff tutors were members of this group advising on professional competencies. The work of the group is now complete and has been adopted by the ACP as a Professional Competencies Framework.

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

The academic programme for the clinical training validated by Essex University in June 2015 has now completed its second year. At this stage half NSCAP's trainees (year 1 and 2) are enrolled with Essex University and half (years 3, 4 and 5) with the University of East London. One trainee who had been on maternity leave, returned to the programme in year two, although she continues to be registered with UEL. Special arrangements were made for the submission of her year 2 assignments with UEL. All new trainees are enrolled with Essex university and the UEL programme will end when the last of the current trainees graduate. Trainees registered with UEL will continue to have the full programme in place until the end of their studies. Third and fourth year UEL students attended a proposal seminar this year in which they prepared doctorate proposals to present at the Progression Board at Tavistock/UEL if they decide to progress to doctorate studies.

Trainees studying with Essex University continued to be taught in some seminars alongside trainees studying with UEL. Mixed year group seminars included; Small Group seminar, Assessment seminar, Adoption and Fostering and Kinship Care seminar and Adolescence seminar. Learning outcomes from these seminars were relevant to both academic programmes.

Trainees in the first and second years, registered with Essex University completed their Practice Based modules at the end of the year. These modules are unique to the Essex University programme. 2<sup>nd</sup> year Essex University students have submitted their doctorate proposals in this period. Five students from the year group will proceed to beginning their doctorate research in their third year of studies. Two students will follow the MProf award route.

The ACP has introduced Professional Competencies in this period that trainee Child Psychotherapists are expected to have reached at qualification. NSCAP will work with the Tavistock over the next year to make sure that learning experiences that will enable these

competencies to be met are included in the placement activity and academic programme.

Core seminars undertaken by the first year Essex students were; Clinical Seminar, Professional Context, Research Methods and Small Group Seminar. Specialist seminars taught in years 2-4, included; Assessment seminar, Adolescence seminar, Brief Work seminar, Adoption and Fostering seminar, and Parent Work seminar. The basic curriculum is supplemented by Additional Training Days. In December 2016 there was an Additional Training day with a focus on Working with Adolescents led by experienced Child and Adolescent Psychotherapists. In March 2017 the subject was 'Psychoanalytic Psychotherapy in CAMHS In-Patient Units. In July 2017 the focus was on Working Effectively within Organisations. This day was arranged specifically to contribute towards meeting the ACP Competencies in relation to multi-disciplinary and organisational competencies.

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 newly appointed Lead for Research and Development has adapted the teaching methods used to deliver the research curriculum on the Essex programme.

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

There was a new intake of 5 trainees onto the clinical training at NSCAP in September 2017. All were enrolled onto the academic programme validated by Essex University. All trainees are female and of White British ethnicity. All trainees have been placed in a team that includes a qualified child and adolescent psychotherapist. One of the placements broke down before the trainee began training because the service supervisor withdrew as a result of changes in the CAMHS team. An alternative placement was found for the trainee to enable her to begin the training in a timely manner.

Potential applicants were invited to an Open Evening in January 2017 to discuss the application process to clinical training at NSCAP. Students from six different Observational courses across the UK attended the event, indicating that NSCAP is attracting significant interest from potential applicants across the country, as opposed to only from the 3 northern Observation courses at Newcastle, Liverpool and Leeds.

16 applications to the clinical training were received by NSCAP by the closing date in January 2017. 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 2017. 8 applicants were offered places on the clinical training pending successful appointment to a trainee child and adolescent psychotherapy post. One withdrew because she was offered a placement at an alternative training school nearer home, and one deferred her application for a year.

Six trainee posts were established across the region, in the north west, Yorkshire and the north east. 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 16<sup>th</sup> June 2017 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. Five trainees were successfully placed at this meeting. One applicant reapplied for a trainee post this year because they were unsuccessful in this endeavour last year. Unfortunately, we were unable to place them again this year. Another applicant wasn't successful this year but will have an opportunity to reapply for a trainee NHS post next year. One Trust did not recruit but was able to offer a trainee the post with the breakdown of Trust placement mentioned above.

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

The clinical training at NSCAP had 24 trainees enrolled on the programme in this period. The first and second years were enrolled on the Essex University academic programme, the third, 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**

In the period September 2016 – August 2017 three trainees qualified from NSCAP as child and adolescent psychotherapists. All the trainees completed the requirements laid down by the ACP to be accepted as full members of the Association of Child Psychotherapists.

**8. POST-QUALIFICATION EMPLOYMENT**

The three trainees qualifying from NSCAP in July 2017 have all found posts as child psychotherapists. Two are employed as Band 7 child and adolescent psychotherapists within the NHS; one in Yorkshire, the other in the north west. The third trainee to qualify this year is employed in a parent-infant intervention service in the north-east.

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

All three trainees qualifying in July 2017 left the academic programme with an MProf from Tavistock/UEL.  
2 NSCAP Doctorate students received the award of Professional Doctorate from Tavistock/UEL in this period.

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

Funding for NSCAP through Health Education England North has been confirmed for 2018/19 and 2019/2020 in line with other HEE regions nationally.

NSCAP's contract with its hosting trust, Leeds and York Partnership NHS Foundation Trust, is due for renewal in 2018. We have had confirmation that the hosting arrangement will continue.

The lease on NSCAP's premises in Leeds ends in 2018 and there is some uncertainty about

whether we will continue at the same location or will seek to find new premises. We are working with the support of the host trust on an option appraisal on our accommodation needs.

**1.1. QUALITY MONITORING (INCLUDING ANY COMPLAINTS AND WITH REFERENCE TO UNIVERSITY/SHA PROCESSES)**

In the period September 2016 – August 2017 there were no major reviews of the clinical training at NSCAP.

NSCAP has instigated a Governance and Quality Assurance group that has enabled the organisation to work on policy documents such as the NSCAP Complaints Policy and NSCAP's Learning and Teaching Strategy.

The quality of the academic components of the clinical training continues to be monitored through the Review and Enhancement Processes at Tavistock/UEL/Essex. An annual REP return is submitted by NSCAP highlighting areas for development in the coming year.

There were no complaints in relation to the clinical training at NSCAP in the period September 2016-August 2017.

The panel of the ACP Reaccreditation visit in June 2015 commended NSCAP 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 take place.</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>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 “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><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 mechanisms to address increased engagement with and recruitment from under-represented groups including BME communities.</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 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</p>	<p>Increased recruitment to access courses 2017/8</p> <p>Impacting on recruitment to Clinical Training September 2018/9</p>

		<p>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>	
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<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 is scheduled for April 2018. The Group Relations Steering Group continues to meet.</p>	<p>Completed</p>
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