

ANNUAL REPORT TO THE TRAINING COUNCIL OF THE ACP ACADEMIC YEAR 2016-17

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

There have been no changes in management structure since last year's report: the programme remains in the 'Psychoanalytic Clinical' portfolio of courses in the Directorate of Education and Training.

Staff Changes: There were 3 new appointments to the course staff team: Assessment Tutor, Lead for 'Student Journey' and an additional research tutor (new post). Additionally 5 new people were inducted as course tutors bringing the tutor group up to 32. The member of staff with the lead for Infant Mental health sadly had to take early retirement, and the post was reappointed to, ready to take up the role in September 2017

In addition we are grateful to the wider group of senior colleagues who supported the training by offering additional specialist skills and expertise on a visiting lecturer basis.

2. CPD FOR STAFF

As clinicians/professionals:

All members of the staff group undertake CPD in their professional capacity (in line with professional body requirements).

Despite many pressures, as a group staff have continued to be active in writing, with many papers, conference presentations, talks and publications produced. Most members of staff are to some extent involved in this activity, but few are also able to find time to undertake research.

Professional activity, scholarship and publications amongst the staff group includes:

- Work on the ACP executive, Training Council, and various working groups including expert reference group for professional competencies for training
- Journal Editorships: Journal of Child Psychotherapy, Infant Observation Journal
- Joint series editor of the Tavistock Clinic book series with Karnac books
- Reviews editor for Journal of Child Psychotherapy
- Papers in journals including Journal of Child Psychotherapy, Infant Observation Journal, Caspari Journal, BACP healthcare Journal,
- Papers given at national and international conferences
- Public Lectures

- Membership of the steering group for the IMPACT RCT study
- Membership of the national implementation group for STPP
- Attendance at conferences including the ACP annual conference, where staff members gave a number of papers.

As markers of assessed submissions: We again held staff training for new markers (refresher for established markers) embedding the practice of marking to the current assessment criteria.

As Clinical Supervisors: We continued the practice of running a staff development group (fortnightly, throughout the academic year) for new clinical professional staff coming into role as tutors and clinical supervisors for the first time to develop their understanding of the complexity of the role.

We also again offered a CPD course for placement supervisors, which people new into this role are encouraged to undertake to ensure a full understanding of the task of supporting a trainees work and development in the workplace, and of what is expected from service supervision; thinking through the complexities of this role.

As doctoral supervisors some staff have again taken part in academic supervisor training, and some others in training for examining at viva.

As Course Organisers In line with developing thinking about diversity, attendance at a Tavistock training day thinking about LGBT inclusive curriculum. (organised with Stonewall)

3. DEVELOPMENTS IN CURRICULUM

Diversity: The focus of curriculum development this year was ‘the inclusive curriculum’, meaning to create opportunities and promote thinking about the implications of difference (cultural, racial, gender and sexual orientation). This was approached in a number of ways:

- Reading lists were developed, suggesting relevant papers in all areas of the curriculum.
- A new workshop was offered to focus specifically on issues of diversity, which received good feedback,
- The theory sequence reported on last year continued, again with very positive feedback.
- There was also a whole course event on ‘The Impact of being Black’

4 STUDENT INTAKE AND PLACEMENTS (INCLUDING ISSUES OF ACCESS AND DIVERSITY)

The interview and appointments processes taking place in 2016-17 led to 18 people being accepted for training with clinical posts to start in September/ October 2017 as follows:

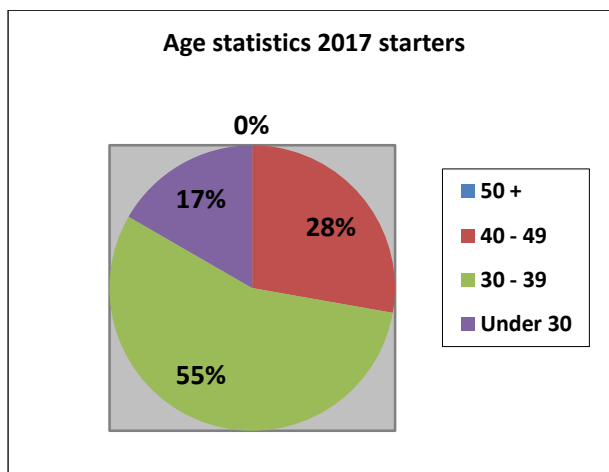
| Location of posts | Number | |
|-------------------|--------|--|
| | | |

| | | |
|------------|----|---------------------------|
| London | 9 | Various |
| East | 2 | Cambridge, Bedford |
| South East | 3 | Kent (2), Sussex |
| South West | 3 | Cornwall, Gloucestershire |
| Wessex | 1 | Dorset |
| total | 18 | |

There is some variation in geographical location from year to year reflecting the numbers of places commissioned in different HEE areas.

There were 3 men and 15 women. All but 3 of the group are of 'white European' origin, with one 'white other' and 2 mixed heritage. One person declared a disability (partial hearing loss)

There are no age criteria, but this is a training for mature students with experience of working with children, young people and their families who have undertaken the pre-requisite Psychoanalytic Observation Studies course to PG Dip or Masters level, and who can demonstrate the necessary personal qualities. It is unusual for a person to be in this position before their late 20's. (See chart below for age breakdown)



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

We had a total of 82 people in training including 3 who took maternity leave for the whole, or part of the year, and one person who returned to year 3 following an extended maternity break. All students progressed as planned.

There were again a number of placements where significant difficulties arose which threatened the continuation of the placement. Tutors have again offered additional support to trainees (and in some cases supervisors) in this situation, and the placements team have needed to be very active in supporting trainees, tutors and service supervisors in each of these situations, and in liaising with the placement trusts affected. In the event there were no moves of placement during the year.

6 QUALIFICATIONS SINCE LAST REPORT

18 people qualified clinically in the 2016-17 year leading to ACP membership, with 17 moving straight into employment and 1 taking a career break.

| Location of Training Post | | Location of Employment | |
|---------------------------|----|------------------------|----|
| London | 11 | London | 12 |
| East | 1 | East England | - |
| South East | 3* | South East | 2 |
| South West | 3 | South West | 3 |

7 POST QUALIFICATION EMPLOYMENT

17 have moved into posts

All are in the NHS, almost all in CAMHS services, some in specialist teams for LAC, GIDS, Disability, Autism and hospital services and one specialist development post within CAMHS for Parent/infant mental health. One person is ½ time in 3rd sector organisation.

Location of employment is shown alongside the location of training post. A greater number are full time in one place this year, as opposed to putting together a portfolio of different work contexts.

8 ACADEMIC COMPLETIONS

During the year there were 12 Master of Professional Studies (MProf) exit awards at clinical professional qualification level

There were 7 awards of Professional Doctorate to Tavistock students.

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

Issues of grief and of mourning have been live for the programme during the year. First there was the death of a student just before the year started (reported in the previous annual report). Then in the first term a key staff member, Louise Emanuel (lead for infant mental health, teacher, supervisor, course tutor) was ill with a deteriorating condition from which she died in May. Opportunities were made to help trainees and staff think and talk together in different configurations about the impact of these events and in March the whole course event included Margot Waddell's paper: 'On living with dying- the containing function of meaning'

We continued to run 2 academic programmes, Essex (years 1 and 2) and UEL (years 3 and 4 and doctoral stage students) together. The appointment of an additional research tutor has enabled the additional research teaching and proposal preparation to be supported.

10 QUALITY MONITORING (INCLUDING ANY COMPLAINTS AND WITH REFERENCE TO UNIVERSITY/SHA PROCESSES)

The commissioner reports:

The Quality Contact Performance Management system used by HEE NCEL requires detailed reporting annually on a number of quantitative and qualitative measures with a RAG rating (red, amber or green) outcome. At the time of last year's report we were awaiting the rating outcome for 15-16, and this was awarded as RAG 'green':

The HEE report stated that the programme was judged to be 'of the highest standard' :

Against a clinical background which can often be challenging, the Tavistock offers a supporting and stimulating academic programme supplemented by a range of workshops, including those delivered by guests from other professions, and service-focussed research activity alongside a uniquely diverse range of clinical placement opportunities. Feedback from trainees highlighted several excellent aspects to the programme, not least the opportunity to be involved in some national clinical services and to attend workshops delivered by leading practitioners in their field.

Service Providers also endorsed the programme, citing the value each and every trainee brings to the service in which they complete their training, both in terms of additional manpower, but, more crucially, by adding talented, inquisitive and inventive individuals to any team. They also stressed the employability of graduates from the programme.

There were no complaints this year.

12. ACTION PLAN re ACP Re-accreditation

All recommendations have been completed or have been acted upon and the follow-on work is ongoing, as noted below:

Action Plan in response to ACP Reaccreditation Report 2016

| Conditions | | | |
|--|---|---|--|
| There were no conditions | | | |
| Recommendations | Action Needed | Progress to date | Timeframe |
| 1. That the Tavistock reports on the impact of organisational change on the smooth running and management of the M80 programme in particular how changes to administrative support are working, in its next Annual Report to the ACP. | Include in 2016 annual report to Training Council | Completed | October 2016 |
| 2. That the Tavistock amends section 2 points 11 and 12 of the new 'Placements Handbook' to improve clarity and reduce any ambiguity relating to trainee progression. | Amendment of handbook | Completed | To be completed for Start of 2016-17 Academic year |
| 3. That the Tavistock adopts a more formal approach to developing its future M80 teachers and tutors and puts a | Strategic planning. Articulating a plan which can be disseminated | <i>A comprehensive staff CPD programme remains in place to enhance the teaching and supervising skills of existing staff and support development into new roles. Some new staff</i> | Spring 2017 |

| | | | |
|--|---|---|--|
| <p>succession plan in place.</p> <p>4. The panel recognises the actual and future potential of using Advanced Technology Learning systems in supporting the learning, personal and professional development of trainees, teaching staff and service supervisors and the Trust continues to explore with ATL staff to realise what MOODLE has to offer.</p> | <p>The work of TEL (Technology enhanced learning) is an ongoing project in which the M80 programme is fully engaging)</p> <p>Regular updates</p> | <p><i>appointments have been made for the 2016-17 year</i></p> <p><i>The academic submission processes were managed via moodle, as was marking and feedback to students. Moodle is now being used by course administrators exclusively for communication with staff and students. Service supervisors have Moodle access and TEL contributed an information session during the annual service supervisor meeting to demonstrate and illustrate the resources available to Service Supervisors through Moodle.</i></p> | <p>ongoing</p> |
| <p>5. That the staff team continue to review the process of matching trainees and placements so that trainee concerns are addressed</p> | <p>Annual review followed by adaptation of practice</p> | <p><i>Changes were made for 2016-17 intake which addressed the concerns described in the report.</i></p> <p>Completed</p> | <p><i>For June 2016 interview process</i></p> |
| <p>6. That The M80 management team requests resources from the Trust to provide additional expertise to support them in developing and implementing a comprehensive equality and diversity strategy.</p> | <p>Consultation with the Tavistock Equalities committee</p> <p>Development of a course strategy in conjunction with Trustwide action in this area</p> <p>Implementation of the strategy</p> | <p><i>Head of Training attended 'Inclusive curriculum' training day 14/9/16</i></p> <p><i>New year 4 theory sequence introduced</i></p> | <p><i>Autumn 2016</i></p> <p><i>End of 2016/17 academic year</i></p> <p><i>Will be ongoing</i></p> |

| | | | |
|--|--|--|------------------|
| | | | <i>long term</i> |
|--|--|--|------------------|