

ANNUAL REPORT TO THE TRAINING COUNCIL OF THE ACP ACADEMIC YEAR 2017-18

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.

Staffing: There is a Head of Training/Course Lead with other members of the course team taking the lead for developing aspects of the training as follows: Academic Tutor, Research Lead, Assessment Tutor who is also Diversity Lead, Lead for 'Student Journey' (working with the Student Recruitment office on the application and interview process, induction, student feedback and so on), and an additional research tutor. We welcomed the new Lead for Infant Mental Health at the beginning of the year and in the spring the new Placements Manager, as the two people who had previously shared this role moved on. We also have a separate role for Student Analysis arrangements. We inducted 3 people newly into the role of personal tutor, but sadly lost a much valued experienced tutor who died suddenly at the end of the first term. Existing tutors picked up his trainees, so that the tutor group started as 31 people and ended as 30. It should be noted that these roles are all part-time as all our staff also work clinically either at the Tavistock or in other services. 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.

There was an appointment to the permanent Course Administrator role mid-year which has greatly benefitted the smooth running of the programme.

2. CPD FOR STAFF

As clinicians/professionals:

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

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

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

- Committee work for the ACP, including membership of editorial board for Journal of Child Psychotherapy

- Journal Editorships: Journal of Infant Observation Journal (T Klauber)
- Joint series editors of the Tavistock Clinic book series with Routledge (K Stratton & J Catty)
- Membership of NICE expert panel to update the guideline on Child and Adolescent Depression (J Catty)
- External Examiner roles for Relate/University of Hull; Post MA, UKCP-qualifying training at Regent's University (B Yare)
- Book chapters Music, G (2018) *Neglecting neglect, another form of turning a blind eye*. In Harlem, A and Bonovitz, C; *Developmental Approaches to Therapeutic Action in Child Psychoanalysis and Psychotherapy*. Oxford: Routledge
- Papers in journals including: Bonfatto M '*Gender/ed identities: an overview of our current work as child psychotherapists in the Gender Identity Development Service*'. JCP March 2018; Music, G (2018) *Trauma and treading carefully: : Walking delicate tightropes between safeness and emotional challenge*. Journal of Infant, Child, and Adolescent Psychotherapy; Music G '*NHS Mental Health Staff: Securely attached or under attack?*' BACP Healthcare Journal
- Papers given at national and international conferences including by Graham Music in Australia, South Africa and Iceland; Louise Allnutt: '*How would you know?*' *Problems of perception, identity and understanding in the psychoanalytic treatment of adolescents on the autistic spectrum*. London Confer, and in Milan on Autistic and Psychotic Functioning; Sarina Campbell "*Accompanying and Navigating: A Journey with an Accompanied Minor*" *University of Essex conference on Children, Politics and Violence*'; Jenifer Wakelyn '*Understanding and addressing the psychological needs of infants and young children in care. Working with observation and using the 'Watch Me Play!' approach*' Ukraine and '*Identifying and addressing the Mental Health Vulnerabilities of Children in Care.*' Community Care Live Social Work Conference, London; Brinley Yare: a methodology paper on Thematic Analysis at the UKCP annual research conference (London); Jos Catty: *Adolescent time and waiting in time-limited psychoanalytic psychotherapy: the Waiting Times project*. Edinburgh and London; ACP annual conference where Anne Hurley, Katie Argent, Sarina Campbell and others gave a number of papers themed around race and difference, diversity;
- Organisation of conferences including the international conference for Teachers of Infant Observation
- Senior Research Fellow on a 5-year Wellcome-funded study, Waiting Times, led by Birkbeck College, University of London (representing the Tavistock) Jos Catty

As markers of assessed submissions: We 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 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, for people new into this role 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 and Course Teams In line with developing thinking about diversity, some staff attended a BPC facilitated LGBT workshop in September and a Learning and Teaching Conference in June.

3. DEVELOPMENTS IN CURRICULUM

We continued work in 17-18 on ‘the inclusive curriculum’, meaning to create opportunities and promote thinking about the implications of difference (cultural, racial, class, gender and sexual orientation), and a staff thinking group including the ‘feeder courses’ leads was convened to pursue this development. Reading lists have been further developed, now suggesting relevant papers in all areas of the curriculum relating to race and cultural difference, and to gender and sexuality. (Phases 1 and 2; phases 3 and 4 planned for next year). The workshop ‘difference, identity, diversity’ continued.

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

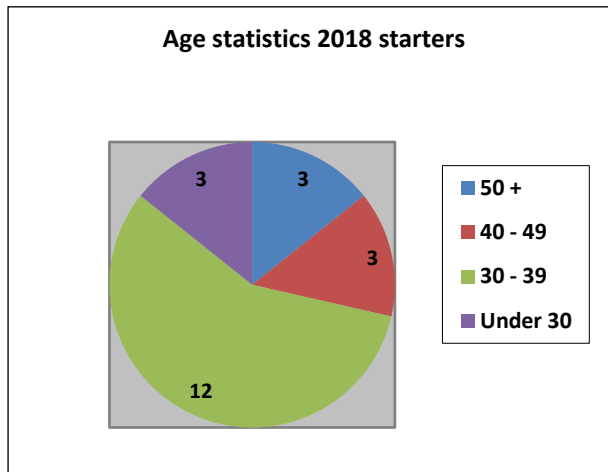
The interview and appointments processes taking place in 2017-18 led to 20 people being accepted for training with clinical posts to start in September/ October 2018, and one person with a post to work in an honorary capacity as follows:

	Number	Location
London	10	Various
East	2	Bedford, Hertfordshire
South East	3	Kent, Surrey (2)
South West	4	Plymouth, Gloucestershire, Bristol, Marlborough
South Central	2	Oxford
total	21	

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

There were 4 men and 17 women. All but 3 of the group are ‘white European’, with one ‘Black British (Caribbean) and one Asian British (Pakistani) and one ‘other’. No one declared a disability.

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, and the youngest this year was 27. Unusually this year we also have 3 people from other professional CAMHS backgrounds undertaking a relatively late career change into Child Psychotherapy. (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 83 people in training including 3 who took maternity leave for the whole, or part of the year. There were two unusual instances this academic year of people needing to discontinue training for personal reasons. In both cases this was managed with appropriate notice enabling careful thought in the service as to how to minimise the impact on their patients.

There were again a number of placements where significant difficulties arose, as services across the country undergo service redesign and reduce staff numbers, with a particular impact on senior experienced staff, so that many experienced service supervisors left their posts. This year we ran two CPD groups (monthly through the year) to support people new to the service supervisor role. Tutors have again offered additional support to trainees (and in some cases service 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. Service reconfiguration in one area did nonetheless lead to two trainees needing to move placement, with considerable ensuing disruption to their training, and of course to their patients, while two other trainees needed to extend their training by a term following a placement move.

6 QUALIFICATIONS SINCE LAST REPORT

17 people qualified clinically in the 2017-18 year leading to ACP membership.

Two of these people were from overseas and they returned to their home country, but all others have taken up employment in the public sector. (See list)

7 POST QUALIFICATION EMPLOYMENT

15 have moved into posts, and although there has been some migration from East England towards London, the majority have stayed in the geographical area where they trained.

Location of Training Post		Location of Employment	
London	5	London	5
East	3	East England	1
South East	2	South East	2
Wessex	2	Wessex	2*
South West	3	South West	3

8 ACADEMIC COMPLETIONS

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

There were 10 awards of Professional Doctorate to Tavistock students. (See list)

All completions this year were with the University of East London (UEL)

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

We continued to run 2 academic programmes, Essex (years 1, 2 and 3) and UEL (year 4 and doctoral write-up stage students) together. The Essex university programme which integrates the research doctorate and clinical training will generate the first completions at

the end of next year (18-19). Some students in this first cohort have experienced teething problems in being able to complete the governance processes (ethical and R&D approval) to start their research projects in a timely way, which we have been working to address both individually and at a system level. Despite this, most of the cohort are on track to complete during 2019.

Uncertainty about the HEE salary support funding position for future cohorts of trainees was a significant issue for the training and the Trust through the year, particularly for students on the pre-clinical programme hoping to apply in 18-19 to start in 2019.

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

There was no university reaccreditation process this year, but we took part in the 'annual review of courses' (Essex) and 'Review and Enhancement' process (UEL). Because of changes in the HEE quality contract performance monitoring approach, the Annual Report RAG rating system has been discontinued.

There were no formal complaints this year.

12. ACTION PLAN re ACP Re-accreditation

Please see the further developments in relation to development of teaching staff (recommendation 3) in sections 1 and 2 of this report and in relation to equality and diversity agenda (recommendation 6) in the section on curriculum development.

Action Plan in response to ACP Reaccreditation Report 2016

Conditions			
There were no conditions			
Recommendations	Action Needed	Progress to date	Timeframe
<p>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.</p>	<p>Include in 2016 annual report to training Council</p>	<p style="text-align: center;"><i>Completed</i></p> <p style="text-align: center;"><i>(see section 1 of this report for ongoing developments in this area)</i></p>	<p style="text-align: center;">October 2016</p>
<p>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.</p>	<p>Amendment of handbook</p>	<p style="text-align: center;"><i>Completed</i></p>	<p style="text-align: center;">Completed for Start of 2016-17 Academic year</p>
<p>3. That the Tavistock adopts a more formal approach to developing its future M80 teachers and tutors and puts a succession plan in place.</p>	<p>Strategic planning. Articulating a plan which can be disseminated</p>	<p style="text-align: center;"><i>Completed.</i></p> <p style="text-align: center;"><i>(See sections 1 and 2 of this report for ongoing developments in this area)</i></p>	<p style="text-align: center;">Spring 2017</p>
<p>4. The panel recognises the actual and future potential of using Advanced Technology Learning systems in</p>	<p>The work of TEL (Technology enhanced learning) is an ongoing project in which</p>	<p style="text-align: center;"><i>The academic submission processes were managed via Moodle, as was marking and feedback to students.</i></p>	<p style="text-align: center;"><i>ongoing</i></p>

<p>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 M80 programme is fully engaging)</p>	<p><i>Service supervisors have Moodle access but this is still underused so 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>5. That the staff team continue to review the process of matching trainees and placements so that trainee concerns are addressed</p>	<p>Regular updates</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><i>completed</i></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>completed</i></p> <p><i>Appointment of a diversity lead for the Programme has enabled the development of a Course strategy, which is in process of implementation, linking with the Trustwide strategy and action.</i></p> <p><i>(see section 3 of this report for ongoing developments)</i></p>	<p><i>October 2018</i></p>