

annual report to the training council of the ACP academic year 2013- 2014 (edited)

1. student intake and placements (including issues of access and diversity)

The 2013/4 intake comprised a group of 7, 3 men and 4 women.

2. student progression years 2+

(with comments re any difficulties in placements/ analytic arrangements/training school)

At the start of the year there were 25 trainees, with 1 on maternity leave, and a further 2 who returned from maternity leave in the course of the year.

While many of the services underwent 'transformation', causing considerable anxieties and disruption, none of the placements was formally disrupted and all the trainees were able to continue with their trainings.

A new Head of Training began in post in Sept 2013, but had been part of the staff team earlier so the change was well managed. There were no other staff changes.

Trainees are in 4 or 5 times weekly analysis and there were no difficulties in analytic arrangements.

3. qualifications since last report

There have been five qualifications since the last report.

4. employment

1 is employed as a child & adolescent psychotherapist in a CAMHS service, 1 with a schools project managed through a CAMHS service, 2 are on Bank employment with the Clinic where they previously worked and 1 is at home with an infant.

5. academic completions (where appropriate)

One student was awarded her doctorate- our 1st!

6. developments in curriculum

The afternoon workshop programme continued to be refined and to be responsive to requests from both the students and their service supervisors for specific topics to be covered.

7. staffing

The core staff team remained the same, with 1 senior member retiring at the end of the academic year. A Quality Assurance Manager was appointed on a 1 year contract. Because of her relocation the Research Co-ordinator decided to resign at the end of the academic year and began the process of inducting a member of the staff group to her role.

8. CPD for staff

There are many opportunities for continuing professional development available as part of the ongoing IPCAPA members' programmes, more generally as part of their wider membership of the bpf, which has regular Scientific meetings, work in progress forums, as well as an annual conference and one-off presentations. The development of the workshop programme has offered further opportunities for the core staff team to expand their knowledge of modern NHS practices and to be aware of the latest research in the topic under discussion. As the visiting teachers for the workshop programme and theory seminars contribute to the training on a limited time basis it is appropriate that they hold responsibility for their own professional development.

9. issues for the training school and host organisation (where appropriate)

In the course of this year we agreed our new doctorate programme with AFC-UCL, and the 1st intake of students started in October 2014. This is a radical new programme, designed to ensure that trainees achieve their doctoral qualification within the 4 years of the training.

We therefore closed our programme with Birkbeck, with those who were the year 1s in this year being the last who were eligible to apply to Birkbeck. Those already undertaking doctoral research at Birkbeck will of course have the opportunity to continue so that for the next few years we will have 2 separate doctoral partners.

10. quality monitoring (including any complaints and with reference to university/sha processes)

The training achieved a green 100% rating under the new enhanced QCPM process. There were no complaints made formally by or about any of our trainees. Below are listed some of the alterations that were reported on to the ACP, following the last ACP accreditation visit in Summer 2013.

Equality & diversity issues had always been embedded in the curriculum but have been given greater overt prominence. Trainees have attended a bpf day on Race and are receiving a ½ day workshop in the 2014-5 Workshop programme. In that programme issues of diversity will be given further attention with teaching on working with same sex parents. Additionally it has been addressed during the ½ day group sessions held in Autumn & Summer term 2014 and after discussion with the trainees it was agreed that it would form the focus of a number of the practice group meetings over 1 term.

Learning objectives and outcomes have been stated in the 2014 handbook. Additionally the learning team have been working on a document delineating the criteria for evaluating trainees' progress and the achievements that we would have expected them to achieve by the end of each academic year.

We are in a ground breaking position with our new doctorate taking place with AFC/UCL in which the research and the clinical are completely intertwined. For those trainees not on that doctorate programme (ie all those covered by this report) we have our ongoing doctoral programme with Birkbeck. We are delighted to announce that our 1st doctorate was awarded in January 2014 and others are in the pipeline. For those not enrolled on a doctorate programme we have a programme of presentations on research within the NHS relevant to child psychotherapists- there are 2 or 3 presentations per term, adding up to a significant body of knowledge over the 4 year training.

Since the accreditation visit, new staffing structures at the BPF have been agreed and IPCAPA has had a full-time dedicated administrator from September 2013.

A pilot scheme for encouraging and getting potential new intensive case supervisors to an appropriate level of readiness has been running since Autumn 2013 with 5 members- 2 IPCAPA graduates and 3 from other training schools. This has increased the pool of intensive case supervisors. It is intended that this programme will continue on a regular basis. The postgraduate committee has also updated its supervisors list, and will be seeking feedback from trainees and recent graduates to ensure the continued high standard of intensive case supervision.