

Guidance for staff and students when there is a change or termination of training analysis

Introduction

This guidance is intended as a model of good practice when there is a change, breakdown or termination of a student's training analysis and sets out the procedure and considerations for staff and students (who may otherwise be known as a 'trainee').

Training analysis is often a mandatory component of qualifying psychotherapy training and in particular is a course requirement for students who are registered on the following bpf programmes of study:

- Couple Psychodynamic Psychotherapy Training
- IPCAPA training programmes
- PPA training programmes
- BJJA training programmes
- Psychodynamic Psychotherapy Training
- Psychoanalytic & Psychodynamic Psychotherapy Training (bpf North)

We understand that on occasion an interruption in training analysis may be unavoidable, for example when a training analyst retires or has a long-term illness. However, if a student ceases to attend training analysis or when the bpf is not informed of a change or termination of training analysis, this may raise ethical and fitness to practise concerns. The bpf may consider such cases under the bpf's Student Fitness to Practise Policy.

This guidance should be read in conjunction with the:

- bpf's Student Fitness to Practice Policy
- published course requirements and student handbook for the student's programme of study
- Analytical and Ethical Stance of a bpf trainee
- General Competency Framework

Staff and students may also wish to refer to:

- British Psychoanalytic Council [Training and Training Therapist Criteria](#), and in particular the Guidelines on training therapy: reporting and informing
- Association of Child Psychotherapists: Quality Assurance Framework for Training in Child and Adolescent Psychodynamic Psychotherapy

- Partnership of Counselling and Psychotherapy Bodies: [SCoPEd Framework](#)

Purpose

“A psychoanalytic training therapy offers the best support and protection for the future clinician, as they have to manage the pressures of working with the distress and pathology of their patients. All work that is psychoanalytically based requires the clinician to engage deeply with their internal world. This is best achieved through a frequency of contact which is strong enough to both stimulate and contain feelings of a disturbing nature.” (excerpt from [BPC Guidelines for the Selection of Training Analysts/Therapists and Training Supervisors](#)).

The bpf following the British Psychoanalytic Council requirements for the appointment of training analysts.

Procedure

1. When a student or training analyst informs the bpf that the training analysis has been interrupted.

Example: the training analyst has retired; the training analyst has been taken ill or is suffering from a long-term illness; the training analyst is relocating; the student requests to change training analyst.

The steps that the bpf will take:

- The Director of Training or Chair of the Training Committee (or nominee) will work with the student to develop and put in place an action plan.
- The purpose of the action plan is to help the staff and student to consider the implications on the student's programme of study and their training pathway.
- As part of the action plan, we will also carry out a risk assessment, which is especially important when a student is in a clinical setting or providing therapy as part of their programme of study.

2. When a student or training analyst informs the bpf that the therapeutic relationship has transferred from training analysis to personal analysis

The steps that the bpf will take:

- It is unusual for a student to concurrently balance being in personal analysis alongside training analysis.
- The Director of Training or Chair of the Training Committee (or nominee) will meet with the student to discuss the concerns and provide the student with an opportunity to explain circumstances that may have led to the change in the analytical relationship.
- We will consider the implications on the student's programme of study and their training pathway, and appropriate actions with the student, setting out an action plan and timescales for reviewing actions. In such circumstances, we may require the student to pause or intermit from their programme of study until such time that they can resume training analysis. The student may be

asked to demonstrate that they have the necessary competencies to return to their programme of study.

- As part of the action plan, we will also carry out a risk assessment, which is especially important when a student is in on a practical placement or is seeing patients in a clinical setting as part of their programme of study.
- In some situations, we may need to take immediate action and the case may be referred for consideration under the bpf's Fitness to Practise Policy.

3. The training analyst informs the bpf that they have withdrawn from the therapeutic relationship.

The steps that the bpf will take:

- The Director of Training or Chair of the Training Committee (or nominee) will contact the student to arrange a meeting to discuss the concerns and provide the student with an opportunity to explain circumstances that may have led to the training analyst withdrawing from the therapeutic relationship.
- We will consider the implications on the student's programme of study and their training pathway, and appropriate actions with the student, setting out an action plan and timescales for reviewing actions. In such circumstances, we may require the student to pause or intermit from their programme of study until such time that they can resume training analysis. The student may be asked to demonstrate that they have the necessary competencies to return to their programme of study.
- As part of the action plan, we will also carry out a risk assessment, which is especially important when a student is in on a practical placement, is seeing patients in a clinical setting or where the student is undertaking an infant observation as part of their programme of study. The student may be required to pause their clinical work and/or infant observation.
- In some situations, we may need to take immediate action and the case may be referred for consideration under the bpf's Fitness to Practise Policy.

4. The student does not inform the bpf that they have change training analyst, stopped attending or terminated their training analysis.

Examples: the student ceases to attend meetings with their training analysis; the student changes their training analyst without consultation or approval by the bpf; the student terminates their training analysis; the student does not meet the course requirements.

The steps that the bpf will take:

- The Director of Training or Chair of the Training Committee (or nominee) will contact the student to arrange a meeting to discuss the concerns and provide the student with an opportunity to explain circumstances that may have led to the student changing their training analyst without approval and agreement by the bpf, or that they have stopped attending or terminated their training analysis.

- We will consider the implications on the student's programme of study and their training pathway, and appropriate actions with the student, setting out an action plan and timescales for reviewing actions. In such circumstances, we may require the student to pause or intermit from their programme of study until such time that they can resume training analysis. The student may be asked to demonstrate that they have the necessary competencies to return to their programme of study.
- As part of the action plan, we will also carry out a risk assessment, which is especially important when a student is in on a practical placement, is seeing patients in a clinical setting or where the student is undertaking an infant observation as part of their programme of study. The student may be required to pause their clinical work and/or infant observation.
- In some situations, we may need to take immediate action and the case may be referred for consideration under the bpf's Fitness to Practise Policy.

Fitness to Practise

Fitness to Practise is about the ability to meet professional standards and takes into consideration a student's character, professional competence and health. A student is considered fit to practise when they demonstrate:

- the knowledge, skills, and professional competence required for their stage of training.
- behaviour consistent with professional codes of conduct.
- insight, reliability, and emotional stability appropriate to therapeutic or professional work.
- the ability to engage safely and responsibly with clients, peers, and staff.
- physical and mental health sufficient to meet the demands of training and Practise, with reasonable adjustments where appropriate.

Our Fitness to Practise Policy sets out the standards and processes through which we ensure that students remain fit to practise within our training programmes.

Where a student is already a registered psychotherapist, and where we have concerns about their fitness to practise, we have a responsibility to raise those concerns with the relevant professional body, such as the British Psychoanalytic Council or the Association of Child Psychotherapists.

When a course is delivered in partnership with another educational institution

When a student is undertaking a course or programme of study which is being delivered by the bpf in partnership with another educational institution, such as Birkbeck (University of London), University College London (UCL) or the Anna Freud Centre, the student's support to study plan will be developed in conjunction with any respective policy of that educational institution.

The bpf may share information that is proportionate to the student's action plan with the relevant educational partner for their consideration.

When a student is on a professional placement

As part of your programme of study, a student may undertake a professional placement. We may share information proportionate to the student's action plan with the relevant placement provider for their consideration.

Internal resources

Staff and Students may wish to refer to our [Student Policies and Regulations](#).

External resources

- BPC Training and Training Therapist Criteria
<https://www.bpc.org.uk/training/how-we-accredit-training/>
- ACP Standards of Training
<https://childpsychotherapy.org.uk/acp-register-standards/standards-training-0>
- Partnership of Counselling and Psychotherapy Bodies
<https://www.pcpb.org.uk/>
- University College London
<https://www.ucl.ac.uk>
- Birkbeck, University of London
<https://www.bbk.ac.uk>

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