

Offender Personality Disorder Higher Education Training Programme 'Northern Region'



Annual Report 2019/20

A Collaboration between the University of Central Lancashire and
Leeds & York Partnership NHS Foundation Trust

Contents	Pages
 Part 1	
Introduction and Background.....	3
 Part 2	
Project team and wider working team.....	3
UCLan Academic Team.....	3-4
Wider Working Group Collaborations.....	4-5
Project Management.....	5
 Part 3	
Delivery of Programme.....	6
Accreditation of Modules.....	6
Recruitment.....	6
Shortlisting.....	6
Delivery.....	6-11
Student Attendance Across All Modules.....	11
Student Assessment Pass rate's Across All Modules.....	11
 Part 4	
Research Evaluation.....	11-12
Academic Rationale for this Project.....	12
Research Outline.....	12-13
Preliminary Results.....	13
Provisional Quantitative Results.....	13-14
Provisional Qualitative Results.....	14-15
 Part 5	
Other Outputs.....	16
Next Steps.....	16-17
Reflections.....	17
Acknowledgements.....	18
Appendices.....	19-34

Part 1

Introduction and Background

This report has been developed, to provide our commissioners with an overview of the OPD higher education Programme to date and includes; background, a review of progress in meeting our objectives and a preliminary overview of evaluations.

In March 2019 we responded to a tender from Leeds & York Partnership NHS Foundation Trust, with its purpose of developing and delivering a HIGHER LEARNING - WORKFORCE DEVELOPMENT - OFFENDER PERSONALITY DISORDER PROGRAMME. The University of Central Lancashire (UCLan) Led by Principle Investigator Dr Gary Lamph developed an application for a tender. A cross faculty project team was established to support the development of this programme of work. A UCLan project Team Overview and Organogram outlining key collaborators and our strengths can be viewed in Appendix 1 & 2.

UCLan was successfully awarded 3 of the 4 modules open for tender to the financial value of £79,500. UCLan were able to offer the following three 20 credit modules, all of which have since been validated to be studied at different academic levels (Diploma, Degree or Masters Degree Levels) depending on students' previous academic experience. All three modules were developed with input from clinicians and people with lived experience after the UCLan team established a wider working group of ad hoc lecturers to complement the existing team and grow our partnerships. The 3 modules awarded were;

- OPD Module 1, Enhancing Capability for Working with People with Personality Disorder
- OPD Module 2, Formulation and Therapeutic Approaches to Working with People with Personality Disorder
- OPD Module 3 Managing Complex Mental Health Needs, Relationships, Teams and Environments.

During validation of the modules we have ensured that each of the modules at both degree level and MSc level are also aligned to full BSc and MSc programmes. Hence, should students wish to complete further modules the credits from the OPD Modules can count towards exit awards at both BSc and MSc Levels. 20 student places were offered for each module and all training took place at Co>Space North Training Venue in Leeds.

Part 2

Project Team and Wider Working Team

UCLan Academic Team

The team for this contract has been led by Dr Gary Lamph who has remained strategic lead and PI for the project, and Alison Elliott who is the programme lead and leads the operational aspect of the programme and its delivery.

Gary's role has focussed on providing overall leadership to the project including strategic leadership, quality assurance, overseeing the budget and the research evaluation of the project. Alison's role provides operational leadership to the project focussed upon the delivery of modules and supporting the module team and students. Both have also, due to their subject matter expertise, been heavily involved in the development and delivery of the programme content, with Gary appointed as module leader for OPD 1 and Alison module leader for modules OPD 2 and 3.

The UCLan team is further complimented by our Professorial Leaders who have vast clinical expertise and academic expertise which includes developing and delivering credit bearing personality disorder programmes and research including Professor Mick McKeown (Professor of Democratic Mental Health, School of Nursing), Professor Karen Wright, Professor (Head of School of Nursing), Professor Niki

Graham-Kevan (Professor in the Psychology of Aggression School of Psychology). Additionally, senior university leaders have supported this project throughout; Jannette Grey (Acting Dean) Sarah Trill (Deputy Head of School of Nursing) and Nicholas Bohannon (Principal Lecturer for Mental Health) and Dr Gillian Rayner (Principal Lecturer Counselling and Psychotherapy). Other influential UCLan team contributors included our lecturing team, Tiffany Sinclair (Lecturer in Mental Health), Simon Baverstock (Senior Lecturer in Mental Health), Chris Connell (Lecturer in Mental Health), Emma Jones (Senior Lecturer in Mental Health) and Dr Kathryn Gardner (Senior Lecturer in Psychology). Our team was further complimented via inclusion of Dr Emma Gillaspay (Senior Lecturer in Digital Learning and Technology) and our administration team at UCLan which was led by Patricia Johnson and finally our project was supported by the UCLan Criminal Justice Partnership Lead (Jayn Pearson) who assisted with project administration duties and also recruitment and identification of key regional collaborators.

Wider Working Group Collaborations

We acknowledged that this programme required collaborators outside of UCLan to enhance the content and its delivery. Hence one of our early tasks was in the identification and recruitment of regional based collaborations. This included clinical partners who have both expertise of personality disorder and also current working experience of the offender personality disorder pathway, hence ensuring current clinical and occupational expertise informed this project. Additionally we also focussed on identifying contributors who have lived experience of personality disorder, who have been crucial to the co-delivery and development ethos we adopt to ensure that people who have experienced difficulties associated with personality difficulties, provide their lived expertise to this programme and the relational elements of the programme that are embedded throughout. It should however also be noted that all those identified have training expertise and many have also additional clinical occupational expertise.

An away day was held to bring together this wider working group of collaborators and the UCLan team which was well attended. This meeting was a half day event held at UCLan on 12th July 2019 and was an event that was full of enthusiasm and energy for the project. The meeting focussed upon the setting up our collaborators as UCLan registered ad hoc lecturers, which ensured they were paid and valued for their contributions to the programme. We started the day sharing our vision with our identified collaborators and invited their input to further assist in its development and to identify delivery days they wished to co-facilitate. From this meeting we were able to develop several small project working groups that focussed upon different elements of the programme and our strategy. Key outcomes from the day included a refinement to our recruitment strategy, the chosen modules titles and content within them, the adaption and finalisation our recruitment materials and the development of an underpinning philosophy for our programme of study. The philosophy was largely informed and developed with subject matter expertise of our clinical partners Dr Jo Ramsden and Dr Simon Crowther (MerseyCare NHS Foundation Trust) and has become a crucial a defining feature of our programme. (See Appendix 3).

Our identified partners included; Sue Ellis (Regional KUF Co-ordinator and Commissioner) Cory Calvert-Murray, Fi Jones, Kim Ratcliffe (North West Boroughs Healthcare NHS Foundation Trust), Jamie Scott (Commissioner Leeds and York Partnership NHS Foundation Trust) Dr Jo Ramsden (Leeds and York Partnership NHS Foundation Trust), Dr Fiona Wilks-Riley (Forensic Psychological Solutions), Charlene Lindsey, Lynsey McGann and Dr Joanna Hearne (Lancashire Care NHS Foundation Trust), Dr Simon Crowther (MerseyCare NHS Foundation Trust) Tanya Cockerill & Claire Cooper (Justice Sector)

A second event was hosted in Leeds on Wednesday 18th September 2019, however attendance was very low. It should be noted however that our wider working group have been engaged throughout the process in relation to the specific components they contributed teaching to. During this second meeting we were however able to meet and have a very productive meeting with one of the commissioners (Sue Ellis) who was able to approve and review the content of the programme prior to our delivery going live.

We have ensured that throughout this programme co-production has been at the heart of the project. We have proudly embraced and wish to further develop our working relationships with current partners in future projects but also to further expand upon this in relation to other OPD workforce development projects. The unique combination of lived and occupational expertise has complimented the academic and research expertise of the UCLan workforce, ensuring all content is credible and up to date. The mixed facilitators from lived, occupational and academic backgrounds have been well received and commended by our students in their feedback. All those from the UCLan team supporting this project have benefited from the support and expertise of our collaborators, hence co-production and co-delivery is acknowledged to have been one of the key factors in the success and credibility of the programme.

Project Management

Throughout the process we have kept a clear project timetable successfully meeting identified milestones. In light of COVID-19 we are pleased to report that all key tasks have been achieved and delivery of contract has been achieved with the exception of delays to the research evaluation (which we discuss in more detail in part 4 of this report) and in the assessed component of OPD Module 3, for which we have pragmatically provided all students with an ‘Extenuating Circumstances Extension’ (EC’s) on the assessed work submissions until 28th August 2020. Programme Leader Alison Elliott has maintained close contact and has received lots of positive responses from students in the compassionate action she has taken and in light of her acknowledging the occupational and social challenges people are currently facing.

OPD Pathway GANTT Draft 1	May-19	Jun-19	Jul-19	Aug-19	Sep-19	Oct-19	Nov-19	Dec-19	Jan-20	Feb-20	Mar-20	Apr-20	May-20	Jun-20
	Phase 1 Development				Phase 2 Delivery				Phase 3 Evaluation / Reporting					
Identify team EBE,EBO Acads	GL/AE													
Network KUF / Commissioner	GL/AE													
Module 1														
Content Refresh	Module Leaders and Lecturers / Oversight from LIAG, CRAG													
Validate Module 3 levels	GL/AE													
Delivery timetable			GL/AE											
Blackboard organisation				GL										
Module 2														
Content Refresh	Module Leaders and Lecturers / Oversight from LIAG/ CRAG													
Validate Module 3 levels	AE/GL													
Delivery timetable			AE/GL											
Blackboard organisation				AE										
Module 4														
Content Refresh	Module Leaders and Lecturers / Oversight from LIAG, CRAG													
Validate Module 3 levels														
Delivery timetable							AE/EJ							
Blackboard organisation								EJ						
Module 1														
Delivery (Wednesdays)						2/10 Pre		11/12 Post						
Marking / Results														
Module 2														
Delivery (Thursdays)							7/11 Pre	19/12 Post						
Marking														
Module 4														
Delivery (Wednesdays)									15/01 Pre	26/02 Post				
Marking														
Listening Events (GL /AE)			Event 1		Event 2									
Celebration Event (GL/AE Evaluation Team)														
Write up annual report (GL/ AE Evaluation Team)														

Our Project Management Gantt Chart can be viewed above, which provides an indication of the overall project timetable.

Part 3

Delivery of the Programme

Accreditation of Modules

At UCLan we have the only current / active and longest standing MSc in personality disorder in England. Our content has been developed from existing materials and been updated and reviewed to ensure it is aligned with the OPD workforce's needs and included relevant literature policies to underpin our delivery. Additionally, we also ensured all content was made occupationally relevant to the mixed cohorts of students we recruited. During the early development it was acknowledged that we would be delivering this training to people from a variety of different criminal justice settings, from across the regional context, hence there would be regional differences to consider and even more challenging mixed multi-disciplinary backgrounds and academic experiences. Hence some students may have come with none, or limited, higher education experience and others such as clinical psychologists would come with doctoral level qualifications and expertise. We felt that much inter-disciplinary learning could result from bringing people from different parts of the pathway together, and hence developed each of our modules to be delivered across 3 different levels of study including foundation degree (level 5), BSc (Level 6) and MSc (Level 7). All students would receive the same content but would be supported to complete the assessed component at the most suitable level of study. Involvement of the wider working team supported course developments and also the content to be included in each of the new OPD modules. We were supported to prioritise the programme for accreditation by our acting Dean of School (Janette Grey) and validate each of the modules across the 3 different academic levels. We also ensured the modules were validated against existing programmes so that the academic credits studies at both BSc and MSc levels could be used towards further study exit awards at UCLan, should student wish to further proceed with this.

Recruitment

Once all courses were validated, we were able to progress with our recruitment. At UCLan we developed recruitment flyers which were then shared with our partner and administrators at York and Leeds Partnership NHS Foundation Trust who distributed them and collected applications on our behalf.

Shortlisting

All applications were shortlisted by one of our commissioners (Jamie Scott or Sue Ellis) and one of the UCLan OPD Leads (Gary Lamph or Alison Elliott). During shortlisting we ensured that equal opportunity was afforded to students in a transparent way with students only being given a second module in the event of it being undersubscribed. This stance was taken by commissioners to ensure that our training had as wide a reach as possible during its pilot phase. Applicants were provisionally identified for a specific level of study based on previous expertise and UCLan staff led this. However, on day one of the module students could request to change, something which a small minority took advantage of moving either down a level or up a level.

Delivery

Three pilot modules were delivered between October 2019 and April 2020. Each taught session included input from a member of UCLan's academic staff. Academic supervisory structures were put in place to provide each student with guidance aligned to their chosen level of study.

MODULE 1

Module Title; Enhancing Capability for Working with People with Personality Disorder

Module Leader: Gary Lamph


This module aimed to:

- Build upon students' capabilities when working with individuals with personality disorder
- Provide an overview of the context of personality disorder, its philosophical and ideological underpinnings and the place of personality disorder in mental health research and policy

The key learning outcomes of this module included:

- Models of personality disorder
- Ideological basis of personality disorder in the context of practice
- Exploration of attitudes, beliefs and values
- Service options and evidence-based practice for individuals with personality disorder

Timetable OPD 1

OPD Module 1 (Assessed at 1a, 1b, 1c)						
Module Name: Enhancing capability for working with personality disorder (NU2556, 3556, 4556)						
Module leader: Gary Lamph						
Date	9.30-12pm			Lunch 12.00-12.30	12.30-3pm - Lectures 3-4pm Group feedback session	
Wednesday 2 nd October	Module introduction / Induction Gary Lamph / Alison Elliott / Fi Jones		Making a therapeutic connection 10-12pm Gary / Alison / Fi		Assignment/ Prep for case studies Alison / Fi	Self-awareness and reflective practice workshop (Unconscious Bias) Alison / Fi
Wednesday 9 th October	Trio time	Theories of Personality Disorder Alison Elliott			Diagnosis Alison	Boundaries Alison
Wednesday 16 th October	Trio time	Representations of PD Mick McKeown	Alternatives to a medical model 12.30-1.30pm Gary Lamph		Formulation (Genogram) Gary Lamph	
Wednesday 23 rd October	Trio time	Emerging PD (ACES) Simon Baverstock / Tiff Sinclair			Risk and Forensic Issues Tiff / Simon	
Wednesday 30 th October	Trio time	Lived Experience Presentation workshop Cory Calvert-Murray / Alison Elliott			Suicide and self-harm Alison	Interventions Alison
Wednesday 6 th November	Trio time	Structured Clinical Management Charlene Lindsay / Gary Lamph			Assessed component group supervision How to develop a poster presentation Gary	
Wednesday 13 th November	Trio time	A Whole System Approach to Personality Disorder Gary Lamph / Sue Ellis	Case Presentation Time Gary / Sue		Case Presentation Time Sue / Gary	Debate – Does it Exist Sue / Gary
Wednesday 11 th December	Poster Assessment day (Gary Lamph / Alison Elliott / Sue Ellis)					
Reading on blackboard						
Feedback for assessment due on 9th January 2020 at 4pm.						
Trio time = Triumvirate Assignment Supervision						

Sessions included reflections on self-awareness, unconscious bias, therapeutic connections, working with self-injury and suicidality, formulation, emerging personality disorder including adverse childhood experiences, alternatives to the 'Medical Model', whole system approaches, risk and forensic issues.

The module offered students with an opportunity to enhance their practice and progress along the Personality Disorder Skills Escalator (NIMHE, 2003) within the context of their practice and will include service user and occupational perspectives.



(Module 1 Final Day Group Photo)

MODULE 2

Module Title: Formulation and Therapeutic Approaches to Working with People with Personality Disorder

Module Leader: Alison Elliott


This module aimed to:

- Allow students to enhance their knowledge of assessment / formulation of the client with personality disorder. The management of risk and various therapeutic approaches in developing effective responses and interventions to people with personality disorder were explored.
- Considered the impact of working with this client group. The recognition of interpersonal and interprofessional issues and evidence-based approaches for effectively working with this client group were explored.

The key learning outcomes of this module included:

- Assessment tools
- Risk assessment and management
- Psychologically informed case formulation
- Interpersonal dynamics and boundaries
- Evidence-based interventions (Dialectic Behavioural Therapy / Mentalisation Based Therapy / Cognitive Analytic Therapy)
- Enabling environments

Timetable OPD 2

OPD Module 2 (Assessed at 2a, 2b, 2c) Module Name: Assessment and Therapeutic Approaches to Personality Disorder (NU2557 / NU3557 / NU4557) Module leader: Alison Elliott					
Date	9.30-12pm		Lunch 12.00-12.30	12.30-3pm Lectures - 3-4pm group feedback session	
Thursday 7 th November	Module introduction Alison Elliott	Assessment of Personality Disorder Alison / Kim Ratcliffe		MBT Stance Jo Ramsden	
Thursday 14 th November	Trio time	Challenges to intervention Alison Elliott / Charlene Lindsay		Psychopathy Alison	
Thursday 21 st November	Trio time	CBT for Personality Disorder in everyday practice Gary Lamph		Interpersonal challenges and effectiveness Gary	
Thursday 28 th November	Trio time	Cognitive Analytic Therapy Alison Elliott / Lyndsey McGann		Risk Assessment Alison / Jo Hearn	
Thursday 5 th December	Trio time	Assignment Planning Session Alison Elliott		Study Skills Session Alison	
Thursday 12 th December	Trio time	Psychologically informed formulation Alison Elliott / Jo Ramsden		Psychologically informed formulation Alison / Jo Ramsden	
Thursday 19 th December	Trio time	The principles of Therapeutic Communities (PIPES) / Enabling Environments Alison Elliott / Tomas Zilinsky		Workshop on how to take learning from this module into practice Alison	Evaluation of module Alison
Reading on blackboard					
16th January submission of case study assignments via Turnitin. Feedback due on 6th February 2020.					
*Trio time = Triumvirate Assianment Supervision					

The voice of people with lived experience and occupational expertise is drawn upon and enhanced the delivery of this module. The module was specifically aligned to the offender management and secure services workforce (and had a focus on psychologically informed formulation / pathway plans, offender needs, and workforce responses) with the aim of reducing reoffending, improving public protection and enhancing client / service relationships.



(Module 2 Group Working Photos)

MODULE 3

Module Title; Managing Complex Mental Health Needs, Relationships, Teams and Environments

Module Leader: Alison Elliott


This module aimed to:

- Develop students' capacity to critically analyse the service setting, and team dynamics
- Develop students' capacity to critically analyse the relationships of practitioners and clients who present with personality disorder related difficulties and complexity

The key learning outcome of this module included:

- Examination and understanding of holistic and integrative methods of managing individuals in a variety of settings
- Critique of the teamwork response
- Mastery in effective ways of working with complex mental health needs and proposals for change
- Critical awareness of the impact of self within the relationship with the client and other team members

Timetable OPD 3

OPD Module 3 (Assessed 3a, 3b, 3c) Module Name: Managing Complex Mental Health Needs, Relationships, Teams and Environments (NU2555 / NU3555/ NU4555) Module leader: Alison Elliott					
Date	9.30-12pm		Lunch 12.00-12.30	12.30-3pm 3-4pm blackboard reading and assignment prep	
Wednesday 15 th January 2020	Module introduction & assessment guidance Alison Elliott	Organisational Models Alison Elliott		Systems and Recruitment Workshop Alison Elliot	
Wednesday 22 nd January 2020	Psycho-dynamic and the organisation Amanda Weir			Transference, containment and splitting Amanda Weir	
Wednesday 29 th January 2020	Leadership, Resilience & Supervision Tiff Sinclair			Staff Attitudes and Stigma Tiff Sinclair / Cory Calvert-Murray	
Wednesday 5 th February 2020	Engaging with offenders and interpersonal effectiveness Kim Ratcliffe			Reflective Models and Organisational Learning Alison Elliott	Assessment guidance Alison Elliott
Wednesday 12 th February 2020	Reflection on own areas of work and effectiveness 'The good, the bad and the ugly' Gary Lamph			Team and Service Specific Formulation and Genograms Gary Lamph	
Wednesday 19 th February 2020	Alternative perspectives and philosophical approaches to personality disorder Chris Connell			Implications of representations of Personality Disorder for practice' Professor Mick McKeown	
Wednesday 26 th February 2020	Critical Dialogue Practice Sessions Alison Elliott / Gary Lamph			Workshop on how to take learning from this module into practice Alison Elliott	Evaluation of module Alison Elliott
Reading on blackboard					
Critical Dialogue 15-20 minutes audio recording and written assignment. Submission on 11th March 2020, Feedback on the 1st April 2020.					

Module content included consideration of a systems approach to disorder – sociological, psychological and philosophical methodology, using a teamwork approach with individuals with complex mental health needs and personality disorder, the impact of personal qualities, staff profiles and service and systemic organisation, and issues on the delivery of service and outcomes for patients.

The key focus of this module included holistic and integrative methods of managing individuals in a variety of settings, with a focus on offender personality disorder pathways.



(Module 3 Group Working Photos – Mapping out OPD Systems)

All modules included involvement of our cross-faculty development team (including Psychology, Criminal Justice Partnership and Lived Experience Advisory Group) which ensured that content and scenarios were specifically aligned to the needs of OPD pathway practitioners.

Student Attendance Across All Modules

Module	Registered Students	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Complete Assessment
OPD 1	20	17	19	17	17	18	20	16	19
OPD 2	20	19	17	19	17	19	19	17	20
OPD 3	17	17	15	M/D	15	16	14	16	1 + 16 ECs Extension

M/D = Missing Data due to external speakers and no register taken.

Student Assessment Pass rate's Across all Modules

A range of creative assessment methods were employed in this programme and appreciated by students. Module 1 mode of assessment was to complete a poster presentation of a case study with an oral defence, Module 2 was to complete a written assignment and Module 3 was completion of a reflective written assignment and critical dialogue.

OPD module 1

20 Students (Average Pass Rates; Level 5 87%, Level 6 = 72.8% Level 7 63.8% 3 students withdrawn prior to assessment 1 Student failed at first attempt and then declined second due to work pressures)

OPD Module 2

20 Students (Average Pass Rates; Level 5 42%, Level 6 = 63.3%, Level 7 77.5%, no drop out from assessment)

OPD Module 3

17 Students (Only one submitted and awaiting external review (Score of 91.20%) Due to COVID-19 all students granted an Extenuating Circumstances Extension Until 28th August 2020.

Part 4

Research Evaluation

As part of the commissioning arrangements we agreed to carry out a formal evaluation of the modules. This research was led by Dr Gary Lamph with a team of experienced researchers and academics supporting this project. This team included people involved in the original bid development. The research team included Professors Karen Wright, Mick McKeown and Niki Graham-Kevan, Academics, Dr Kathryn Gardner (who has led the quantitative analysis), Alison Elliott, Emma Jones and Lived Experience Researcher Fi Jones. Additionally, we recruited support from the UCLan research support team with Raeesa Jassat being identified as our Research Assistant for the project.

Academic Rationale for this project – This research evaluation provided us with the opportunity to explore and gather feedback of the experiences of the training provided to the students on the module. Our main aims were to measure the effect of the training on knowledge, confidence and competence and attitudes of the students who will be working with people with personality disorder in the OPD Pathway. Additionally, the research was undertaken to explore the effectiveness and student experience of the relevant learning. Provisional findings will be shared within this report. However, at the request of commissioners we have extended the follow up evaluations from 3 months post training to 6 months post training hence full data will not be available until the end of 2020. We anticipate that this data will however inform future planning for OPD higher education training provision both regionally and nationally.

Research Outline

Design – A mixed methods study has been conducted, which included questionnaires pre training, post training and at 6 months follow up. An electronic survey tool was emailed to all past students for completion. Pre-questionnaires can be viewed in Appendix 4 and post and follow up questionnaires in Appendices 5 and 6 respectively. Additionally, we had planned for an end of project celebration day in which we would host a series of focus groups with students however due to COVID-19 this is currently suspended, and we hope to revisit this towards the end of 2020. If it is safe to do so we would prefer this to be a face to face event. However, we will consider as contingency running these groups as electronic focus group meetings to establish durability of any impact and also effect on clinical practice.

This project has received ethical approval from UCLan and only consenting students were included in data collection.

Settings – All modules were delivered offsite in Leeds with UCLan academics delivering sessions in collaboration with both lived experience and occupational experience ad hoc lecturers.

Participants – Enrolled students were invited to take part in the research evaluation. Once enrolled, all students will be provided with the participant information sheet prior to commencement of the module and informed of the evaluation. We had consent from (N=19) out of 20 students on module 1, (N=18) on module 2 (N=18) out of 20 students and on module 3 (N=15) out of 17 enrolled students (N=52).

Consent – All participants provided informed consent before any data was collected.

Analysis – The research team consisted of members with both quantitative and qualitative expertise. A mixed methods analysis will be conducted towards the end of 2020. A thematic analysis of all qualitative data collected will be carried out. Quantitative data will be analysed using SPSS. We will use paired-samples t-tests and then repeated measures ANOVAs and appropriate post-hoc tests to measure change in scoring over the various time intervals. Each of the individual modules will be analysed separately, but also a synthesis of the combined data will be explored.

Dissemination - Provisional results will be collated and will be embedded into this commissioner's report following pre, post measure phases. Further results will be shared in a second accompanying report towards the end of 2020 once all follow up data and the focus group has been completed. Additionally, we will look to share the results of this project at national conferences and via publication to peer reviewed

professional journals.

Below we provide an overview of the project management Gantt Chart for the research evaluation. Please note the Celebration Event has to be re-arranged in light of COVID-19. All other aspects on target.

OPD Pathway GANTT Evaluation		May-19	Jun-19	Jul-19	Aug-19	Sep-19	Oct-19	Nov-19	Dec-19	Jan-20	Feb-20	Mar-20	Apr-20	May-20	Jun-20	Jul-20	Aug-20	Sep-20	Oct-20	Nov-20	Dec-20
Phase 1 Development																					
Phase 2 Pre-Post Data Collection																					
Phase 3 Pre-Post Analysis and Report (1)																					
Phase 4 Follow up and Report (2)																					
TBC with Evaluation Team																					
Identify Evaluation Team	GL/AE																				
Commissioner Updates	GL/AE																				
Ethics Application and Materials						Approved?								? Phase 2 approved							
Pre Measure Data Collection Points						2/10 M1	7/11 M2		15/01 M3												
Post Measure Data Collection Points						13/11 M1	19/12 M2		26/02 M3												
Data Management M1																					
Data Management M2																					
Data Management M3																					
FU for publication and report (2)																					
Follow Up Develop Survey Tool																					
Send out 6 Month FU Survey M1																					
4 week reminder non responders																					
Send out 6 Month FU Survey M2																					
4 week reminder non responders																					
Send out 6 Month FU Survey M3																					
4 week reminder non responders																					
Celebration Event (gather additional qual feedback f2f)																					
Focus group feedback from Project working group																					
Analysis of Pre-Post Data																					
Analysis of Qual F2F and FU data																					
Write up annual report (GL/ AE Evaluation Team)																					
Publication																					
Celebration event broken down into drop in for module 1, 2 and 3 completors. 9-11 M1, 11-1300 M2 1330-1530 M3.																					

Preliminary Results

Our Mixed Methods Analysis is ongoing. Within this report we will report pre and post questionnaire data only. Additional in-depth analysis will take place once all data is collected including the follow up data and completion of the qualitative focus groups.

Provisional Quantitative Results

Our quantitative results focussed on examining whether there are any meaningful changes in students' confidence/competence in working with and compassion towards people with personality disorder, we administered a bespoke self-report questionnaire at two time points, both before and following completion of the modules. The questionnaire included a series of statements, which participants responded to using a Likert scale. Confidence/competence was examined using 3 items such as "How confident (feeling comfortable and knowledgeable) do you feel you are when working with people with personality disorder or related difficulties" and respondents rated these from 1 (not confident) to 7 (confident). Confidence scores therefore ranged from 3 to 21. Compassion was assessed using items such as "I tend to feel compassion for people with a Personality Disorder and/or Self Injury, even though I do not know them", rated on a scale of 1 (not at all true of me) to 10 (very true of me). Compassion scores therefore ranged from 5 to 50. We examined the average confidence and compassion scores of the cohort, both prior to and following completion of all three modules, using six paired samples t-tests.

Module 1

Confidence scores are significantly higher after (Mean = 23.09) relative to before (Mean = 19.94) the module ($t = -4.105$, $df = 15$, $p < .001$). Thus, Module 1 had a significant positive impact on how confident and competent the students felt.

Compassion is not significantly different pre (Mean = 25.94) and post (Mean = 26.97) the module ($t = -1.239$, $df = 15$, $p = .234$). Thus, Module 1 did not significantly improve students' levels of compassion towards those with personality disorder.

Module 2

Confidence scores are significantly higher after (Mean = 22.41) relative to before (Mean = 19.52) the module ($t = -2.675$, $df = 16$, $p = .017$). Thus, Module 2 had a significant positive impact on how confident and competent the students felt.

Compassion is not significantly different pre (Mean = 26.35) and post (Mean = 27.11) the module ($t = -.856$, $df = 16$, $p = .405$). Thus, Module 2 did not significantly improve students' levels of compassion towards those with personality disorder.

Module 3

Confidence scores are significantly higher after (Mean = 23.00) relative to before (Mean = 19.93) the module ($t = -5.591$, $df = 13$, $p < .001$). Thus, Module 3 had a significant positive impact on how confident and competent the students felt.

Compassion is not significantly different pre (Mean = 25.29) and post (Mean = 28.36) the module ($t = 1.579$, $df = 13$, $p = .138$). Thus, Module 3 did not significantly improve students' levels of compassion towards those with personality disorder.

Summary

In summary, confidence in working with people with personality disorder improved significantly following completion of Module 1, 2 and 3 whilst compassion did not. Further analysis measuring the frequencies of responses for question 15 will follow as will analysis of the 6 months follow up data that we will be collecting in coming months. A vast majority of students in modules 1 and 3 selected 'I learnt something new' statement which is consistent with the improvement in confidence.

Provisional Qualitative Results and Key themes

The qualitative data in this report is taken from the pre and post questionnaire data only and hence results are provisionally reported based on those more frequently shared themes. A more in-depth thematic analysis of this data will be explored once all data is retrieved including follow up and focus group feedback. Provisional themes to emerge included;

I want more

A strong consensus on wanting access to more than one module with recognition of how the modules were complimentary to each other and with many students sharing how they had applied for more than one.

"I want to access more modules"

"so much more to learn I want to do all 3 modules"

"really benefitted want to do formulation module"

"I'd have loved to complete all 3 modules"

Mixed abilities and networking

There was also an acknowledgment of mixed levels of knowledge within the module groups, but something really rich in being able to share knowledge and network with people from across the OPD pathway and working in differing roles.

"I have benefitted from doing this module although a steep learning curve as no prior knowledge of clinical practice"

"Meeting other disciplines within the OPD pathway and learning how we all link in with SU's"

A space for reflection

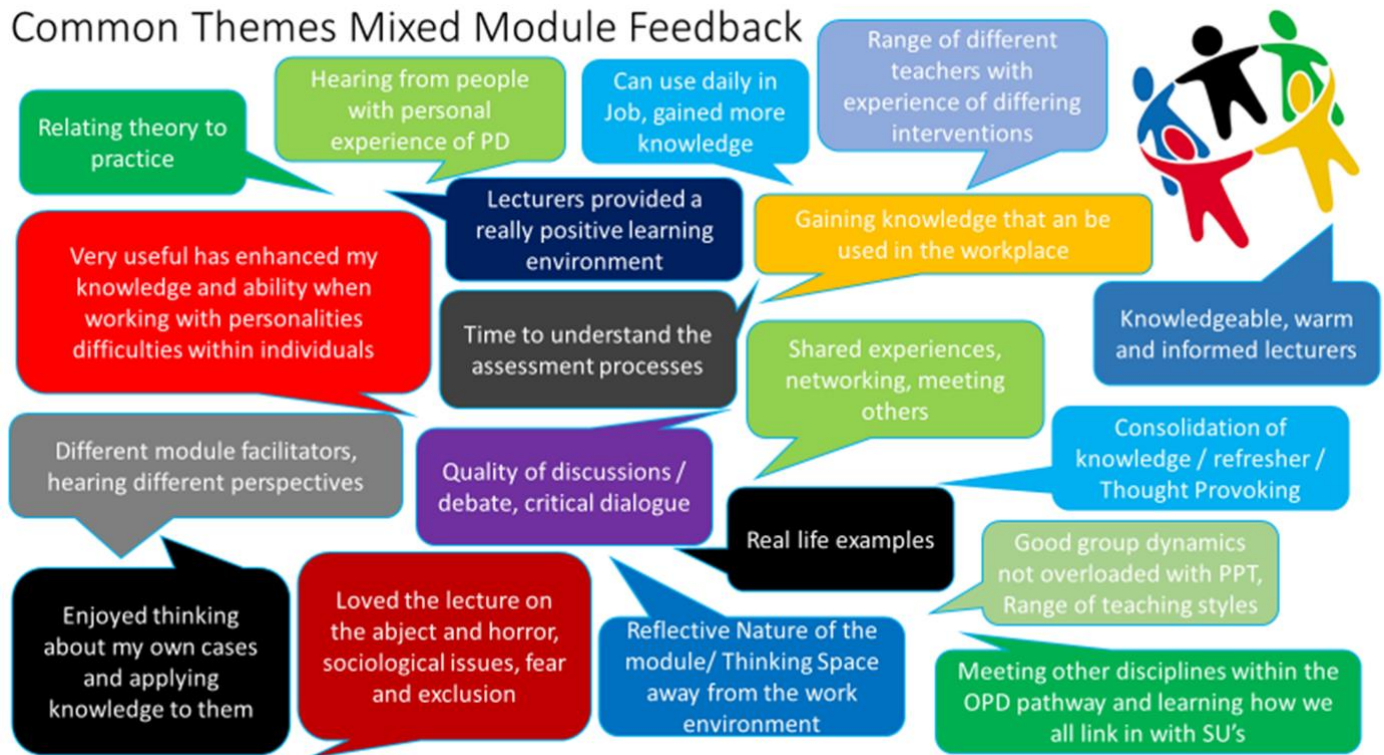
Many reported how the reflective space that was allowed within the training was important to their learning and also practice.

“Great overview jam packed with issues to think about – just right...”

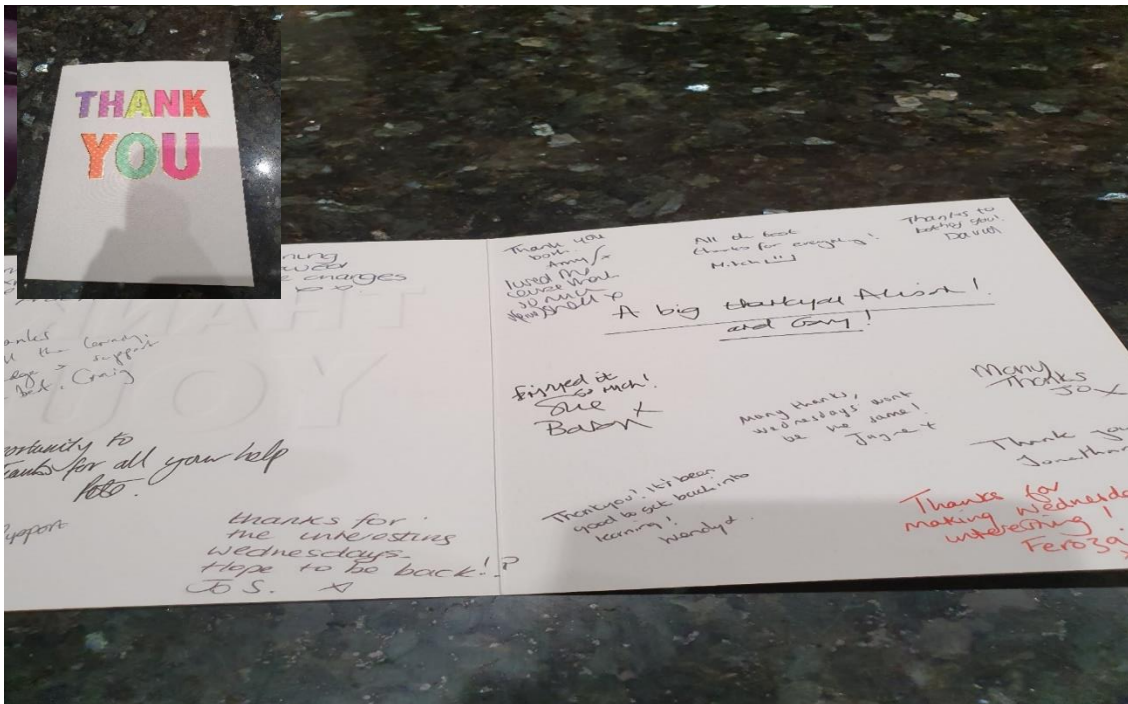
Below are some verbatim statements relating to the feedback received at the post training phase. This capture is taken from across all the OPD modules however there is a clear overlap of feedback received that occurred regardless of the module undertaken. Hence displaying that, whilst content and focus is different in each of the modules, often the most influential elements were in the underpinning philosophy, mixed learning methods employed, models of co-production and delivery methods and quality of lecturer knowledge.

Common themes to emerge from the mixed module feedback.

Common Themes Mixed Module Feedback



...And below is a 'Thank you card' presented to Alison and Gary on the final day of Module 3.



Other Outputs

A poster presentation outlining the Research Evaluation has been developed and accepted for the British and Irish Study of Personality Disorder Conference 2020 (However this has now been rescheduled due to COVID-19 until 2021) (See Appendix 7).

Gary Lamph and Sue Ellis have co-authored a book chapter for working with complex cases, that is currently under review.

Gary Lamph and Colleagues are also in the process of writing a paper for publication outlining key principles that can assist in enhancing the understanding of personality disorder for offender managers and the wider workforce.

National interest in the programme has resulted in the commissioning of a national cohort in 2020/21.

Our programme team have also been involved in sharing our experiences for a nationally commissioned scoping review of personality disorder training provision lead by Vicky Baldwin.

An Extension and Expansion of the Programme has been agreed and a contract is in place for funding a further 5 OPD Modules for 2020/21.

Next steps

The collaborations developed have been strengthened via the co-working and co-delivery of the programme. Some partners are less involved; largely colleagues from the criminal justice sector, hence this is an area we will be focussing upon in year 2 and also in further growing our collaborations going forward. UCLan's Criminal Justice Partnership is a helpful resource in this regard.

Meetings over the course of this project have taken place with both regional and national commissioners. We look forward to further building our partnership with Leeds and York Partnership NHS colleagues and our ambition is to further grow and share this programme outside of the Northern Region. In November 2019 we met with National Commissioners to share our work and they requested that in 2020/21 we deliver a fully funded OPD Module 2 National Cohort. Our Partnership with Leeds and York Partnership would

continue with them leading the recruitment and administration and UCLan leading the delivery component of this module.

Our Regional commissioner also agreed to extend the contract for another 12 months and extended the contract to include 4 regional modules one of which will be a national cohort module. This contract has now been finalised and hence preparations are taking place to explore our delivery. In light of COVID-19 we have not commenced our OPD Module 1 as planned which should have commenced in May 2020. Instead it has been agreed that due to COVID we will look to delay our module delivery until September. With 1 x OPD Module 1 and 1 x OPD module 2 being delivered in an online distance format from September and a further 2 modules delivered in January 2020. Turning our face to face sessions into a digital format will be challenging and hence take up significantly more development time than originally planned. Close working with our commissioning partners in light of COVID-19 is ongoing for the second extended contract of 2020/21.

The UCLan delivery team has been complemented and expanded in 2020/21 with the inclusion of 3 more lecturers: Michael Haslam and Adam Jeewoath and Senior Lecturer in Counselling and Psychotherapy Bryan Dalglish-Warburton. This provides the team with further assurances of longer-term sustainability and growth of the programme. All have previous clinical expertise of working with people with a diagnosis of personality disorder, with Michael being a past graduate of our Personality Disorder MSc and Bryan recently employed in forensic psychological therapy services. We have also approached and will plan to approach previous students of the programme to further complement our future delivery and offer their experiences to future students. Alison Elliott will remain programme leader and will now also take over module leadership of module 1 alongside modules 2/3. Gary Lamph will remain involved as PI and strategic lead for the programme.

Reflections

Our team at UCLan have been delighted to expand our personality disorder education portfolio via the development of this programme and modules developed. It has enabled us to further develop our clinical and lived experience collaborations. This unique programme has been richly praised by our students, UCLan leaders and from people working outside of our region. Our relationship with our commissioning team is strong and regular meetings and communications ensure that we are working together to ensure the quality of this programme. In the pilot phase we followed commissioner advice to offer the modules to a wide range of students rather than recruit a cohort of 20 students to undertake all 3 modules. Whilst this worked well through careful planning, it did result in us at times having to repeat some content across modules to ensure effective learning in the absence of the scaffolding that would occur for students taking modules in series. This however was not problematic in this roll out, as only a small number of students completed 2 different modules but should be considered in future shortlisting.

Our Administration Team at UCLan and the Administrators at Leeds and York largely worked independently of each other in this first year. They have since been introduced and we hope we can further build on the partnership between the key administrations to improve behind the scenes communications and student experience.

We look to further evolve the programme based on our experiences of this pilot, by including increased input of lived and occupational expertise. Adding to our team people working in both probation and prison roles and also engaging with past students who impressed during the training to support us in its delivery in the future by sharing their expertise and experiences on the course. Additionally, we have many excellent examples of assessed work we have been given consent to share with future students, hence they can learn from these examples, seeing what is expected of them at the assessment stages.

Report Authors; Lamph, Gary., Elliott, Alison., Gardner Kathryn., McKeown, Mick. & Jassat, Raeesa.

Corresponding Author Email: glamph@uclan.ac.uk

Acknowledgements – *We would like to acknowledge within our closing section of this report all our students who we hope to see again, their enthusiasm to learn, change the way they work and openness to self-reflection and growth has been inspirational. The standard of work completed is a positive indicator of their commitment to improving working practices and of their knowledge growth in relation to effectively working with people with personality difficulties in criminal justice settings. Special thanks to our knowledgeable External Examiner Dan Warrender (Robert Gordon University of Aberdeen) for all his constructive feedback and support. We also wish to acknowledge all UCLan colleagues named in this report who have been influential in the development of this programme.*

Finally, special thanks to our innovative and supportive Northern Commissioners (Jamie Scott and Sue Ellis) from Leeds and York Partnership NHS Foundation Trust and their Regional Commissioners (Mick Burns and Neil Piggin) for providing us with this unique and exciting tender opportunity.

Appendix 1 – An Overview of the Offender Personality Disorder (OPD) Workforce

University of Central Lancashire (UCLan)

The University's history is rooted in Lancashire originating in 1828 when the Institution for the Diffusion of Knowledge was founded in Preston. We gained university status twenty-five years ago. We have a portfolio of around 400 undergraduate and 200 post-graduate courses and over 650 research students and 3,290 staff.

Offender Personality Disorder (OPD) Workforce Development Project Team

Dr Gary Lamph is the principal investigator and project lead for this tender if our application is successful, he will ensure strong links and relationships are established with northern OPD programme projects and the KUF training leads. The operational management for the delivery of the educational programme, will be Alison Elliot who we have identified as a 'Programme Lead' and responsible for overseeing the delivery of all 4 modules. Alison has vast clinical experience working with offenders with personality disorder and is the current MSc Programme Lead for Personality Disorder.

Capability, Capacity and Vision

At the University of Central Lancashire, we have the longest standing MSc in personality disorder and to the best of our knowledge only MSc for Personality Disorder in the UK. This programme was developed in 2003 in response to NIMHE (2003) no longer a diagnosis of exclusion. The programme was developed by Professor Karen Wright. The academic team who assisted its development have extensive clinical expertise in working with personality disorder in forensic settings.

This application was submitted to bid for the full complement of modules as outlined in this tender. This strengthens our position as a service provider and ensures that the framework for learning is complimentary and seamless in the provision of a knowledge and skills escalator at a 'higher learning level' in line with the ambitions of the OPD pathway. An 'organogram' that outlines the skill and expertise of the project team at UCLan is provided and includes web hyperlinks to the university profiles of the core project team (see Appendix 2).

Development Strategy

We have outlined a brief overview of our development strategy within the tender application. Our proposal brings together a multidisciplinary team of academics from across different faculties, clinicians and lived experience practitioners to refine our existing resources. During the development phase we will host a series of lived experience advisory group meetings and additional listening events which will include academics supporting this project, practitioners and lived experience advisors. We will be innovative and creative in the refinement and development of new complimentary educational content, hence ensuring that the module content is focussed upon the needs of offender personality disorder workforce. The content covered in this module will map against the content and learning outcomes highlighted in the service specification document. The modules will contain a range of learning opportunities; taught lectures, lived experience lectures, group work and debate sessions, blended learning opportunities, and access to materials via our online blackboard system which all students will gain access to. Our team is complimented by Dr Emma Gillaspay who is an expert in digital learning and technology.

Delivery Strategy

Our delivery strategy as above and throughout will be overseen by Alison Elliot as programme leader. We have a wide range of experience lecturers who have lots of experience in delivering the modules we have mapped across to this project, several of whom are past graduates themselves of the personality disorder MSc at UCLan. We also have a close connection with regional clinical collaborators who are currently

working with people with personality disorder and offender populations, who have agreed to provide consultancy on the refinement of the modules and where necessary can be brought into the programme as ad hoc lecturers. Service user and carer perspectives will be embedded throughout all aspects of the course including curriculum development, delivery and assessment across all four modules. The project team are well connected with lived experience service users/carers but here at UCLan we also have a strong service user/carers team (Comensus), which is made up of individuals with an interest in supporting students' education. We propose a collaborative approach to curriculum design and delivery that enriches student experience. To ensure the continuity and standards of the training delivery are adhered to, every session will include a member of UCLan's academic staff.

Performance Management Strategy

UCLan have for many years been leading innovators in personality disorder training and has the longest running and to the best of our knowledge only MSc in personality disorder in the UK currently. Uniquely many of our academics at UCLan are clinical and/or research experts in personality disorder. This is further enhanced as we have clinical expertise in the team from a variety of settings including specialist mental health services and forensic settings. The team is widely published in this field. Our proposed modules with exception of lot 3, have high levels of overlapping content are all tried and tested modules. We acknowledge that the students will present with a range of past academic experience and therefore offer the opportunity for choice with a mixed academic awards and levels of study being offered. All students will engage in the same taught module however the exit awards and learning outcomes will be different dependant on their identified level of exit award which will include options of; foundation degree, BSc and MSc levels. Mixing levels of academic ability will ensure a range of occupational professionals from the OPD workforce will be embraced. We will ask the students to self-select what level of study they would like to choose but will as a team cross reference this against previous academic experience to ensure students study at an appropriate and achievable academic level of study.

Evaluation Strategy

An impressive and experienced team of academics have been brought together to research and evaluate the impact and effectiveness of each of the modules. This team is led by Dr Gary Lamph who has led and published evaluations of personality disorder training programmes in the past Lamph et al (2014; 2018). Additionally, he was the academic principal investigator of a Health Education England funded tender bid (£100k) and successfully led the development of the North West Regional based Liaison Mental Health Training 2018-2019. The research evaluation team will be complimented by high level research expertise which will include cross faculty professorial / senior academic input, a research assistant and a lived experience practitioner as outlined in Appendix 2. A celebration conference event is proposed at the end of this project to share experiences, learnings and explore next steps.

References

Lamph, G., Sampson, M., Smith, D., Williamson, G., and Guyers, M (2018) Can an interactive e-learning training package improve the understanding of Personality Disorder within mental health professionals? *The Journal of Mental Health Training, Education and Practice*. Online published <https://doi.org/10.1108/JMHTEP-03-2017-0023> volume 13 issue 2.

Lamph, G., Latham, C., Smith, D., Brown, A, Doyle, J. and Sampson, M. (2014) Evaluating the impact of a nationally recognised training programme that aims to raise the awareness and challenge attitudes of personality disorder in multi-agency partners. *The Journal of Mental Health Training, Education and Practice*. 9, 2, 89-100. This paper received a Highly Commended Paper Award in the Emerald Literati Network Awards for Excellence.



**Appendix 2 - Offender Personality Disorder (OPD) Workforce Development Project Team – University of Central Lancashire
Organogram of Expertise and Capability**

Principal Investigator – Dr Gary Lamph
 PhD, MSc, Dip HE, RMN, BABCP Accred, PGCAP, FHEA
 NT Awards Winner 2011, NIHR Clinical Doctoral Research Fellowship Completion
 Expertise in Psychological therapies, Complex Cases, Personality Disorder, Project Management,
 Delivery Development and Evaluation of Personality Disorder Training Programmes, Current BIGSPD Secretary
https://www.uclan.ac.uk/staff_profiles/gary-lamph.php

Across Faculty Core Development Project Team

School of Nursing

Sarah Traill Principal Lecturer Mental health MSc, PGDip Ed, BA (HONS), RMN https://www.uclan.ac.uk/staff_profiles/sarah_traill.php	Professor Karen Wright Professor of Nursing / Head of School of Nursing PhD, MA, PGCert, BSc, Dip HE, RMN, RGN https://www.uclan.ac.uk/staff_profiles/karen_wright.php	Professor Mick McKeown Professor of Democratic Mental Health PhD, BA, DPSN, RMN, RGN https://www.uclan.ac.uk/staff_profiles/mick_mckeow.php	Alison Elliott Senior Lecturer MSc, BSc (Hons), DipHE, PGCert https://www.uclan.ac.uk/staff_profiles/alison_elliott.php
--	---	---	--

Criminal Justice Partnership
 Professor Niki Graham-Kevan
 Professor in the Psychology of Aggression
 PhD, MSc, BSc, Chartered Psychologist
https://www.uclan.ac.uk/staff_profiles/dr_nicola_graham_kevan.php

Jayn Pearson
 Project Officer
 Criminal Justice Partnership
<https://www.uclan.ac.uk/research/explore/themes/criminal-justice-partnership.php>

Digital Learning and Technology
 Dr Emma Gillaspay
 Senior Lecturer in Digital Learning & Technology
 PhD, BSc (Hons), PGCAP
https://www.uclan.ac.uk/staff_profiles/emma-gillaspay.php

Counselling / Psychotherapy / Psychology
 Dr Gillian Rayner
 Reader/ Principal Lecturer in Counselling and Psychotherapy
 PhD, MA Counselling, PG Dip CBT, PGCE, RGN, RMN
https://www.uclan.ac.uk/staff_profiles/gillian-rayner.php

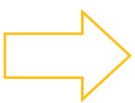
Dr Kathryn Gardner
 PhD, FHEA, CPsychol
 Senior Lecturer in Psychology
https://www.uclan.ac.uk/staff_profiles/dr_kathryn_gardner.php

Development and Delivery Partners

Clinical Partnerships Existing Partnerships Ad hoc Lecturers Oversight / Delivery	Criminal Justice Lecturers Linked into Criminal Justice Oversight / Delivery	School of Nursing Lecturers Expertise in Delivery of MSc for Personality Disorder Oversight/ Delivery	Psychology Lecturers Linked into our Psychology Team Oversight / Delivery	Comensus and Lived Experience Lived Experience ad hoc Lecturers https://www.uclan.ac.uk/comensus/ Oversight / Delivery
---	---	--	--	--

Programme Delivery Leads
 Identified Programme Leader – Alison Elliot
 Module 1 ‘Enhancing Capability for Working with Personality Disorder’ – Module Leader - Gary Lamph
 Module 2 ‘Assessment and Therapeutic Approaches to Personality Disorder’ Module Leader - Alison Elliot
 Module 3 ‘Consulting Teams and Organisations’ Module Leader – Emma Jones https://www.uclan.ac.uk/staff_profiles/emma_jones.php
 Module 4 ‘Managing complex mental health needs, relationships, teams and environments’ Module Leader – Alison Elliot

Existing MSc Programmes Links
https://www.uclan.ac.uk/courses/msc_pgdiip_personality_disorder_research.php https://www.uclan.ac.uk/courses/msc_pgdiip_personality_disorder_practice_development.php



Research Evaluation Team
 Dr Gary Lamph
 Professor Niki Graham-Kevan
 Professor Mick McKeown
 Professor Karen Wright
 Dr Kathryn Gardner
 Alison Elliot
 Lived Experience Practitioner
 Research Assistant

Philosophy of OPD Programme and its delivery

Our overarching philosophical stance;

- Personality disorder is a construct (not a real medical condition).
- People who present in a way consistent with personality difficulties will likely have experienced adverse experiences early in life and this often involves the misuse of power.
- People who might be diagnosed with ‘personality disorder’ are not homogenous.
- Difficulties associated with personality disorder are often relational we are likely to re-enact traumatic past experiences unless we are mindful of the way in which we work with people.
- Workers and organisations become anxious in their work with people meaning that unhelpful practices emerge which unconsciously work to serve this anxiety (rather than the service user).
- The problems associated with a personality disorder diagnosis are frequently exacerbated by problematic interactions with these anxious organisations.

Our Lecturers will adopt:

- A critical stance in relation to the diagnosis.
- The need to stress the role of trauma and power.
- To emphasise on the necessary and functional value of certain behaviours in the context of people’s lives.
- The use of self as part of the sessions to encourage workers to pay attention to their feelings in relation to their work this may be a helpful indicator of what is happening for the service user.
- A focus and critique on the systemic response.
- A position of enthusiasm and embrace the opportunity to co-deliver and co-produce learning materials in partnership with clinical, lived experience and academic partners.
- A stance that there is still much to understand in relation to personality disorder, and hence the limitations and opportunity to be critical of; theory; approaches; labels should be encouraged.



Appendix 4 – Pre-Measure Questionnaire

Please note all content will be held securely in line with the University of Central Lancashire Ethics Approval for this evaluation of the OPD Programme Modules. Any reports will be subsequently anonymised and your name will not feature in any outputs, publications or reports.

Pre-Module Evaluation

Student Number :

Module (1,2 or 3):

Level of assessment (5,6,7):

Please delete as appropriate: I *do* / *do not* consent to this information being used for the purposes of evaluating this training (individuals names will not be used)

Section 1 - Basic Demographic Information:

Gender			
Ethnicity	<u>White</u> White – British White - European White - other <u>Mixed / Multiple ethnic group</u> White and Black Caribbean White and Asian White and Black African Other Mixed <u>Asian/ Asian British</u> Indian Pakistani Bangladeshi Chinese Other Asian <u>Black / African / Caribbean / Black British</u> African Caribbean Other Black <u>Other ethnic group</u> Arab Other Ethnic Group		
Age (Circle Choice)	18-25	26-30	31-35
	36-40	41-45	46-50
	51-55	55-60	61+
Occupational title			
Time working in Offender Management Services	Under 3 years	3-6 years	7-10years 10 years+
Core Profession (if applicable)			
How many years qualified in core profession?	Under 3 years	3-6 years	7-10years 10 years+
Your Highest level of Academic Qualification so far;			

Section 2 - About your previous training – Please answer below questions as fully as possible

1. Please list below any previous training or education you have had relating to working with people with personality disorder?

Section 3 – Knowledge, Confidence and Competence of working with people with personality disorder

Within this section you will be asked to mark where you feel your confidence and competence is for each of the key topic areas. This will be complete at different time points over the course of the training. A basic Likert scale will be used to record this. (Please circle a choice for each question)

2. Do you think you work with people who have personality disorder or related difficulties:

No										Always
1	2	3	4	5	6	7	8	9	10	

3. How confident (feeling comfortable and knowledgeable) do you feel you are when working with people with personality disorder or related difficulties:

Not Confident										Extremely Confident
1	2	3	4	5	6	7	8	9	10	

4. How competent (Having the right skills and knowledge to work effectively) do you feel you are in working effectively with personality disorder or related difficulties:

Not Confident										Extremely Confident
1	2	3	4	5	6	7	8	9	10	

5. How confident and competent (Having the right skills and knowledge to work effectively) do you feel your team are in working effectively and understanding people with personality disorder or related difficulties:

Not Confident										Extremely Confident
1	2	3	4	5	6	7	8	9	10	

Appendix 5 – Post Measure Questionnaire

Please note all content will be held securely in line with the University of Central Lancashire Ethics Approval for this evaluation of OPD Programme Modules. Any reports will be subsequently anonymised and your name will not feature in any outputs, publications or reports.

Post Module Evaluation

Participant Number:

Module (1,2 or 3):

Level of assessment (5,6,7):

Please delete as appropriate: I *do / do not* consent to this information being used for the purposes of evaluating this training (individuals names will not be used)

Section 1 – Knowledge, Confidence and Competence of working with people with personality disorder

Within this section you will be asked to mark where you feel your confidence and competence is for each of the key topic areas. This will be complete at different time points over the course of the training. A basic Likert scale will be used to record this. (Please circle a choice for each question)

1. Do you think you work with people who have personality disorder or related difficulties:

No								Always	
1	2	3	4	5	6	7	8	9	10

2. How confident (feeling comfortable and knowledgeable) do you feel you are when working with people with personality disorder or related difficulties:

Not Confident								Extremely Confident	
1	2	3	4	5	6	7	8	9	10

3. How competent (Having the right skills and knowledge to work effectively) do you feel you are in working effectively with personality disorder or related difficulties:

Not Confident								Extremely Confident	
1	2	3	4	5	6	7	8	9	10

4. How confident and competent (Having the right skills and knowledge to work effectively) do you feel your team are in working effectively and understanding people with personality disorder or related difficulties:

Not Confident								Extremely Confident	
1	2	3	4	5	6	7	8	9	10

Section 2 – Compassion Scale (circle as appropriate)

Adapted from the Santa Clara Brief Compassion Scale (Hwang et al 2008)

Please answer the following questions honestly and quickly;

5. When I hear about someone (person with Personality Disorder) going through a difficult time, I feel a great deal of compassion for him or her.

1 2 3 4 5 6 7
not at all true of me very true of me

6. I tend to feel compassion for people with a Personality Disorder, even though I do not know them.

1 2 3 4 5 6 7
not at all true of me very true of me

7. One of the activities that provide me with the most meaning to my life is helping people with a Personality Disorder in the world when they need help.

1 2 3 4 5 6 7
not at all true of me very true of me

8. I would rather engage in actions that help others, even though they have a Personality Disorder than engage in actions that would help me.

1 2 3 4 5 6 7
not at all true of me very true of me

9. I often have tender feelings toward people (with a Personality Disorder) when they seem to be in need.

1 2 3 4 5 6 7
not at all true of me very true of me

Section 3 – Module Experiences

10. Please identify 3 things that you most enjoyed during this module

1.

2.

3.

11. Please identify 3 things you feel could be improved to enhance this module

1.

2.

3.

12. Do you feel that this module was useful as a standalone module (i.e. complete on its own or would you have benefited from access to any of the other modules?)

13. Would you be interested in any future related modules or in completing an accredited award such as BSc or MSc degree?

14. Could we contact you directly with further information relating to courses on offer that link to this module?

YES / NO

15. What impact do you think this module will have on your professional practice? (circle as many as apply to you or none if you cannot relate to the statements).

The Module and any impact it has had on practice:

Changed my approach to the people I work with

I learnt something new

I have recalled something I already knew

It prompted me to brush up on my skills and knowledge more

It confirmed I was doing things correctly

Changed my professional approach

I was reassured by the content

I was dissatisfied as the module had no impact on my practice

Changed my clinical approach to working on the OPD Pathway

The course is potentially harmful

The course has enhanced my insight and practice

I feel more knowledgeable

I am more confident in my work

I have more skills and feel competence

I will think differently about my own approach to people

I am more insightful of the importance of team work

Thank you for taking the time to complete this Questionnaire

Appendix 6 – Follow up Questionnaire

Please note all content will be held securely in line with the University of Central Lancashire Ethics Approval for this evaluation of OPD Programme Modules. Any reports will be subsequently anonymised and your name will not feature in any outputs, publications or reports.

Follow-Up Module Evaluation

Participant Name:

Module (1,2 or 3):

Level of assessment (5,6,7):

Please delete as appropriate: I do / do not consent to this information being used for the purposes of evaluating this training (individuals names will not be used)

Section 1 – Knowledge, Confidence and Competence of working with people with personality disorder

Within this section you will be asked to mark where you feel your confidence and competence is for each of the key topic areas. This will be complete at different time points over the course of the training. A basic Likert scale will be used to record this. (Please circle a choice for each question)

1. Do you think you work with people who have personality disorder or related difficulties:

No Always

1 2 3 4 5 6 7 8 9 10

2. How confident (feeling comfortable and knowledgeable) do you feel you are when working with people with personality disorder or related difficulties:

Not Confident Extremely Confident

1 2 3 4 5 6 7 8 9 10

3. How competent (Having the right skills and knowledge to work effectively) do you feel you are in working effectively with personality disorder or related difficulties:

Not Confident Extremely Confident

1 2 3 4 5 6 7 8 9 10

4. How confident and competent (Having the right skills and knowledge to work effectively) do you feel your team are in working effectively and understanding people with personality disorder or related difficulties:

Not Confident Extremely Confident

1 2 3 4 5 6 7 8 9 10

Section 2 – Compassion Scale (circle as appropriate)

Adapted from the Santa Clara Brief Compassion Scale (Hwang et al 2008)

Please answer the following questions honestly and quickly;

5. When I hear about someone (person with Personality Disorder) going through a difficult time, I feel a great deal of compassion for him or her.

1	2	3	4	5	6	7
not at all true of me						very true of me

6. I tend to feel compassion for people with a Personality Disorder, even though I do not know them.

1	2	3	4	5	6	7
not at all true of me						very true of me

7. One of the activities that provide me with the most meaning to my life is helping people with a Personality Disorder in the world when they need help.

1	2	3	4	5	6	7
not at all true of me						very true of me

8. I would rather engage in actions that help others, even though they have a Personality Disorder than engage in actions that would help me.

1	2	3	4	5	6	7
not at all true of me						very true of me

9. I often have tender feelings toward people (with a Personality Disorder) when they seem to be in need.

1	2	3	4	5	6	7
not at all true of me						very true of me

Section 3 – Module Experiences

10. Please identify 3 things that you most enjoyed during this module

1.	
2.	
3.	

11. Please identify 3 things you feel could be improved to enhance this module

1.

2.

3.

12. Do you feel that this module was useful as a standalone module (i.e. complete on its own or would you have benefited from access to any of the other modules?)

13. Would you be interested in any future related modules or in completing an accredited award such as BSc or MSc degree?

14. Could we contact you directly with further information relating to courses on offer that link to this module?
YES / NO

15. What impact do you think this module will have on your professional practice? (circle as many as apply to you or none if you cannot relate to the statements).

The Module and any impact it has had on practice:

Changed my approach to the people I work with

I learnt something new

I have recalled something I already knew

It prompted me to brush up on my skills and knowledge more

It confirmed I was doing things correctly

Changed my professional approach

I was reassured by the content

I was dissatisfied as the module had no impact on my practice

Changed my clinical approach to working on the OPD Pathway

The course is potentially harmful

The course has enhanced my insight and practice

I feel more knowledgeable

I am more confident in my work

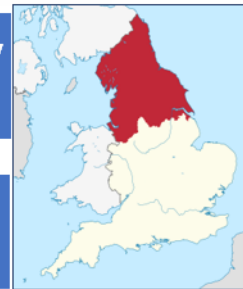
I have more skills and feel competence

I will think differently about my own approach to people

I am more insightful of the importance of team work

Thank you for taking the time to complete this Questionnaire

An Evaluation of the Northern Region Offender Personality Disorder (OPD) Higher Education Training Initiative



Authors: Lamph, G., Elliott, A., Gardner, K., McKeown, M., Jones, F., Jassat, R., Ramsden, J., Wright, K., Graham-Kevan, N., Ellis, S., Jones, E & Scott, J. (2020)

Background: An innovative higher education programme developed and delivered within Northern England. This pilot project was initiated following the identification of the need for a higher education programmes to support the knowledge and skills escalator aligned to workforce development and training for those working on the Offender Personality Disorder Pathway

Project Objectives - The modules aimed to enhance practitioner knowledge, capability in formulation and delivering therapeutic approaches and managing complex needs, relationships and environments. A critical approach to diagnosis, and consideration of issues in relation to abuse of power, labels, and trauma was taken by the team. Subsequently, we researched the educational impact and student experience of the programme.

Structure - Three credit bearing modules at diploma, degree and MSc levels have been delivered between September 2019 – March 2020.

Participants - Recruited Students who consented for involvement Module 1 (N=19) Module 2 (N=18) Module 3 (N= 15).

Intervention - A pilot educational programme to enhance understanding, capability and improve service responses was delivered.

Data Collection - 2 Phased Research, Phase 1 = Mixed Methods Questionnaires pre, post and at 6 month Follow up (measuring practitioner knowledge, attitudes and compassion). Phase 2 = Post Module Qualitative Focus Groups (Exploration of student experience, areas for improvement and impact upon practice).

Analysis - Mixed Methods Analysis is ongoing – All qualitative data will be analysed using thematic analysis, quantitative data will be analysed using SPSS, we will use repeated measures ANOVA and appropriate post hoc tests to measure change in scoring on compassion, y and z over the three time frames. A synthesis of all data will be collectively reported upon.

Valuing Co-Production - A Unique Model of Collaborative working has been one of the key successes of this programme, with a Higher Education Institution working in Partnership with a NHS Trust to deliver this innovative programme. A working group of people with expertise in the subject with a lived experience of accessing services, occupational service delivery and sometimes both across both Health and Criminal Justice Services have brought together a regional collaboration where strength and expertise are recognised and embraced in the commissioning, development and delivery of this programme.

Results – Whilst the evaluation and data collection is ongoing, provisional results and feedback from this programme are very promising. **Student Pass rates** - OPD module 1 20 Students (Average Pass Rates; Level 5 87%, Level 6 = 72.8% Level 7 63.8% 3 students withdrawn prior to assessment) OPD Module 2 20 Students (Average Pass Rates; Level 5 42%, Level 6 = 63.3%, Level 7 77.5%, no drop outs from assessment) OPD Module 3 17 Students (not yet marked) Whilst areas for improvement have been outlined within the qualitative data collected, most of the qualitative data focussed upon the positive feedback of the programme, some of which can be viewed below. Given the need for greater knowledge, self awareness and reflective space is highlighted throughout the OPD literature, this has been achieved. Additionally real world impact at the end of the modules included 1/3 reporting a change in approach to the people they work with, over 1/2 identified difference to their own approaches working with people, and over 3/4 identified being more confident in their work. Whilst we have noted increased confidence within the provisional pre-post feedback the real test will be in the durability of those changes at 6 month follow up stage which is currently ongoing as is our deeper analysis of the data collected.

Our Co-Developed Overarching Philosophical Stance at the Heart of the Project;

- Personality disorder is a heterogenous construct (not a real medical condition).
- People who present in a way consistent with personality difficulties will likely have experienced adverse experiences early in life and this often involves the misuse of power.
- Difficulties associated with individual with personality disorder are often relational we are likely to re-enact traumatic past experiences unless we are mindful of the way in which we work with people.
- Workers and organisations become anxious in their work with people meaning that unhelpful practices emerge which unconsciously work to serve this anxiety (rather than the service user).

Common Themes Mixed Module Feedback



Limitations - This is a small-scale research evaluation provides provisional results from an ongoing evaluation of this OPD higher Education Training Programme. Further analyse of the real world impact this educational intervention has on issues such as reducing re-offending, service user experience should be considered for future research opportunities.

Conclusions

- Our findings provide us insight into the experiences of the OPD workforce in receipt of higher educational training modules and enables us to effectively shape future educational approaches.
- Ongoing evaluation will identify whether the programme has developed the workforce's knowledge, confidence, competence and compassion for working with people with personality disorder

OFFENDER PERSONALITY DISORDER MODULES

uclan University of Central Lancashire

All Modules are funded by the Offender Personality Disorder Pathway (OPD)

UCLan, working in collaboration with the Offender Personality Disorder Pathway, are excited to be able to offer the following three 20 credit modules, all of which can be studied at different academic levels (Diploma, Degree or Master's Degree Levels) depending on students' previous academic experience. All three modules have been developed with input from clinicians and people with lived experience.

MODULE 1
Enhancing Capability for Working with People with Personality Disorder
Module Leader: Gary Lamph

This module aims to:

- Build upon students' capabilities when working with individuals with personality disorder
- Provide an overview of the context of personality disorder, its philosophical and biological underpinnings and the place of personality disorder in mental health research and policy

The module will offer students an opportunity to enhance their practice and progress along the Personality Disorder Skills Escalator (PDSSE, 2020) within the context of their practice and will include service user and occupational perspectives.

MODULE 2
Formulation and Therapeutic Approaches to Working with People with Personality Disorder
Module Leader: Alison Elliott

This module aims to:

- Allow students to enhance their knowledge of assessment / formulation of the client with personality disorder. The management of risk and various therapeutic approaches in developing effective responses and interventions to people with personality disorder will be explored
- Consider the impact of working with this client group. The recognition of interpersonal and interprofessional issues and evidence based approaches to effectively working with this client group will be explored.

This module will be specifically aligned to the offender management and secure services workforce (and will have a focus on psychologically informed formulation) pathways, offender needs, workforce responses with the aim of reducing reoffending, improving public protection and enhancing client/worker relationships.

MODULE 3
Managing Complex Mental Health Needs, Relationships, Teams and Environments
Module Leader: Alison Elliott

This module aims to:

- Develop students' capacity to critically analyse the service setting, and team dynamics
- Develop students' capacity to critically analyse the relationships of practitioners and clients who present with personality disorder related difficulties and complexity

The key focus of this module will include holistic and integrative methods of managing individuals in a variety of settings, with a focus on offender personality disorder pathways.

References: Craissati, J., Joseph, N. & Skett, S (2020) Practitioner Guide, Working with people in the Criminal Justice System showing Personality Difficulties. NHS England Publications Gateway: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/869843/6.5151_HMPPS_Working_with_Offenders_with_Personality_Disorder_v17_WEB.pdf Crown Copyright.

Skett, S & Lewis C (2019) Development of the Offender Personality Disorder Pathway: A summary of the underpinning evidence. Probation Journal 66 (2) 167-180.