



University  
of Exeter

Cedar Create

University of Exeter

# Cedar Create Leadership Academy

Developing Leaders to Inspire  
Children and Young Peoples Mental Health



[createprojects-cedar@exeter.ac.uk](mailto:createprojects-cedar@exeter.ac.uk)  
[www.cedar-create.com](http://www.cedar-create.com)

# Foreword



**Professor Catherine Gallop**

Director of Cedar and Clinical Training  
Professor of Clinical & Applied  
Psychology  
Co-Chair PPN South West  
Cedar, Psychology, University of Exeter

A warm welcome to the Children and Young Peoples Mental Health Leadership professional development programme. The training forms part of the Cedar Create Leadership Academy and is commissioned by NHSE Workforce, Training and Education (WTE) for the national portfolio of psychological trainings.

Children and young people's mental health (CYP MH) services continuously need to adapt and develop in response to the needs of children, young people and families, national and local policy requirements and a range of other, often complex challenges. Managing change and service development requires dedicated and effective leadership along with partnership working across relevant sectors and at all levels of the system to successfully drive service transformation.

The national CYP MH Leadership curriculum has been revised and updated for 2024/25 to bring it in line with current policy, guidance and context for CYP MH provision. From this, Cedar Create have developed a one-year professional development programme, drawing on relevant policy, principles, theory and research that shape and inform effective leadership CYP MH service delivery. Working with a range of inspiring partners, it aims to support and encourage critical thinking, reflective practice and collaboration.

For those soon to commence the training, we are excited to have you on board and very much look forward to working with you.



**Professor Jonathan Parker**

Director of Cedar Create  
Co-Director of the CYP Training Portfolio  
Associate Professor  
Cedar, Psychology, University of Exeter



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# About Cedar

Cedar is an Applied Psychological Practice Centre of Excellence. We are one of the UK's largest providers of training in evidence-based psychological practice working closely and collaboratively with the NHS, community-based organisations, local authority and the private sector. In addition, Cedar is actively engaged with a range of national and regional networks, public bodies, executive agencies and professionals in support of enhancing the psychological professions workforce.

## **Training the current and future psychological workforce**

Our innovative training for psychological professionals is designed to support trainees to apply what they learn effectively into their service contexts and maximise the impact of their training. Alongside our core training portfolios, we support professional development through bespoke training packages including CPD, masterclasses and short courses.

## **Enhancing access to psychological interventions**

Through close relationships between research, training and consultancy, we promote access to evidence-based psychological practice that contributes to positive outcomes for service users, service providers and funders, both in England and internationally.

## **Research, development and innovation**

We are a specialised team of professionally-qualified clinicians, academics and researchers, offering specialisms in psychological practice, therapies and applied clinical research. We develop new training and therapeutic approaches, and work closely with NHS England, professional bodies and international partners to implement these in practice.

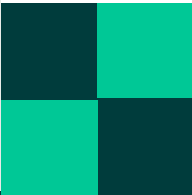
## Consultancy and transformation

We support service improvement through bespoke consultancy and transformation: including staff training, operational guidance and leadership development, to build accessible and outcome-led services and pathways. As leaders in the field, our staff team regularly contribute to national policy and curriculum development.

### The University of Exeter

The University of Exeter combines world-class research with excellent student satisfaction, from our campuses in the South West of England, in Exeter and Cornwall. We are one of the very few universities to be both a member of The Russell Group and have a Gold award from the Teaching Excellence Framework (TEF), evidence of our established international reputation for excellence in both teaching and research. Our success is built on a strong partnership with our students and a clear focus on high performance.

# Cedar Create



Cedar Create is home to Cedar's consultation, research, evaluation, analytics and training enhancement (CPD) projects. We are a hub that brings together a diverse range of activity within Cedar and supports knowledge exchange, research and transformation across the healthcare sector and beyond.

The Cedar Create Team brings a wealth of experience, knowledge and passion to the University of Exeter. Often starting as clinicians themselves, the team is driven to support healthcare professionals, develop services and improve the care of patients across the country. You can find out more about our core team [here](#); we are also supported by an incredible team of associates and other team members from across the University of Exeter and beyond, our work would not be possible without them.

Our current collaborators include NHS England, Every Mind Matters, Uppsala University, Washington State, Maudsley Centre for Child and Adolescent Eating Disorders, the International Attachment Based Family Therapy Team and Emerging Minds (UKRI).

# Core Team and Facilitators



## Professor Jonathan Parker

Director of Cedar Create, University of Exeter

Jonathan Parker is the Director of Cedar Create and an Associate Professor at the University of Exeter. He is a co-director of the children and young Peoples training programmes within Cedar, has worked as a Clinical Advisor for NHS England and is a qualified CBT practitioner, psychotherapist, and clinical supervisor. He has specialist interest in clinical leadership, implementation and organisational development and provides support, guidance, and challenge to a range of NHS, Local Authority, and community sector organisations. Jonathan has led across a range of clinical leadership training programmes and has substantial experience of leadership coaching, mentoring, and facilitating group learning. He works closely with regional, national, and international partners in support of the development, implementation and evaluation of key health and education initiatives.

[j.parker5@exeter.ac.uk](mailto:j.parker5@exeter.ac.uk)



## Eve Bampton-Wilton

Clinical Programme Lead and Senior Lecturer, University of Exeter

Eve Bampton-Wilton is a Clinical Programme Lead and Senior Lecturer at the University of Exeter. She has co-developed courses tailored to Talking Therapies settings, including a Post-Graduate Diploma supporting Psychological Wellbeing Practitioners with low-intensity career progression, and a Children and Young People's Mental Health Leadership professional development programme. She also supports with the other courses within the Low-Intensity CBT portfolio and leads the PWP supervisor training. Eve is a qualified PWP, CBT Therapist and PWP supervisor and works clinically within the Devon Talking Therapies service. Eve has special interests in clinical leadership, low-intensity CBT supervision and service delivery, and low-intensity CBT representation in research. Eve has experience in a variety of leadership, academic and clinical roles, and provides consultation and guidance to a range of organisations and collaborators.

[E.Bampton-Wilton@exeter.ac.uk](mailto:E.Bampton-Wilton@exeter.ac.uk)



## Ben Smith

Director, Cognitiva Psychological Services Ltd

Ben is an HCPC-registered consultant clinical psychologist with over 20 years' experience. He has extensive clinical and professional leadership experience in the NHS and has been the Chief Psychological Professions Officer for two large mental health NHS Trusts. He has also worked as the Strategic and Clinical Lead for CYPMH services across both Essex and Kent. Ben has supervisory and facilitation skills and studied Strategic System Leadership Development at Yale Business School. He trained in clinical psychology at UCL, lived and worked in and around London for 20 years and now lives by the sea in East Devon.



## Helen Aspland

Senior Lecturer (Programme Lead - Perinatal), University of Exeter

Helen is a Devon based HCPC-registered clinical psychologist who has worked in the NHS for over 25 years in a range of child and adolescent mental health services in North London, South Manchester, York and more recently Devon. She has worked clinically in senior roles across teams including core CAMHS, services for CYPs with learning disabilities, autism assessment, a parent and baby services, interagency adolescent services and has worked as Clinical Lead for a large CAMHS in Schools and PRUs team in North London and, with multi-agency partners, set up and led the Islington Trauma Informed Schools project as Clinical lead. She has worked as a senior lecturer on the UCL EMHP training course - going on to set up and lead an MHST in North London. She currently works as Programme Lead for the Perinatal Clinical Psychology Training course at Exeter University and has recently taken up a Consultant post as Strategic Lead for Psychological Professions with Devon Partnership Trust. She completed her Clinical Psychology doctorate at the University of Oxford.

# Additional contributors



## Charlotte Cummings

Managing Director, Oliver and Co

Charlotte is Business Development Director at Oliver & Company (UK). Charlotte is a trained facilitator and coach, specialising in service development, strategic thinking and managing transition for organisations and individuals. She is trained in supporting individuals and organisations using the Myers Briggs Type Indicator and has wide experience of people and project management within fast-paced, commercial environments. Charlotte is an experienced, Prince2 Practitioner Project Manager, specialising in leading change projects in the private and public sector.



## Judy Oliver

Founder, Oliver and Co

As the founder of Oliver & Company (UK) Ltd, Judy specialises in leadership development, strategic thinking, transition planning and facilitation of multi-agency and multi-professional partnerships and teams and community consultations. Her portfolio of work includes executive coaching and development for directors and people in organisations across all sectors but particularly local government and the NHS, from NHS England to front-line services.

In addition to providing bespoke development programmes for Boards and Executive Teams, she has successfully designed and delivered key strategic leadership development programmes for in the NHS, Local Government and the Catholic Church.

Judy is an accredited assessor for the Myers Brigg Type Indicator and has qualified as a Thinking Environment Consultant and Coach with Nancy Kline and a Transitions Consultant with William Bridges in the US.



## Alan Webb

Associate, Oliver and Co

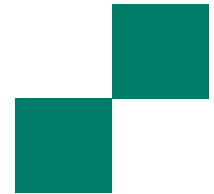
Alan is an experienced coach and facilitator with over 20 years of board-level experience in the NHS. He specialises in providing senior support to organisations and individuals to help them deliver against key challenges and targets. Alan's specialism is helping organisations and individuals achieve their full potential. He has significant experience in helping organisations navigate complex change. He is skilled at helping systems work together to find innovative solutions. He has worked with clinical and management professionals, board members and politicians, to deliver change across services and organisations. He is a qualified coach and has worked with a range of senior professionals across health and social care to support their professional development.



## Sally Kemp

Associate, Oliver and Co

Sally is a highly experienced facilitator and coach, who enjoys applying her professional consultancy skills and in-depth knowledge of the health and care sector to individuals, teams and organisations to optimise their delivery. She was previously the Chairman of NHS Berkshire, the commissioning organisation responsible for planning and overseeing health services in the area. Her previous appointments give her a broad perspective on care delivery and futures, including as Lay Member within a vanguard Integrated Care System and a charity trustee and an Independent Member for Children and Adult Safeguarding. She has personally undertaken research on collaboration in primary care as part of an MSc. in Coaching and Behavioural Change with Henley Business School, which was awarded a prize for outstanding achievement.



## **Tim Tod**

Participation Lead, University of Exeter

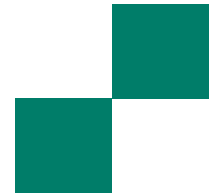
Tim has worked extensively with children, young people and their families for over 30 years as a professionally qualified youth worker, and for the past decade has worked within Cedar as the Participation lead supporting Children and Young People Improving Access to Psychological Therapies programmes; and more recently also supporting the Southwest provider collaborative for children and young people's inpatient provision in developing and implementing their participation strategy. He is a Foster Carer of teenagers and has been a CEO of various children's and young people's charities in the Southwest over the past 25 years.



## **Kate Sandel**

Participation Lead, University of Exeter

Kate has worked in a variety of sectors for the past 20 years combining her passion for the wellbeing of people with the rest of the more-than-human-world. This began by working in environmental education, before focusing on person-centred practice for young people with special educational needs and their families. She has worked strategically for Devon County Council as part of the Transitions Commissioning Team, and lead on a variety of advocacy and participation projects at regional and national level. In recent years her focus has been on training and development of the workforce, and Kate has been co-lead for the participation training programme for Cedar for the past decade. Alongside this she runs her own business supporting people and horses, and has recently undertaken a Masters in Mind, Movement and Ecology.



## Naomi Hamilton

Method Coaching

Naomi Hamilton, Director of Method Coaching. Naomi is an accredited coach with the Institute of Leadership and Management, specialising in personal and professional development. Naomi has over 15 years of experience in NHS leadership, working as Head of Commissioning for mental health with Clinical Commissioning Groups, and latterly in strategic leadership with an Integrated Care Board focusing on system wide commissioning for mental health services. She is passionate about empowering individuals and organisations to achieve their goals and thrive. As a volunteer mentor with The Girls Network, Naomi is dedicated to supporting young people in their personal and professional growth.

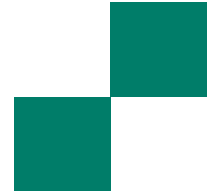


## Faaiza Vadia

Child and Adolescent Mental Health Lecturer, Edge Hill University

Faaiza is a Child and Adolescent Mental Health Lecturer at Edge Hill University. She teaches across multiple Undergraduate and Masters Programmes across the Faculty of Health, Social Care and Wellbeing including the Post Graduate Diploma Educational Mental Health Practitioner course and Supervision Post Grad Cert. Additional to her role at the University she is Co-Chair of the Anti-Racism Community of Practice for Psychological Professionals Network Northwest, runs local peer support groups for individuals from minority ethnic communities and provides consultancy, CPD and training services on EDI with a special interest in Anti-Racism working with a range of organisations. She also delivers EDI CPD regionally in collaboration with Northumbria University for qualified Education Mental Health Practitioners and Children and Young Peoples Wellbeing Practitioners and is involved in curriculum reform across these programmes. Faaiza is a qualified Education Mental Health Practitioner and has experience in a variety of roles in corporate banking, academia and community engagement.

# Aims



## Purpose

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This course aims to support those in CYP MH leadership roles to implement transformational change in their services. It seeks to develop participants' knowledge, both personally and professionally, of their leadership role.

## The course will:

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- 01** Develop participants' knowledge of and ability to critically appraise the theoretical, policy, research, systemic and implementation literature that underpins service delivery, change and the leadership role
- 02** Provide and consider practical tools to manage change effectively and support workforce planning
- 03** Develop partnership working
- 04** Develop participants' understanding of and ability to implement evidence-based leadership
- 05** Support the consideration and development of personal and interpersonal leadership skills and values
- 06** Encourage participants to consider equity, diversity and inclusion (EDI) in relation to those who use their service, as well as their workforce and organisation, and what this means for leadership and service delivery
- 07** Develop a framework that supports reflective practice in relation to both the implementation of change and their practice in the leadership role

This course aims to be a resource for participants in supporting their own leadership development, as well as in identifying need and implementing service change in their local area. This course recognises that the problems being addressed are often complex. The intention of the programme is to provide a supportive, reflective and engaging platform in which participants can learn and critically engage with new ideas, reflect on their existing knowledge and expertise, problem solve and learn from each other to address challenges and overcome implementation issues.

# Who is the course for?



**Participation:** The course is relevant for all leaders and service managers with clinical and/or operational responsibility for delivering CYP MH services and supporting service transformation and workforce development in education, social care, NHS settings and voluntary, community and faith sector.

**Entry expectations:** It is anticipated that individuals applying for this program will be operating in a leadership role that has direct influence and decision-making authority relating to service delivery, deployment, and development. We welcome applications from individuals who are in well established leadership roles and for those also stepping/emerging into more senior positions.

**Individuals undertaking the training should be able to attend all taught days and be able to travel to Exeter university as required.**

## Course Structure

The programme will commence from March 2026 and consist of 12 full-days training and 2 half-days workshops. These will predominantly be delivered face to face but with some remote only content (please see full timetable on the following pages). The training is intentionally ‘front-loaded’ with the majority of taught content between March and July, with programme completion expected in December 2026. Please note this is a professional development pathway (CPD) and not a credit-bearing qualification. Those satisfactorily attending and completing the training will receive a certificate of completion. Although no formal assessments will form part of that training, it is expected that each participant will undertake and complete a service-based development project and the related preparation, presentation and reflective practice components as required.

# Programme Timetable



In addition to the programme days outlined below, delegates are expected to have a minimum of 3 additional self-directed study days for programme-related work across the duration of the programme. Please note that there will be some differences in timings of taught days to support those that need to travel. Face-to-face sessions on Thursdays will be 10am-5pm, with face-to-face sessions on Fridays from 9am-4pm. Remote sessions and workshops will vary and are detailed below.

| DAY                                                        | THEME                                                                                  | CONTENT                                                                       |
|------------------------------------------------------------|----------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|
| <b>1: Thursday 26th March<br/>(in-person, 09:30am-5pm)</b> | Welcome, induction and orientation                                                     | National CYP MH context, background, politics, police and priorities          |
| <b>2: Friday 27th March (in-person, 9am-4pm)</b>           | Regional context, commissioning and role conceptualisation                             | Introduction to leadership                                                    |
| <b>3: Thursday 23rd April<br/>(in-person, 10am-5pm)</b>    | Leadership and organisational culture, theory and models of leadership                 | Conceptualising culture, power and authority                                  |
| <b>4: Friday 24th April (in-person, 9am-4pm)</b>           | Evidence-based practice                                                                | Project planning discussion groups, action learning sets, reflective practice |
| <b>Thursday 14th May<br/>(remote, 9:15am-12:30pm)</b>      | Half day skills workshop: Project Planning                                             |                                                                               |
| <b>5: Thursday 21st May (in-person, 10am-5pm)</b>          | Service transformation, implementation, theory and practice, implementation frameworks | ‘Taking People with you’, national guidance, 5 principles                     |
| <b>6: Friday 22nd May (in-person, 9am-4pm)</b>             | Service transformation, community and statutory, digital                               | Education settings, MHST, PPN                                                 |



|                                                        |                                                                                       |                                                                                           |
|--------------------------------------------------------|---------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
| <b>7: Thursday 18th June<br/>(in-person, 10am-5pm)</b> | Leadership/service development in practice, systems change, case studies              | Partnership working, case studies                                                         |
| <b>8: Friday 19th June (in-person, 9am-4pm)</b>        | Leadership/service development in practice, case studies                              | EDI, policy into practice, case studies                                                   |
| <b>9: Thursday 17th September (remote, 9am-5pm)</b>    | Half day skills workshop: Taking People With You Through Change 9:15am-12:30pm        | Project updates, review, Q and A, reflective practice, action learning sets 1:30pm-4:45pm |
| <b>10: Thursday 15th October (in-person, 10am-5pm)</b> | Culture and compassion                                                                | Action learning sets, reflective practice groups                                          |
| <b>Thursday 12th November (remote, 9:15am-12:30pm)</b> | Half day skills workshop: Making Meetings Meaningful<br>Education settings, MHST, PPN |                                                                                           |
| <b>11: Thursday 3rd December (in-person, 10am-5pm)</b> | <b>Project presentations</b>                                                          |                                                                                           |
| <b>12: Friday 4th December (in-person, 9am-4pm)</b>    | <b>Project Presentations</b>                                                          | Endings, next steps, celebration, feedback, evaluation                                    |

# Programme Overview



Below is an outline of the CYP MH Leadership training curriculum, with identified themes and aims, and more specifically defined learning objectives.

## Theme:

Policy and the national and local CYP MH service landscape

**Key Aims:** For participants to be aware of national and local policies that shape CYP MH provision, including how to use these to inform workforce planning.

By the end of the course, participants will:

- be aware of the policy landscape in the UK in relation to the mental health of children and young people
- have knowledge of the timeline for key policy drivers that have shaped the development of CYP MH services in England
- have an overview of the development of CYP MH training, including the economic argument for training and developing the workforce
- have an understanding of the needs of the population and communities local to their service
- understand how to use national and local policies and knowledge of needs in their local area to inform workforce planning for their service

## Theme:

Equity/diversity/inclusion/intersectionality

**Key Aims:** For participants to develop an understanding of and an ability to promote EDI in the context of their CYP MH leadership role, both in relation to their local population and their organisation and workforce.

By the end of the course, participants will:

- understand the importance of having inclusive, diverse organisations
- understand the concept of intersectionality
- be able to reflect upon the processes and structures that may promote or impede diverse and inclusive organisations
- be able to reflect upon the qualities and behaviours of inclusive leaders
- have developed skills that promote and foster diverse and inclusive organisational cultures, such as conflict management, and be able to apply these to 'real world' leadership scenarios
- recognise the importance of creating ongoing plans to implement, monitor and assess initiatives and practices that underpin inclusive and diverse cultures

**Theme:**

Partnership  
working/systemic  
thinking

**Key Aims:** For participants to develop an understanding of the importance of different types of partnership working in CYP MH provision, and skills in ways of facilitating this.

By the end of the course, participants will:

- understand the principles and aims of different types of partnership working
- reflect on their role as leaders in establishing and maintaining effective partnership working
- understand key partnerships that drive effective outcomes in their area of work, including:
  - service users and communities
  - internal partners
  - external partners
  - strategic bodies in their area/region

**Theme:**

Leadership theory  
and personal  
leadership values  
and style

**Key Aims:** To introduce different theories and models of leadership so that the participants can apply these to their own work as leaders.

- To understand and apply relevant leadership models and self-assessment and feedback tools to understand their own leadership practices and their impact on people, teams and outcomes
- To be able to reflect on own leadership behaviours, their impact on others, and their leadership development

**Theme:**

Interpersonal  
leadership styles  
and organisational  
culture

**Key Aims:** For participants to examine their interpersonal leadership skills, gain knowledge in organisational culture, and learn how to support others, applying these skills in their workplace.

- To develop knowledge and skills in working with, and influencing, others
- Develop knowledge and skills in building interpersonal relationships within and outside their own team
- understand how to address interpersonal difficulties and conflict
- Develop knowledge and skills relating to the development of others and promoting staff retention
- Develop knowledge and skills in leading with care and developing psychological safety for staff and service users
- Assess the current culture of an organisation/system, ways they contribute to it, and levers that can be used to change it

**Theme:**

Service transformation in practice

**Key Aims:** To develop knowledge of models, frameworks and theory that will enable participants to implement effective service transformation, driven by national and local policy and need.

- To understand how the five core principles of CYP MH (formerly CYP IAPT) inform and impact the transformation process
- Understand national and local commissioning arrangements relevant to CYP MH
- Develop knowledge about their own local transformation/strategy for CYP MH and how their organisation engages with this
- Develop knowledge of models, frameworks and theory for effective implementation and service transformation, and how to use these to develop and implement a transformation plan for service change
- Understand the role of workforce planning in transformation and be aware of the range of resources available to support the process
- Understand a range of options to measure the impact of the service transformation

**Theme:**

Evidence-based practice and service evaluation

**Key Aims:** For participants to understand how to effectively make use of evidence-based practice and service evaluation to inform and guide service development and workforce planning.

- Understand how to access and critically evaluate the evidence base in relation to CYP MH interventions and service delivery:
- To benefit children, young people and their families/carers and promote wider reporting
- To improve efficiency and effectiveness and inform workforce development
- Effectively engage with and support clinical, operational and management staff to make use of evidence and outcomes data to inform workforce development
- Effectively engage with feedback from children, young people and their families/carers on their experience of services and ensure this feedback is used in a meaningful way to support service improvement
- Have knowledge and awareness of both the benefits and common challenges/pitfalls of service evaluation
- Understand how outcomes data can be made accessible to all partners (including children, young people, parents and carers) and can be effectively used to create an authentic participatory feedback process that guides workforce development and strategic and business plans

**Theme:**

Ensuring meaningful participation at all levels of services

**Key Aims:** For participants to understand the importance of meaningful participation across service design and delivery, and develop methods of embedding this effectively in their service.

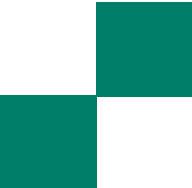
- To understand the importance of participation by children, young people, parents, carers and the community across service design and delivery
- Understand models of effective participation and practical tools for CYP MH services
- Understand how to embed a culture of participation in their service and ensure there are appropriate systems in place to do this
- Demonstrate ideas about what participation with service users and communities can mean in practice

## The service development project

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- **At the heart of this programme** is the expectation that the training will link directly to a service-based project that in turn leads to a tangible, meaningful and measurable improvement for your local service provision.
- In addition to participating in the taught days, workshops and learning sets, those attending the programme will undertake this service-based project as a core component of the training, including planning, development and implementation, **before presenting the project** as part of the endings and celebration days as we finish the taught programme.
- All programme participants are expected to fully engage in the service-based project process, utilising taught theory, effective planning strategies, workshop content, reflective practice processes, relevant literature, resources and appropriate liaison with service-based participants to **enable the project to progress successfully**.
- Delegates will be given opportunity to engage in dedicated time within the programme structure to help **plan and prepare for their project**, but it will require additional time, consideration, action and energy within the service-based / employment environment to fully facilitate implementation.
- **Further guidance** on the service development project with suggested project framework and structure for the presentation will be given to participants as part of the programme delivery.

# Practical Information



## Recruitment process

- The programme is relevant for leaders and service managers with oversight of services delivery, service transformation and workforce development. It is the expectation that delegates undertaking this programme will be actively employed within a CYP Mental Health service and operating in a leadership role that has decision making authority regarding service development and deployment. Following an application process, the programme team will conduct short interviews with delegates to ensure suitability and that applicants understand the commitments required for the programme.

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## Service Support

- Delegates will need to have support from their service to attend and engage with the programme fully, including attendance at all taught days, travel where necessary, and are facilitated opportunity to implement their service-based project and related elements of learning into practice.

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## Taught days and Timekeeping

- The programme consists of 12 full taught days, and 2 half day workshops across the year. These include a mix of lectures, whole group sessions and smaller group activities. The smaller group work helps delegates link the content of the larger sessions to their own work context, facilitate reflective practice and personal leadership development, and support delegates with their service transformation project. Timekeeping and attention on the programme is expected to be held with the same commitment as at the workplace. It would be helpful to have an out of office notification scheduled when teaching falls on a working day.

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## Sharepoint Access

- Once accepted and registered onto the programme, all timetables, day schedules, course materials and resources are on the course SharePoint site. Each delegate will be given a link ahead of the training commencing.
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## Assessment



As this is a professional development programme, there will be no formally marked assignments. However, to gain a certification of completion, delegates will be required to undertake their service transformation project, and to share this via a presentation at the end of the programme.

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## Programme Support



All delegates are allocated a point of contact to provide guidance for personal or service issues that arise and impact a delegate's ability to attend or engage, and as main point of contact for their service supervisor. As delegates will not be fully registered with the university, some of the university-wide systems will not be available. Therefore, services are responsible for putting appropriate measures in place to support delegates during their time on the programme.

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## Timings and locations



The timetable for each module is included in this brochure and will be a blended approach. The specific days may be subject to change depending on availability of teaching staff. Please note there will be a mix of in-person sessions delivered in Exeter, and remote sessions run either via Zoom or Microsoft Teams. We are not able to offer face-to-face days as hybrid, so **it is important for you to ensure you are able to commit to in-person teaching and any associated travel.**

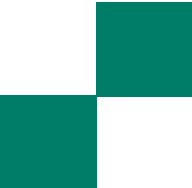
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## Attendance and absence



Attendance is expected to be 100%. For the sake of clarity, this means that all scheduled activities should be undertaken at the times specified in the day schedule. **If any delegate cannot attend or undertake the activities at these times they MUST send an email to the team on [SW-CYP-PT@exeter.ac.uk](mailto:SW-CYP-PT@exeter.ac.uk).** We are unable to record the taught days, so it is important if a delegate misses a teaching day, they take responsibility for booking themselves an equivalent time to catch up on the materials and content covered, including time to reflect on how this applies to your role, and your service transformation project. **If a delegate misses more than 2 taught days and therefore their attendance drops below 80%, for example through illness or adverse circumstances, the delegate may not be able to continue training, may not be awarded their certificate or may be required to undertake the programme again.** If illness or unexpected circumstances affect a delegate's ability to engage with the programme at the present time, the option of interrupting may be available.

# Practical Information



## Study Days

- Although not obligatory, in addition to taught hours, delegates are expected to have a minimum of 3 days study time. We have not timetabled these in, as delegate needs will be unique and they may prefer to use their study days for different reasons. We would however recommend that these are planned in advance and spread throughout the year, with an arrangement that works best for the delegate and the service and taking presentation dates of the service transformation project into consideration.

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## Equipment

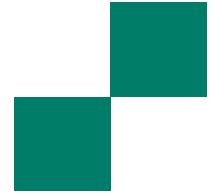
- The programme is a blended approach, with the majority of teaching face-to-face in Exeter but with some remotely delivered taught content and workshops (please see timetable for details). In-person days will take place at Streatham Campus at the Exeter University, so it is important delegates are support with travel and accommodation where necessary. Some of the training will be delivered remotely via a video platform. Any equipment and workplace requirements need to be in place from the start of the training. The university and service have an information sharing agreement, which is available on SharePoint. Delegates will be required to undertake a service transformation project relevant to their interests but also aimed at improving service delivery. These projects should not be chosen without support/input from services. Services should have arrangements in place for study support, such as reasonable adjustments and input from occupational health.

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## Confidentiality

- Delegates should ensure when discussing or describing their work and their personal response to their work, that they protect patient, colleague and family and friends' confidentiality.

# What can you expect from Exeter?



## Cedar EDI Statement

It is our intention within Cedar that trainees from all diverse backgrounds and perspectives be well served by our training courses, that trainees' learning needs be addressed both in and out of teaching sessions, and that the diversity that trainees bring to their learning environment be viewed as a resource, strength and benefit. It is our intention to present materials and activities that are respectful of diversity. This includes, but is not limited to, gender and gender identity, sexuality, disability, age, socioeconomic status, ethnicity, religion, race, and culture.

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Your suggestions are at all times invited, encouraged and appreciated. We encourage you to let us know ways to improve the effectiveness of the course for you personally or for other trainees or student groups. In addition, if any of our training sessions conflict with your religious events, or if you have a disability or other condition necessitating accommodation, please let us know so that we can make the necessary arrangements for you in line with your professional body/ national curriculum requirements.

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Our goal within Cedar as a learning community is to create a safe learning environment that fosters open and honest dialogue. We are all expected to contribute to creating a respectful, welcoming, and inclusive environment within which any form of discrimination will not be tolerated. To this end, classroom discussions should always be conducted in a way that shows respect and dignity to all members of the class. Moreover, disagreements should be pursued without personal attack and aggression, and instead, should be handled with care, consideration and a non-judgmental stance. This will allow for rigorous intellectual engagement and a deeper learning experience for all.

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(Statement adapted from the University of Iowa, College of Education and Yale University - Dr. Carolyn Roberts, Assistant Professor, History of Science & History of Medicine, and African American Studies)

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At Cedar, in our training of psychological professionals, we are committed to progressing and embedding the principles of equity, diversity and inclusion into all areas of our training courses, and are active in our endorsement of the Psychological Professions Network Equity, Diversity, and Inclusion Position Statement which can be read [here](#).

## Emotional & Wellbeing Support

We recognise that academic, workplace and personal responsibilities may be difficult to balance. Within the programme we hope to promote a mutually supportive atmosphere in which delegates feel able to share relevant experiences, concerns and issues with one another, with the programme team / nominated contact. However, we recognise that the programme team cannot necessarily provide all the support that may be required. Other sources of support will include:

The programme point of contact who is there to support delegates if they begin to experience difficulties including: personal, academic or otherwise that may adversely impact on the training. In the event of significant difficulties that may impede a delegate's ability to engage with the programme, the programme point of contact can liaise with the service-based manager supervisor to discuss a supportive way forward. This can be far better than a delegate trying to 'keep going' when they are unable to produce work of an appropriate quality that may then result in being unable to complete the service transformation project.

The Workplace Manager: the delegate's manager / lead should make themselves aware of the requirements of the programme be undertaken and ensure appropriate support is put in place for the delegate. Should the delegate be unable to inform their tutor of any difficulties of absence, the workplaces manager should be proactive in notifying the university as soon as possible. Delegates must be able to access appropriate wellbeing services, and appropriate support for additional learning needs, disabilities and health conditions that may impact their ability to engage with and benefit from the programme.

## Dignity & Respect

The University of Exeter aims to create a working and learning environment that respects the dignity and rights of all staff and delegates and where individuals have the opportunity to realise their full potential.

We aim to create an environment and culture in which bullying, and harassment are known to be unacceptable and where individuals have the confidence to deal with harassment without fear of ridicule or reprisal.

The University will not tolerate any form of harassment or bullying and is committed to ensuring that staff and delegates are able to work and study without fear of victimisation.

The University regards any incident of harassment or bullying as a serious matter and will respond promptly and sensitively to formal complaints, and where appropriate take disciplinary action.

Additionally, staff and delegates will be encouraged to resolve concerns informally through a network of trained Dignity and Respect Advisors.

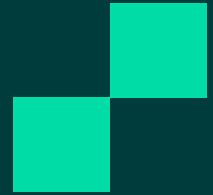
For more information please see:

<http://www.exeter.ac.uk/staff/equality/dignity/policy/>



University  
of Exeter

Cedar Create



# Cedar Create Leadership Academy

Contact Us

[createprojects-cedar@exeter.ac.uk](mailto:createprojects-cedar@exeter.ac.uk)

[www.cedar-create.com](http://www.cedar-create.com)