

Programme Specification: Post Graduate Taught For students starting in Academic Year 2022/23

1. Course Summary

Names of programme and award title(s)	MSc Clinical Associate in Psychology (named pathway). Named pathways: - Adult mental health - Children and young people - Older adults - Physical health - Learning disability - Urgent and inpatient care - Neuropsychology - Paediatrics - Forensic psychology
Award type	Taught Masters
Mode of study	Part-time
Framework of Higher Education Qualification (FHEQ) level of final award	Level 7
Normal length of the programme	18 months
Maximum period of registration	The normal length as specified above plus 3 years
Location of study	Keele Campus
Accreditation (if applicable)	This programme will be accredited by the British Psychological Society (BPS). Once the programme has institutional validation, accreditation will be sought from the BPS.
Regulator	Office for Students (OfS) and Institute for Apprenticeship and Technical Education (IfATE)
Tuition Fees	The employer pays all course fees and no fees are charged to apprentice students. Programme price is set at the maximum funding band for this apprenticeship standard set by the Institute for Apprenticeships and Technical Education (IfATE) which is a government non-departmental body sponsored by the Department for Education (DFE). We reserve the right to increase price in future. Fees will be paid by the employer on behalf of the apprentice using Levy or co-funding arrangements. For further information please visit: https://www.gov.uk/government/publications/apprenticeship-funding-from-may-2017 A full breakdown of costs is set out in the commitment statement.

How this information might change: Please read the important information at <http://www.keele.ac.uk/student-agreement/>. This explains how and why we may need to make changes to the information provided in this document and to help you understand how we will communicate with you if this happens.

2. Overview of the Programme

The MSc Clinical Associate in Psychology programme is a masters level degree apprenticeship and was co-produced with an array of staff from the NHS. The core goal of the programme is to provide you with a substantive foundational education in psychological practice within the scope of the role of Clinical Associate in Psychology, and room to develop professional skills in both the classroom and workplace. As an apprentice you will spend on average (across the duration of the programme) approximately one day per week in education sessions, three days per week in the workplace, and one day per week engaged in self-directed study. It is a goal of the collaboration between the NHS and Keele University that local and regional NHS workforces may be staffed by individuals who usually live and work in these areas, thus helping the local and regional psychological workforce become as representative as possible of the local and regional populations in which they operate.

The role of Clinical Associate in Psychology (CAP) is a relatively new occupation within the NHS. It was developed to increase access to psychological services. The role sits between Assistant Psychologists and Clinical Psychologists in the NHS. They are autonomous clinicians who work within a pre-defined scope and are supported and supervised by a practitioner psychologist registered with the Health Care Professions Council. CAPs work with a broad array of individuals across the lifespan, including but not limited to children and young people, individuals in forensic settings, and older adults. They provide high quality, evidence-based psychological interventions, with formulations derived and informed using psychological instrumentation and assessment tools.

The underlying philosophy of the programme is that of a collaborative co-production and co-management relationship between local and regional NHS Trusts and the programme team at Keele University, with a common goal of creating a programme that produces apprentices capable of thriving within the CAP role. The design of the programme recognises that the CAP role is grounded in psychological theory but requires high level clinical skills. Initial modules on the programme provide introduction to the necessary frameworks and theory in which

CAPs operate, opportunities to practice and develop clinical skills, and how to undertake assessments that engage you in essential workplace skills such as presentations and clinical simulations. One of the design principles of the programme has been that of *assessment for learning*; this means that assessments are designed to develop skills you will use in the CAP role and allow the programme team to make sure you meet the rigorous clinical standards required by the CAP role.

The programme will be delivered by the School of Psychology at Keele University in conjunction with NHS employers who will provide supervision and support for you during work-based learning components. You can expect a minimum of one hour per week of clinical supervision; this can take place in individual and group settings. Upon completion you will have achieved 180 credits at level 7, delivered over an 18-to-24-month period. You will be expected to complete the initial 160 credits to be eligible to enter the End Point Assessment module.

The nine different named pathways within the programme will contextualise the core elements of the programme within the relevant clinical context. It is the clinical setting in which the apprentice is employed that defines the pathway. The choice of pathway is dictated at the initial application stage. In other words, it is the job for which apprentices are employed on that dictates the pathway they follow (i.e., if the job is based within a forensic setting, then the forensic pathway will be followed). Apprentices will be required to develop domain specific skills by utilising the foundational information provided on the programme, additional teaching and materials relevant to the route, and by utilising support and guidance from the programme team, clinical supervisors, and assessments that focus on the target population (e.g., older adults). Certain additional content and support may be provided around specific tasks or responsibilities specific to clinical settings. For example, additional support from tutors around risk assessments will be supplied to apprentices following the forensic settings route.

3. Aims of the programme

As a student on a contemporary post-graduate level apprenticeship accredited by the British Psychological Society which also adheres to the standards laid out by the Institute for Apprenticeships, you will be prepared for entry into the CAP role within the NHS. The British Psychological Society and Institute for Apprenticeships standards were developed in conjunction with NHS employers ([see here for list](#)) and are mapped throughout this programme. This programme has been developed in partnership with clinical psychologists, directors, and managers from the NHS to meet workforce needs across a wide range of clinical settings. The programme has been designed with an emphasis on the development of clinical skills and personal development to give graduates the confidence to work in challenging clinical situations whilst also providing the necessary knowledge to operate effectively as a scientist-practitioner.

This apprenticeship meets the 12 key duties of a Clinical Associate in Psychology as set out in the apprenticeship standard:

1. Be an accountable professional acting in the best interests of patients, by providing personalised psychological interventions that are evidence-based, compassionate and empowering
2. Communicate effectively through creating and maintaining clinical records
3. Conduct psychological assessment to identify the priorities and requirements for personalised, evidence-based psychological interventions
4. Develop psychological formations to inform the delivery of effective personalised care and to enhance the range of psychological interventions that other healthcare professionals may utilise in clinical practice
5. Provide a range of psychological treatments to individuals and groups appropriate to the needs of patients in the context in which they experience distress
6. Provide a range of psychological interventions when working with complex and chronic needs within scope of practice, selecting and implementing interventions where an established evidence-base is absent
7. Choose appropriate psychological measurement tools for ongoing evaluation of psychological treatments that make a significant contribution to the continuous enhancement and quality improvement of clinical practice
8. Provide support and guidance as part of multidisciplinary teams
9. Provide training to others in order to inform psychological interventions across a range of service settings
10. Undertake research and service development activities to inform change in the area of work
11. Provide psychological models of clinical supervision to the broader mental health workforce within scope of practice
12. Conduct risk assessments and risk formulations

4. What you will learn

The programme is taught by specialist members of the School of Psychology, and where appropriate, by experts from relevant supporting disciplines or colleagues in clinical practice. You will be trained in research methodologies and in transferable employment-related skills. The MSc Clinical Associate in Psychology apprenticeship programme has been designed to meet all the required standards as set out in the Institute for Apprenticeships standard and the British Psychological Society's accreditation standards. Upon completing the programme, you will be able to complete the 12 key core duties of the Clinical Associate Psychologist role (outlined below, as defined by the Institute for Apprenticeships). Whilst you will be particularly well qualified to complete the role of Clinical Associate Psychologist, you will also develop a more general intellectual skills commensurate with a higher university degree, which are attractive to a wide range of employers.

This programme has been co-produced between NHS clinical psychologists, managers, and directors in collaboration with academics from Keele University. The programme is designed to provide apprentices with a combination of theoretical understanding of the discipline of psychology and practical clinical skills which will facilitate effective engagement with CAP role upon graduation. CAPs are often focussed on developing and leading community initiatives to help support individuals and community's psychological wellbeing in a self-sustaining manner. This programme provides education and experience that prepares apprentices for such work. There will be dedicated classroom time for developing essential clinical skills such as assessment and formulation before you need them in the workplace. As the contemporary NHS often requires multi-disciplinary working you will have opportunities to meet students from other NHS disciplines such as medicine and nursing. The programme is underpinned by high-level understanding of psychology to a masters-level standard. Your academic education culminates in the Clinical Practice module which you will work on throughout your apprentice, documenting how you have met the required standards and quantity of experience of clinical practice.

This programme has been designed to facilitate learning and development across four main areas: A) Subject knowledge and understanding, B) Intellectual skills, C) Subject specific skills, and D) Key or transferable skills. The programme team have developed these in conjunction with NHS colleagues to meet the requirements of the British Psychological Society standards for Associate Psychologist programmes, and the Institute for Apprenticeships specification for the Clinical Associate in Psychology apprenticeship standard.

The intended learning outcomes of the programme (what students should know, understand, and be able to do at the end of the programme), can be described under the following headings:

Subject knowledge and understanding

Successful students will be able to:

- Describe the role of CAPs, their scope of practice, and the broader healthcare context
- Critically appraise key theories in clinical psychology and the relationship between theory and practice
- Critically appraise ethical frameworks and guidance relevant to practice (e.g., NICE) and the implementation of these in practice
- Demonstrate competency in the use of assessment and formulation to engage clients in appropriate interventions

- Critically appraise the utility of the engagement of all stakeholders in service development and co-production frameworks.

Intellectual skills

Successful students will be able to:

- Critically evaluate research literature in clinical psychology including traditional and novel approaches
- Gather, synthesise, and communicate complex information across individuals, systems, and teams
- Use scientific research principles to select appropriate techniques of research design and analysis in respect of clinical assessment and clinical audit and improvement
- Demonstrate reflexive self-awareness in relation to professional practice, lifelong learning, and self-care
- Review relevant psychological literature relating to a particular clinical problem

Subject specific skills

Successful students will be able to:

- Work effectively in varied and complex clinical settings demonstrating problem solving, flexibility, and reflexivity in practice
- Meet the knowledge, skills, and behaviours standards of the CAPs apprenticeship scheme
- Demonstrate inclusive professional practice and advocacy for positive patient outcomes within the scope of the CAP role
- Recognise the broader social and psychological circumstances of the client and how these are integral to the formulation and success of intervention
- Under supervision, plan and deliver effective supervision, consultancy, training, and teaching
- Develop and maintain effective working relationships with clients in the target population which can facilitate productive psychological assessment, formulation, and intervention
- Demonstrate effective professional communication skills within clinical settings and the wider healthcare context
- Demonstrate reflexive professional practice and effective engagement of supervision
- Make effective ethical and reflexive decisions under supervision in clinical practice within the scope of practice of CAPs
- Recognise and professionally navigate the inherent power imbalances between clinical professionals and clients
- Demonstrate a critical and reflexive understanding that formulation is a dynamic and collaborative process between client and clinician

Key or transferable skills

Successful students will be able to:

- Communicate effectively using appropriate verbal, visual, graphic, IT, and written means depending on the audience
- Demonstrate the ability to learn independently, using a range of information sources and approaches
- Manage time effectively and work to deadlines
- Use digital and electronic communication techniques, hardware and software, including word-processing, spreadsheets, email, and internet
- Work in teams as both a leader and member of a team
- Employ scientific methods and analysis of evidence in the solution of problems
- Sort and manipulate data
- Present data in a variety of ways.

Our programmes are all designed to support you to develop a unique combination of skills, related to citizenship and employability, that you can apply to your personal, professional and societal lives beyond graduation. You can find more information on the difference that we make to students and their communities through our educational practices here: <https://www.keele.ac.uk/kiite/visionforeducation/difference/>.

Keele Graduate attributes

Engagement with their chosen programme will enable students to further develop their intellectual, personal and professional capabilities. At Keele University, we call these our ten Graduate Attributes and they include independent thinking, synthesizing information, creative problem solving, communicating clearly, and appreciating the social, environmental and global implications of your studies and activities. Whilst you undoubtedly will have already developed these skills and abilities to varying degrees, such existing capabilities can always be deepened and enriched. Our educational programmes and learning environments are designed to help you develop further as a well-rounded postgraduate who is capable of making a positive and valued contribution in a complex and rapidly changing world, whichever spheres of life you engage in during and after your studies. We outline below how these attributes are developed in this programme.

An open and questioning approach to ideas: Keele staff are renowned for our friendliness and openness. Masters teaching is carried out mostly in small groups or via one-to-one supervision. This means that meaningful group discussions can be had where students are not intimidated to speak out. It's all about ideas, curiosity, and clear thinking.

Appreciating the value of your chosen subject: The programme has reflection and appreciation built in. Whether this is one-to-one supervision with your clinical supervisor, undertaking a reflection on how your professional practice is developing, or working with clients or communities, you will be expected to reflect on your chosen profession and the impact it has on others.

Information literacy: Contemporary life comprises a cacophony of competing information. Completing psychology assignments will greatly develop your information literacy. These include oral presentations (where you synthesise and condense a great deal of information for a lay audience), research proposals (where you suggest methods of developing current thought), and reflexive assessments (where you must draw together your own experience and bring in published research). Studying at Keele will make you a knowledgeable citizen with the ability to locate, evaluate and synthesise large amounts of frequently conflicting information, ideas and data.

Problem solving: Apprenticeships, by their very nature encourage you to solve problems; whilst working autonomously (under supervision) you will be expected to proactively work to provide solutions to individual's and community's psychological needs. The academic elements of the programme will also help develop your problem-solving skills; for example, in the Clinical Service Evaluation and Research module you will design an independent piece of research. To do so, you will need to solve the problems of which question to ask and how best to answer it.

An appreciation of the implications of your studies: Clearly studying does not take place in a vacuum. The choices that you make in what and where you study will impact on others. Keele takes this subtle aspect of university life seriously. Keele has developed a policy to reduce environmental impacts, including waste minimisation and energy management. Psychology, being the study of people, has its own responsibilities to ensure that any research and interventions carried out treat human participants and clients with respect and dignity throughout. The School of Psychology has its own Research Ethics Committee overseeing student research. As a Keele Masters student you will be introduced and closely guided through this very important aspect of Psychology both in research and clinical practice.

The ability to communicate clearly and effectively: To become effective agents in both professional and personal life, it is crucial that Keele graduates can go out into the world with the skills to be able to communicate clearly and effectively in written and verbal forms for different purposes and to a variety of audiences. Across the programme in both academic and professional elements you will write clinical case reports, reflect on them, communicate with other healthcare professionals and clients, present to tutors and peers, develop your professional clinical communication skills - discussing sensitive and sometimes controversial ideas with clients, non-psychology focussed healthcare professionals, and supervisors.

Developing knowledge, skills, motivation and self-confidence: That knowledge and skills develop as a consequence of doing a Masters degree almost goes without saying; the knowledge and skill you will develop on this programme have been covered in the earlier sections of this document. We enjoy seeing our students' self-confidence grow as they meet the challenges that are set throughout the Masters programme. CAPs work semi-autonomously and we help you develop the knowledge, skills, motivation, and self-confidence to do so across a range of settings. As a CAP you will have a professional responsibility to constantly develop your own knowledge and reflect on your overall efficacy as a clinician and seek support or training where you need it. This programme provides you with the skills to do so.

Responsible participation in one's communities: We make it very clear as part of the student induction process that Masters level study requires you to be an active learner. Academic staff are presented as resources that the student must decide how best to use rather than as teachers dictating what and how learning should be. Students quickly catch on to this and, in so doing, become responsible participants in the university community. It is empowering and eye-opening when the students begin to see academic staff as like themselves - very knowledgeable in some areas and less so in others - but always ready for the challenge of exploring new frontiers. This sets the students up with the ability and motivation to participate responsibly and collaboratively as active citizens in the communities in which they go on to live and work.

A professional and reflective approach: As a professionally focussed, regulated, and accredited programme has been designed to develop students into professional and reflective practitioners. This features throughout the programme in many ways, from meetings with supervisors and tutors, to assessments that require reflection on clinical practice. These are fundamental elements of our programme.

Flexibility: If there's one certainty in life it is that uncertainty usually is not far from us. Therefore, it is crucial that our graduates have the flexibility to thrive in rapidly changing and uncertain external environments and the ability to update their skills and knowledge as circumstances require. The programme will help you develop adaptability to wide range of situations, clients, and other health care professionals. As mentioned above, reflexivity and the need to seek training and supervision are core elements of the programme too. Not only do we prepare you to be flexible in your work but to learn from your experiences too. This ensures that our students become empowered to evaluate new information and ideas, so you can keep up with contemporary issues in psychology, and more widely, throughout your careers and lives.

The Graduate Attributes have been developed to reflect current practice at Keele and you may find them useful to draw on when you have completed the programme in preparing applications for jobs or further study. Further information about the Keele Graduate Attributes can be found here: <http://www.keele.ac.uk/journey/>

5. How is the programme taught?

Learning and teaching methods used on the programme vary according to the subject matter. They include the following:

- **Teaching sessions:** where the lecturer provides students with a framework for reading and independent study. Some classes may include audio or visual presentations.
- **Asynchronous learning:** our teaching sessions are supported by asynchronous learning activities. Tutors will provide students with activities to complete outside of class, these are designed to prepare them for class or cement their learning from class. Some modules will provide detailed online materials (i.e., a "flipped" classroom) in which students work through materials at their own pace and apply that learning to problems in class supported by their tutor. Other modules might provide smaller activities such as quizzes, ask students to read and respond to questions on a particular journal article, amongst many other things.
- **Tutorials and seminars:** sessions in small groups of 30 or fewer students where key skills can be developed and issues central to the programme can be discussed in more depth. Students are expected to play a full part, and occasionally to lead, these discussions. Some seminars consist largely of student presentations.
- **Laboratory classes and workshops:** involving larger classes in which students develop the practical skills necessary to conduct psychological research and explore ideas presented in teaching sessions. In these sessions students will have the opportunity to work together in smaller groups, interact with the lecturer and reflect on their own learning.
- **Independent study:** based on directed reading from textbooks, academic journals, and coursework materials.
- **Web-based learning:** using the University's virtual learning environment (the Keele Learning Environment or KLE) and Microsoft Teams, students will have access to a wide range of resources and research tools, and as a platform for online discussions, quizzes and blogs
- **Supervision and reflection sessions:** are conducted directly with supervisors, with the whole cohort, or between peers. They allow students time and space to reflect on their learning, and areas of strength and development in their clinical practice.

Across the Clinical Associate in Psychology programme, students experience a range of different learning and teaching methods. Each module has different prescribed learning activities, including taught classes and seminars, discussion and consultation with staff, and practical work. Apprentices will spend approximately one day per week in education provided by Keele University, one day per week in self-directed study (including asynchronous activities, independent study, and completing assignments), and the rest of their time with their employer completing training and learning as part of their job role. Attendance is expected at all teaching sessions and all days with the employer.

The philosophy of the programme is to provide you with a substantive foundational education in psychological theory and research and room to develop professional skills in both the classroom and workplace element of the apprenticeship. As previously mentioned, this programme was co-created between the programme team at Keele University and colleagues in local NHS trusts. This process has ensured an academically rigorous programme that also provides you with the practical training that appropriately prepares you for the clinically demanding role of CAP. The programme has been structured so that you are introduced to the essential knowledge and skills which allow you to undertake the role in the first modules (e.g., Fundamentals of Ethical Professional Practice and Assessment and Formulation). In parallel you will also engage in Psychological Interventions in Clinical Practice. During the final two semesters, as you have gained relevant clinical experience you will undertake Clinical Service Evaluation and Research combined with Leadership and Development in Clinical Practice.

Our students gain valuable hands-on expertise of research design, critical reviewing, planning, analysis and interpretation of data with a combination of tutor-led lectures, group discussions, practical activities and individual feedback. For example, in Assessment and Formulation you will learn about ethical and statutory guidelines and underlying theory of this key part of the CAP role. You will engage with both specialist theory and research in this module. We see students as a valuable resource for one another so teaching and learning involves discussing, working closely with, and listening to other students in many modules. Students will also be involved in independent study involving identifying, reading literature and published research from textbooks, academic journals and other relevant sources.

6. Teaching Staff

The programmes are taught by highly qualified staff with specialist qualifications in Psychology, and Academic Skills Tutors who provide learning support. All current members of academic staff have doctorates (PhDs, DClInPsy, or equivalent) in psychology or closely related areas and most hold (or are completing) qualifications in Teaching and Learning in Higher Education. Membership of the Higher Education

Academy (HEA) is encouraged in the School; most members of staff are currently either Fellows or Senior Fellows of the HEA and one staff member is currently a Principal Fellow.

All Psychology staff are active researchers and scholars whose work has been widely published in international journals, research monographs, and books. This research and scholarship informs the teaching that takes place in the School. This means that we are teaching cutting edge knowledge, with staff often actively researching in that area, meaning students can talk to the people generating the knowledge they are learning. Additionally, some of our staff actively research teaching and learning within higher education, so how we teach is also at the forefront of higher education practice. More information about Psychology Staff Members is available on the School website

<http://www.keele.ac.uk/psychology/people/>

The University will attempt to minimise changes to our core teaching teams; however, delivery of the programme depends on having a sufficient number of staff with the relevant expertise to ensure that the programme is taught to the appropriate academic standard.

Staff turnover, for example where key members of staff leave, fall ill, or go on research leave, may result in changes to the programme's content. The University will endeavour to ensure that any impact on students is limited if such changes occur.

7. What is the structure of the programme?

The programme follows a modular structure with modules running in parallel across three semesters. All modules on the apprenticeship are normally completed within 18 months but can be up to 24 should reassessments or adjustments have to be made due to unforeseen circumstances. The classroom hours dedicated to each module will change per semester depending on whether you are being introduced to a critical skill of the CAP role, for example, during the first semester you will undertake Fundamentals of Ethical and Professional practice. In conjunction with Assessment and Formulation and Psychological Interventions in Clinical Practice you will be prepared to undertake the CAP role in the workplace. The programme then moves into more advanced skills that are also core components of the CAP role (e.g., Leadership and Development in Clinical Practice). The academic strands of the programme culminate in the Clinical Practice module in which you will provide a portfolio of your clinical experiences and sign-off from your clinical supervisor. Finally, you will complete the apprenticeship via the End Point Assessment module, where external assessors will validate your skills and professional performance.

To meet the standards laid out by the British Psychological Society, the Institute for Apprenticeships, and the needs of NHS employers the apprenticeship programme is made up of the following modules:

- **PSY-40111 Fundamentals of Ethical and Professional Practice** (15 credits) This module will provide you with the fundamental knowledge of how to operate professionally and in accordance with relevant legislation in clinical settings with the specific population of interest as a Clinical Associate in Psychology. The NHS is a complex organisation, and this module covers the ethical and legal aspects of clinical practice including staff roles and structures within the NHS (including local authority agencies and voluntary sector organisations), and confidentiality. You will also gain skills and awareness of the need for self-care in professional practice and continuous professional development.
- **PSY-40113 Setting-specific Assessment and Formulation** (30 credits) Through this module you will be introduced to the principles and methods of psychological assessment of clinical problems and formulation skills to implement appropriate evidence-based interventions. You will develop skills that allow you to integrate information from classification systems, various psychological perspectives relevant to the population of interest (e.g., biopsychosocial/developmental), and conditions for favourable engagement of vulnerable populations.
- **PSY-40115 Psychological Interventions in specific Clinical Practice settings** (30 credits) This module develops your knowledge of key skills and competencies around psychological interventions in clinical practice. According to patient needs and clinical setting you will apply appropriate psychological interventions. You will also learn about complex, severe, and chronic presentations and how to utilise psychological interventions to promote change. You will also learn about community psychology and developing self-sustaining psychological interventions.
- **PSY-40117 Clinical Service Evaluation and Research** (15 credits) This module will provide you with the evaluation and research skills to maintain and develop positive clinical outcomes for service users in a variety of clinical settings. This will include qualitative and quantitative research methods, and appropriate theoretical background to these methods. Additionally, you will also be shown how to apply these research methods when conducting clinical research.
- **PSY-40119 Leadership and Development in Clinical Practice** (15 credits) The focus of this module is designed to provide you with the skills to continue and develop beyond qualification and to develop leadership qualities that will allow you to work confidently in community settings. This will include using recordings for skills development, clinical supervision, flexible practice in varied contexts, cultural awareness and adaption, and perspectives on and methods for community engagement.
- **PSY-40121 Clinical Practice** (55 credits) This module is focussed on workplace learning and development of your clinical practice skills. Throughout this module you will manage a minimum caseload and engage in observations of your clinical practice to develop your skills.
- **PSY-40123 End Point Assessment** (20 credits) This module takes place at the end of the apprenticeship programme once you have completed all other modules it will prepare you to undertake the demonstration of practice and professional discussion that formulates the end point assessment of the apprenticeship.

Year	Compulsory	Optional		Electives	
		Min	Max	Min	Max
Level 7	180	0	0	0	0

Module Lists

Level 7

Compulsory modules	Module Code	Credits	Period
Fundamentals of Ethical and Professional Practice	PSY-40111	15	Semester 1
End Point Assessment	PSY-40123	20	Semester 1
Setting-specific Assessment and Formulation	PSY-40113	30	Semester 1-3
Psychological interventions in specific Clinical Practice settings	PSY-40115	30	Semester 1-3
Clinical Practice	PSY-40121	55	Semester 1-3
Clinical Service Evaluation and Research	PSY-40117	15	Semester 2-3
Leadership and Development in Clinical Practice	PSY-40119	15	Semester 3

Learning Outcomes

The table below sets out what students learn in the programme and the modules in which that learning takes place. Details of how learning outcomes are assessed through these modules can be found in module specifications.

Subject Knowledge and Understanding	
Learning Outcome	Module in which this is delivered
Understanding of the role of CAPs, their scope of practice, and the broader healthcare context	Leadership and Development in Clinical Practice - PSY-40119 Clinical Practice - PSY-40121 Fundamentals of Ethical and Professional Practice - PSY-40111
Critical understanding of key theories in clinical psychology and the relationship between theory and practice	Fundamentals of Ethical and Professional Practice - PSY-40111 End Point Assessment - PSY-40123 Clinical Practice - PSY-40121
Critical understanding of ethical frameworks and guidance relevant to practice (e.g. NICE) and the implementation of these in practice	Clinical Practice - PSY-40121 Fundamentals of Ethical and Professional Practice - PSY-40111 End Point Assessment - PSY-40123
Demonstrate competency in the use of assessment and formulation to engage clients in appropriate interventions	End Point Assessment - PSY-40123 Clinical Practice - PSY-40121
Critical understanding of the utility of the engagement of all stakeholders in service development and co-production frameworks	Clinical Service Evaluation and Research - PSY-40117 End Point Assessment - PSY-40123 Leadership and Development in Clinical Practice - PSY-40119

Intellectual skills	
Learning Outcome	Module in which this is delivered
To critically evaluate research literature in clinical psychology including traditional and novel approaches	Clinical Service Evaluation and Research - PSY-40117
Gather, synthesise, and communicate complex information across individuals, systems, and teams	Fundamentals of Ethical and Professional Practice - PSY-40111 End Point Assessment - PSY-40123 Leadership and Development in Clinical Practice - PSY-40119 Clinical Service Evaluation and Research - PSY-40117
To use scientific research principles to select appropriate techniques of research design and analysis in respect of clinical assessment and clinical audit and improvement	End Point Assessment - PSY-40123 Clinical Service Evaluation and Research - PSY-40117
Reflexive self-awareness in relation to professional practice, lifelong learning, and self-care	Fundamentals of Ethical and Professional Practice - PSY-40111 Leadership and Development in Clinical Practice - PSY-40119 Clinical Practice - PSY-40121 End Point Assessment - PSY-40123
Review relevant psychological literature relating to a particular clinical problem	Clinical Service Evaluation and Research - PSY-40117 Fundamentals of Ethical and Professional Practice - PSY-40111

Subject Specific Skills	
Learning Outcome	Module in which this is delivered
Work effectively in varied and complex clinical settings demonstrating problem solving, flexibility, and reflexivity in practice	Fundamentals of Ethical and Professional Practice - PSY-40111 Leadership and Development in Clinical Practice - PSY-40119 Clinical Practice - PSY-40121 End Point Assessment - PSY-40123
Meet the knowledge, skills, and behaviour standards for the CAPs apprenticeship scheme	Fundamentals of Ethical and Professional Practice - PSY-40111 Leadership and Development in Clinical Practice - PSY-40119 Clinical Practice - PSY-40121 End Point Assessment - PSY-40123
A commitment to inclusive professional practice and advocacy for positive patient outcomes with the scope of the CAP role	Fundamentals of Ethical and Professional Practice - PSY-40111 Leadership and Development in Clinical Practice - PSY-40119 End Point Assessment - PSY-40123
Recognition of the broader social and psychological circumstances of the client and how these are integral to formulation and success of intervention	End Point Assessment - PSY-40123 Leadership and Development in Clinical Practice - PSY-40119 Clinical Practice - PSY-40121
Under supervision, the planning and delivery of effective supervision, consultancy, training, and teaching	Fundamentals of Ethical and Professional Practice - PSY-40111 End Point Assessment - PSY-40123 Clinical Service Evaluation and Research - PSY-40117 Leadership and Development in Clinical Practice - PSY-40119 Clinical Practice - PSY-40121
An ability to develop and maintain effective working relationships with clients in the target population which can facilitate productive psychological assessment, formulation, and intervention	Fundamentals of Ethical and Professional Practice - PSY-40111 Leadership and Development in Clinical Practice - PSY-40119 Clinical Practice - PSY-40121 End Point Assessment - PSY-40123
Effective professional communication skills within the clinical settings and the wider health care environment	Fundamentals of Ethical and Professional Practice - PSY-40111 Clinical Service Evaluation and Research - PSY-40117 Leadership and Development in Clinical Practice - PSY-40119 End Point Assessment - PSY-40123
Development of reflexive professional practice and effective engagement of supervision	Fundamentals of Ethical and Professional Practice - PSY-40111 Clinical Service Evaluation and Research - PSY-40117 Leadership and Development in Clinical Practice - PSY-40119 End Point Assessment - PSY-40123
Effective ethical and reflexive decision making under supervision in clinical practice within the scope of practice of CAPs	End Point Assessment - PSY-40123 Leadership and Development in Clinical Practice - PSY-40119 Clinical Practice - PSY-40121
An ability to recognise and professionally navigate the inherent power imbalances between clinical professionals and clients	Fundamentals of Ethical and Professional Practice - PSY-40111 Leadership and Development in Clinical Practice - PSY-40119 Clinical Practice - PSY-40121 End Point Assessment - PSY-40123
Demonstrate a critical and reflexive understanding that formulation is a dynamic and collaborative process between client and clinician	Clinical Practice - PSY-40121 End Point Assessment - PSY-40123

Key or Transferable Skills (graduate attributes)	
Learning Outcome	Module in which this is delivered
Communicate effectively using appropriate verbal, visual, graphic, IT, and written means depending on the audience	Fundamentals of Ethical and Professional Practice - PSY-40111 End Point Assessment - PSY-40123 Clinical Service Evaluation and Research - PSY-40117 Leadership and Development in Clinical Practice - PSY-40119 Clinical Practice - PSY-40121
Demonstrate the ability to learn independently, using a range of information sources and approaches	Fundamentals of Ethical and Professional Practice - PSY-40111 End Point Assessment - PSY-40123 Clinical Service Evaluation and Research - PSY-40117 Leadership and Development in Clinical Practice - PSY-40119 Clinical Practice - PSY-40121
Manage time effectively and work to deadlines	Fundamentals of Ethical and Professional Practice - PSY-40111 End Point Assessment - PSY-40123 Clinical Service Evaluation and Research - PSY-40117 Leadership and Development in Clinical Practice - PSY-40119 Clinical Practice - PSY-40121
Use digital and electronic communications techniques, hardware and software, including word-processing, spreadsheets, email, and internet	Fundamentals of Ethical and Professional Practice - PSY-40111 Clinical Service Evaluation and Research - PSY-40117 Leadership and Development in Clinical Practice - PSY-40119 Clinical Practice - PSY-40121
Work in teams as both a leader and member of a team	Fundamentals of Ethical and Professional Practice - PSY-40111 Leadership and Development in Clinical Practice - PSY-40119 Clinical Practice - PSY-40121
Employ scientific methods and analysis of evidence in the solution of problems	Clinical Service Evaluation and Research - PSY-40117
Sort and manipulate data	Clinical Service Evaluation and Research - PSY-40117
Present data in a variety of ways	Fundamentals of Ethical and Professional Practice - PSY-40111 Clinical Service Evaluation and Research - PSY-40117 Leadership and Development in Clinical Practice - PSY-40119

8. Final and intermediate awards

Master's Degree	180 credits	You will require at least 150 credits at Level 7
Postgraduate Diploma	120 credits	You will require at least 90 credits at Level 7
Postgraduate Certificate	60 credits	You will require at least 40 credits at Level 7

N.B. intermediate exit awards will not provide qualification for the Clinical Associate in Psychology role and do not carry the award title.

By committing to an apprenticeship, you are committing to work towards achieving the final award for the programme. The End-Point assessment must be passed in order to gain the final award title of MSc Clinical Associate in Psychology. Where intermediate awards are made, this would result in non-completion of the apprenticeship.

9. How is the Programme Assessed?

The diversity of assessment is included to ensure that students gain a foundational knowledge in psychological theory and get the opportunity to develop clinically relevant professional skills. All modules have at least two assessments, to give apprentices the opportunity to develop relevant clinical skills prior to needing them in the workplace and to spread the assessment load across the duration of the programme. All assessments have been designed to synergise knowledge of theory or clinical and ethical frameworks with a relevant practical skill. The CAP role requires a range of professional skills, from the ability to work as a semi-independent practitioner to communicating to a variety of audiences within and outside of the NHS. The variety of assessments used across the programmes is extensive to reflect this:

- Clinical case reports and reflections (e.g., PSY-40115 Psychological Interventions in Clinical Practice)
- "Microteach" presentations (e.g., PSY-40111 Fundamentals of Ethical and Professional Practice)
- Simulated clinical scenarios (e.g., PSY-40113 Assessment and Formulation)
- Presentations (e.g., PSY-40119 Leadership and Development in Clinical Practice)
- Research reports (e.g., PSY-40117 Clinical Service Evaluation and Research)
- Research proposals (e.g., PSY-40117 Clinical Service Evaluation and Research)
- Reflexive diaries (e.g., PSY-40111 Fundamentals of Ethical and Professional Practice)
- Clinical portfolio (e.g., PSY-40121 Clinical Practice).

Marks are awarded for summative assessments designed to assess your achievement of learning outcomes. You will also be assessed formatively to enable you to monitor your own progress and to assist staff in identifying and addressing any specific learning needs. Feedback, including guidance on how you can improve the quality of your work, is also provided on all summative assessments within three working weeks of submission, unless there are compelling circumstances that make this impossible, and more informally in the course of tutorial and seminar discussions.

As the programme is designed to develop apprentices into effective practitioners within the NHS there is a need to ensure that apprentices can demonstrate appropriate academic, and clinical expertise and behaviours. The academic assessments throughout the programme

require application of high-level academic knowledge, skills, and behaviours. As clinical practitioners, apprentices are expected to always demonstrate appropriate professional values and behaviours. This includes a satisfactory attendance record in both academic and workplace settings. Apprentices who do not meet the required standards will enter a review process undertaken by the programme team. This will involve the examination of the apprentice's profile (academic and professional) against required learning outcomes. Any remediation arrangements will be in line with relevant apprenticeship or British Psychological Society requirements. Whilst it is the University's goal to minimize any potential disruption to training and for all apprentices to complete training on time, this may not be possible and could require variation in contracts by employers. The programme team will work collaboratively with employers in such situations. The requirements for apprentices to complete necessary on and off job learning will be evidenced by logs the apprentice keeps. This takes place using a management system provided by the University, apprentices are expected to proactively engage with this system. As above, failure to meet the essential requirements laid out in the relevant frameworks around workplace experience requirements (e.g., attendance and case load) will initiate the review process described above.

As per British Psychological Society regulation 1.4.12, no compensation or condonement is permissible on this programme.

Failure to complete all assessments and modules, including being in receipt of positive reviews from clinical supervisors will mean that apprentices are unable to pass through into the end point assessment. This will be communicated to employers.

End-Point Assessment

As well as containing in-programme training and assessment, the apprenticeship has an end-point assessment (EPA). All apprentices must undertake this independent assessment, which is a synoptic assessment of the knowledge, skills and behaviours that have been learnt throughout the apprenticeship. The purpose of the assessment is to make sure the apprentice meets the standard set by employers and are fully competent in the occupation. It is taken by apprentices at the very end of the on-programme phase of training when their employer (and in some cases their training provider) is satisfied that they have met the "gateway" criteria. The University will confirm at an Award Board which students have met the gateway criteria.

Link to apprenticeship standard: <https://www.instituteforapprenticeships.org/apprenticeship-standards/clinical-associate-in-psychology-cap-integrated-degree-v1-0>

10. Accreditation

This programme will be accredited by the British Psychological Society (BPS), once the programme has institutional validation, accreditation will be sought from the BPS.

The awards will conform to the Institute for Apprenticeships' (IfA) standards for Clinical Associate in Psychology, and the BPS standards for accredited Clinical Associate awards: [BPS Standard](#)

11. University Regulations

The University Regulations form the framework for learning, teaching and assessment and other aspects of the student experience. Further information about the University Regulations can be found at: <http://www.keele.ac.uk/student-agreement/>

If this programme has any exemptions, variations or additions to the University Regulations these will be detailed in an Annex at the end of this document titled 'Programme-specific regulations'.

12. What are the typical admission requirements for the Programme?

See the relevant course page on the website for the admission requirements relevant to this programme: <https://www.keele.ac.uk/study/>

This programme is open to graduates with a first or upper second-class degree in psychology. The programme also welcome applications from individuals with a second-class degree in psychology with substantial relevant experience, this will be assessed on a case-by-case basis by the programme team. All applicants must be eligible for Graduate Basis for Chartership with the British Psychological Society.

As this programme is an apprenticeship programme the recruitment of students will be a collaborative process between the University and employer. Although exceptions are permissible, it is expected that employers will undertake the development of selection criteria and shortlisting. Interviews can be conducted collaboratively between the University and employers, or separately by the employer. The programme team will endeavour to support employers in any aspect of recruitment. Once the initial needs assessments are completed the programme team (as per BPS accreditation standard 4.3.3) will cross-check selection criteria, qualifications and standards, and will be responsible for making the final acceptance decision for applicants. It is expected that employers will complete all relevant required DBS screening of candidates and will provide key DBS information to the University. To be eligible for entry onto the programme applicants must pass the relevant DBS screening.

The named pathways within this programme require apprentices to be employed within specific clinical settings and work with relevant clinical populations. Therefore, the intended award title must be agreed between employer and programme team. Should the clinical setting or population change during the apprenticeship, it may be possible to allow translation to a different named pathway. However, this must meet all relevant accreditation and apprenticeship standards within the remaining duration of studies. This must be by agreement of the employer and programme team with whom the final decision lies.

Recognition of Prior Learning

Recognition of prior learning as accreditation of prior certificated learning (APCL) is permitted on this route but **not** accreditation of prior experiential learning (APEL). As per British Psychological Society Accreditation Standard 4.3.2 any prior learning must be for modules at Level 7 (or Level 11 from Scottish institutions).

At application applicants are required to undertake a 'Skills Scan' where they are asked to self-assess against the knowledge, skills and behaviour of the apprenticeships standard. Applicants are also asked if they want to make an application for Recognition of Prior Learning (RPL) through the University procedure. There is a requirement for new knowledge and skills to be developed through apprenticeships, with a minimum duration of one year. RPL on this programme is governed by Keele University's "Recognition of Prior Learning (RPL)" policy, which can be found here: <https://www.keele.ac.uk/qa/programmesandmodules/recognitionofpriorlearning/>. As such, a maximum of 60 credits is permissible and for fully completed modules only. It is not possible to apply for RPL for PSY-40121 (Clinical Practice) or PSY-40123 (End Point Assessment).

Applications for RPL on this programme must be made to the Programme Director who will consider each application on a case by case basis. We strongly encourage applicants to contact the Programme Director in advance of an application with an RPL request. Consideration will only be given to APCL for modules from relevant programmes which are accredited by the British Psychological Society. The Programme Director is responsible for ensuring all apprentices meet the Institute for Apprenticeships and Technical Education apprenticeship specification and British Psychological Society standards, they will assess any applications for RPL against these and therefore retain authority over RPL applications.

13. How are students supported on the programme?

The Programme Director is responsible for the following:

- Overseeing the general operation of all the programme and chairing the Programme Committee, preparing the Examination Boards;
- Representing the programme at other School committees such as the School Education Committee;
- Strategic issues to do with the programme, resources, facilities and so on;
- Giving general advice on problems or personal difficulties at any point during the programme;
- Approving extension and exceptional circumstances requests;
- Advice on future academic and career options;
- Handling admissions and enquiries;
- The overall operation and coherence of the MSc Clinical Associate in Psychology programme;
- Giving guidance and general advice on any aspect of the programme overall (with the exception of module-specific information where the module leader should be consulted);
- Agreeing extensions for assessed work due to exceptional circumstances.

The module leaders are responsible for:

- Organisation, delivery and assessment of the module;
- Ensuring that feedback is given on assessed work (and informal verbal feedback if required);
- Being available for student consultations.

The named workplace supervisor (one per apprentice) is responsible for:

- Ensuring the apprentice receives at least one hour of supervision per week;
- Supervising the work of the apprentice whilst in the work place;
- Raising any concerns regarding the apprentices performance or capability with the programme team.

At your workplace, you will be supported by your employer. Exact arrangements and terminology are the responsibility of the employer but typically, you will have a named contact person who manages the relationship between the programme and the employer. The University and the employer are bound by contract to work together to support you as an apprentice. This will include 3-4 tripartite review meetings between the University, the apprentice, and the employer.

If your employment circumstances change whilst you are on the programme; support can be accessed from the University's Careers and Employability Service.

Academic staff are available to see students during advertised weekly student appointment slots. At the end of every semester dedicated classroom time will be provided in which reflective activities will take place exploring the learning which has taken place this semester and how apprentices have integrated it into clinical practice, and the challenges and successes that they have overcome too. This approach to reflexive practice and a professional responsibility to seeking supervision and guidance is embedded from the beginning of the programme, apprentices are encouraged to seek support when they need it.

Students can expect a minimum of one hour of clinical supervision per week with their designated clinical supervisor in the workplace, this may be group or individual supervision as appropriate. Supervisors will also be available to the apprentice for a minimum of three hours per week, meaning they are working in the same location and can support any queries the apprentice may have. Three times per year a formal tri-partite review of the apprentice's progress will take place between a member of the programme team, a workplace learning advisor, and the apprentice. Any issues with academic and/or clinical performance will be raised here, and a plan agreed to ensure the apprentice stays on track to complete their training in a timely manner. Apprentices can also use this meeting to raise any concerns they have regarding any aspect of their education.

Students will be allocated an Academic Tutor. The Academic Tutor is available to discuss academic progress in the MSc and to deal with matters of general welfare advice and guidance. The School of Psychology also has a Student Support and Experience Officer (SESO), who provides general pastoral support, guidance around university procedures, and referrals to additional support.

All modules are supported by learning materials that are accessible to students online via the Keele Learning Environment (KLE). In addition, the School Academic Skills Tutors design and run workshops designed to develop core academic skills (e.g., referencing and writing), these are available in person and as recorded sessions. Additionally, they are available to students by appointment for one-to-one advice.

To facilitate peer support and guidance dedicated spaces on MS Teams are provided and students encouraged to utilise them. As part of developing professional working practices apprentices are assigned to peer support groups who are required to meet outside of normal classroom time. These will normally follow a structured approach and provide a safe space in which apprentices can air the challenges and successes they have experienced whilst gaining support and advice from peers.

In addition to the University's central careers service there is a designated School of Psychology careers tutor. Students are encouraged to consult with the careers tutor for any assistance in deciding upon career options and for assistance in applying for jobs. Briefing sessions are organized for students interested in continuing to a doctorate in clinical psychology or other additional qualifications. The Psychology Noticeboard on the KLE also contains a 'Careers' folder with a range of resources for students.

Students with disabilities or medical problems will meet with a member of the University's Disability Services Department and the School of Psychology Disability Liaison Officer where appropriate, at the start of the programme to discuss any special requirements they may have. Procedures will then be implemented according to the nature of the student's disability or medical problem. These procedures can range, for example, from allowing extra time in examinations to allocating additional support staff in classes.

14. Learning Resources

Almost all the teaching in Psychology is carried out in the same building, which contains lecture theatres, two teaching laboratories, and seminar rooms. These rooms may be arranged either in traditional lecture format or more informally to allow students to work together in small groups. All the rooms are equipped with computers, internet access, and electronic whiteboards or projection equipment. There is a psychology Learning Resources room with computers which is available for independent study and a number of student project rooms and research laboratories.

Other learning resources available to students on the MSc Psychology programmes include:

- Academic Skills Tutors who run learning support workshops (e.g. essay-writing, literature searching, APA referencing sessions) outside of the planned curriculum these are both live and recorded so students may access the information when they require it or benefit from a live session. The Academic Skills Tutors are also available by appointment to provide students with one-to-one support.
- Technical support is available from technicians and university IT services in terms of access to equipment that might be required for research (e.g. audio and video recording) and access to software.
- The Keele Learning Environment (KLE) which provides easy access to a wide range of learning resources and support materials in electronic format.
- The Keele University Library provides access to over 9,000 books and 1,200 different academic journals, plus additional support sessions on academic skills.

15. Other Learning Opportunities

As the apprenticeship programme is demanding and requires apprentices to be off campus for up to four days per week there are a range of optional additional learning opportunities, but we are careful to encourage our apprentices to only engage in what they can manage around their studies. Tripartite process may identify additional opportunities for development which will be discussed as part of the tripartite review process.

The School of Psychology hosts the Psychology Society and Research Society which are student-led societies focussed on the academic discipline of psychology. These are excellent social learning opportunities for apprentices and a great way of developing informal leadership skills.

All MSc Psychology students have extensive opportunities to engage with the research life of the School of Psychology. For example, many of our Research Apprenticeships (which are part of our other post-graduate programmes) are also offered as extra-curricular volunteering opportunities, students can attend research group meetings relevant to their interests, and staff are always keen to support students to publish their research where appropriate.

16. Additional Costs

Students will be required to engage in employment at the site as agreed with their employer, this may incur transportation costs. This is outside of the remit of the education provided by the University. Students are reminded that this is their responsibility to agree the sit of employment with employers before commencing the apprenticeship.

Tuition fees are your paid by employer but you may incur costs not covered by the mandatory components of the apprenticeship e.g. library fines, print costs and costs associated with graduation.

Certification for non-mandatory awards may require students to pay a fee.

17. Quality management and enhancement

The quality and standards of learning in this programme are subject to a continuous process of monitoring, review and enhancement.

- The School Education Committee is responsible for reviewing and monitoring quality management and enhancement procedures and activities across the School.
- Individual modules and the programme as a whole are reviewed and enhanced every year in the annual programme review which takes place at the end of the academic year.
- The programmes are run in accordance with the University's Quality Assurance procedures and are subject to periodic reviews under the Internal Quality Audit (IQA) process.

Student evaluation of, and feedback on, the quality of learning on every module takes place every year using a variety of different methods:

- The results of student evaluations of all modules are reported to module leaders and reviewed by the Programme Committee as part of annual programme review.
- Findings related to the programme from the annual Postgraduate Taught Experience Survey (PTES), and from regular surveys of the student experience conducted by the University, are subjected to careful analysis and a planned response at programme and School level.
- Feedback received from representatives of students on the programme is considered and acted on at regular meetings of the Student Staff Voice Committee.

The University appoints senior members of academic staff from other universities to act as external examiners on all programmes. They are responsible for:

- Approving examination questions
- Confirming all marks which contribute to a student's degree
- Reviewing and giving advice on the structure and content of the programme and assessment procedures

Information about current external examiner(s) can be found here: <http://www.keele.ac.uk/qa/externalexaminers/currentexternalexaminers/>

18. The principles of programme design

The programme described in this document has been drawn up with reference to, and in accordance with the guidance set out in, the following documents:

- UK Quality Code for Higher Education, Quality Assurance Agency for Higher Education: <http://www.qaa.ac.uk/quality-code>
- Keele University Regulations and Guidance for Students and Staff: <http://www.keele.ac.uk/regulations>
- British Psychological Society Standards for Accreditation of Applied Psychology Programmes for Associate Psychologists <https://www.bps.org.uk/sites/www.bps.org.uk/files/Accreditation/Associate%20Psychologists%20-%20Standards%20for%20Accreditation.pdf>
- Institute for Apprenticeships, Clinical Associate in Psychology (CAP) (Integrated Degree) <https://www.instituteforapprenticeships.org/apprenticeship-standards/clinical-associate-in-psychology-cap-integrated-degree-v1-0>

19. Annex - Apprenticeship standard mapping - Clinical Associate in Psychology

	1 - Fundamentals of Ethical and Professional Practice	2 - Setting- specific Assessment and Formulation	3 - Psychological Interventions in specific Clinical Practice settings	4 - Clinical Service Evaluation and Research	5 - Leadership and Development in Clinical Practice	6 - Clinical Practice	7 - End Point Assessment	8 - Workplace learning
Knowledge								

K1: Understand British Psychological Society (BPS) Professional Code of Conduct, local and national policies and procedures that define scope of practice.	x	x	x			x		x
K2: Understand how to assess limits of professional boundaries and capacity and understand when to seek appropriate supervision/advice on practice and whom to refer to so as to ensure best care.	x				x	x		x
K3: Understand the principles of clinical supervision and how this provides a safe and supportive environment to reflect, review and discuss personal and professional responses to work.	x				x	x		
K4: Understand principles of handling confidential information and knowing how and when to share this information for appropriate professional purposes and only with appropriate individuals, and as necessary with consent.	x	x	x	x		x		x
K5: Understand how to maintain knowledge of contemporary evidence-based practice through appropriate continued professional development.					x	x		
K6: :Understand and recognise professional duty to challenge and report discriminatory behaviour.	x				x	x		x
K7: Understand responsibility for fulfilling and maintaining local and national information governance policies.	x	x	x			x		
K8: Understand the need to maintain accurate clinical records and why all entries in clinical and practice records are dated, timed and signed.		x	x			x		
K9: Understand policy and practice with regard to incident reporting within your organisation.	x					x		x

K10: Understand how to communicate confidential information.	x	x	x		x	x		x
K11: Understand the need for recording of patient consent, including verbal consent where appropriate, and the necessity of ensuring that consent is given for sharing of information for professional purposes.	x	x	x			x		x
K12: Understand how individual life experiences and life-events may be relevant, when taking an individual history for the purposes of specialist psychological assessment, to enable personalised psychological interventions.		x	x			x		
K13: Understand cognitive functioning, possessing knowledge of causes and other factors which may determine performance, when conducting an assessment.		x	x			x		
K14: Understand how to conduct both individualised psychological and cognitive assessments, utilising behavioural observation and measurement, use of self and other observation data, and incorporating data from formal and informal carers.		x	x		x	x		
K15: Understand fundamentals of psychometric principles to guide the use of standardised assessment tools with specific populations.		x	x	x		x		
K16: Understand how to analyse and appraise the range of cognitive-behavioural and other psychological assessment methods used within applied clinical practice to underpin assessment.		x	x	x		x		
K17: Understand how to analyse outputs from specialist psychological assessments across a broad range of patient needs.		x	x	x		x		

K18: Understand formulation is derived from and integrates psychological, biological, emotional, interpersonal, social cultural and interpersonal factors.	x	x			x	x		
K19: Understand that formulations draw upon psychological theory, providing a clinical framework describing an individual's problem and/or needs, whilst providing a rationale for how problems have developed and are maintained.	x	x			x	x		
K20: Understand a range of psychological hypotheses to explain the development and maintenance of distress in patients.		x	x			x		
K21: Understand that formulation informs treatment and can inform the work of others in a multidisciplinary team.		x	x	x	x	x		
K22: Understand how to analyse and appraise the range of cognitive-behavioural and other psychological assessment methods used within applied clinical practice to underpin diagnosis and/or formulation.		x	x	x		x		
K23: Understand the need to take into account the preferences of the person with complex and chronic conditions, and that of their caregivers when planning a psychological intervention.		x	x	x	x	x		
K24: Understand mental health issues by maintaining awareness of prevalence, incidence and impact of common mental health myths, misconceptions and stereotypes on patients.	x	x	x		x	x		

K25: Understand the importance of therapeutic alliance in embedding positive behaviour change and maintain awareness that mental health stigma and discrimination are major barriers to effective psychological interventions in the management of psychological problems.		x	x		x	x		
K26: Understand the appropriateness of the range of evidence-based psychological models and protocols when addressing individualised patient need.		x	x			x		
K27: Critically appraise a range of psychological models and interventions to inform treatment planning and appropriate choice of treatment protocols.		x	x	x		x		
K28: Understand how to analyse and appraise key theoretical concepts of psychological models of treatment both at individual and group level recognised in evidence-based national guidelines.		x	x	x	x	x		
K29: Understand how psychological interventions may impact upon self-management strategies and action plans already in place.	x	x	x			x		
K30: Understand that working with people requires setting appropriate intervention goals and agreeing these with patients, their families and their caregivers.	x	x	x			x		x
K31: Understand that it is necessary for psychological interventions to minimise harm, maximise benefits and result in improvement of overall quality of life indices.	x	x	x	x	x	x		

K32: Understand how to interpret evidence-based psychological treatment choices with individuals, groups and other healthcare colleagues, when managing complex and chronic needs.		x	x	x			x	
K33: Understand how lifespan development affects an individual's performance and that it is necessary to adjust psychological interventions based on this understanding to enable patients to access and benefit from psychological interventions.	x	x	x				x	
K34: Understand how to implement, plan and manage psychological interventions when working with complex and long term needs.		x	x				x	
K35: Understand and critically appraise best evidence and existing practice to inform clinical decision making where there is no agreed consensus on treatment protocols and evaluate outcome.				x	x		x	
K36: Understand the range of behavioural change models including health belief models to synthesise best practice in the absence of a strong evidence base, or existence of clinical practice guidelines.	x		x	x	x		x	
K37: Understand, appraise and discriminate the selection of appropriate measurement tools from a range of possible options in the context of individual and service level change.		x		x			x	
K38: Understand how to conduct an individualised psychological evaluation utilising behavioural observation and measurement.		x		x			x	

K39: Understand the use of valid and reliable measurement tools for the purposes of self and other observation of outcome and evaluation of treatment, incorporating evaluation from formal and informal carers.	x	x		x	x	x		
K40: Understand fundamentals of psychometric principles to guide the use of standardised evaluation with specific populations to identify appropriate quality improvement strategies.		x		x		x		
K41: Understand how to communicate to non-psychology colleagues, a range of psychological hypotheses explaining the development and maintenance of distress in patients.	x				x	x		
K42: Understand, how to support and guide contributions from multidisciplinary team members in order to provide safe, integrated and effective psychological practice. Understand the importance and impact of team and organisational dynamics and culture in service delivery and development.				x	x	x		
K43: Understand the principles of leadership theory to influence best psychological practice when working in teams.					x	x		
K44: Understand impact of multiple perspectives within the context of multidisciplinary teams.				x	x	x		
K45: Understand psychological practice requirements and safe practice and how to convey this to the broader clinical workforce in line with the evidence-base.				x	x	x		
K46: Understand different learning styles and how this can affect the success of training delivery.					x	x		

K47: Understand the range of tools and techniques that can be used to support learning, set goals and evaluate learning.					x	x		
K48: Understand different training approaches using psychological theory and research to bring about changes in the delivery of treatments.				x	x	x		
K49: Understand the impact of teaching others to enhance reflective practice in the context of a range of service settings.					x	x		
K50: Understand how research is conducted and implemented at an appropriate level to inform effectiveness in clinical practice.				x	x	x		
K51: Understand the range of legal, ethical, professional, financial and organisational policies and procedures that apply to clinical research activities.	x			x	x	x		x
K52: Understand the importance and impact of organisational culture in service delivery and development.	x				x	x		x
K53: Understand a range of quantitative and qualitative research methodologies relevant to situation and service context.				x		x		
K54: Understand a range of research approaches drawing on specialist psychological tools to collect data to evaluate own practice as well as to enhance service delivery.				x	x	x		
K55: Understand knowledge of evidence-based practice through supporting others in planning audit, evaluation and research of their work.				x	x	x		
K56: Understand models of clinical supervision and requirements for practice in line with the evidence-base and professional codes of conduct.	x				x	x		x

K57: Understand clinical supervision provides opportunities for others to review and modify their practice, maintain high professional standards of competence and to enhance the delivery of individualised care.	x				x	x		
K58: Understand the appropriate boundaries of professional competency in offering support and supervision to others and recognise the requirement to seek regular supervision for own practice.	x				x	x		
K59: Understand the evidence base including contemporary approaches to assessing and managing risks in different contexts.	x	x	x			x		
K60: Understand how to assess risk in relation to psychological distress and to ensure that risk formulations are integrated with interventions.	x	x	x			x		x
K61: Understand contingency management and the use of risk indicators in mitigating against crises.	x	x	x			x		x
K62: Understand the appropriateness of crisis interventions that are safe, effective and compassionate and follow a rights-based approach consistent with service standards.	x	x	x			x		x
K63: Understand the identification of, reporting and reflection upon critical incidents and serious adverse events influencing and changing clinical practice.	x	x	x			x		x

Skills	1 - Fundamentals of Ethical and Professional Practice	2 - Setting-specific Assessment and Formulation	3 - Psychological Interventions in specific Clinical Practice settings	4 - Clinical Service Evaluation and Research	5 - Leadership and Development in Clinical Practice	6 - Clinical Practice	7 - End Point Assessment	8 - Workplace learning
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S1: Work within the scope of practice of the role and within the bounds of professional competence, in line with employer's requirements around values, conduct and ethics.	x	x	x			x		x
S2: In all clinical and professional activities, act in accordance with the BPS Professional Code of Conduct, identifying and challenging discriminatory behaviour.	x	x	x	x	x	x		
S3: Actively participate in clinical and professional supervision in order to develop individual scope of practice within legal and ethical boundaries to manage risk and enhance clinical practice.	x					x		
S4: Take responsibility for continuous self-reflection, seeking and responding to support and feedback to develop professional knowledge and skills.	x	x	x		x	x		
S5: Communicate effectively, share information and check understanding using clear language and appropriate, written materials, making reasonable adjustments where appropriate in order to optimise people's understanding.	x		x	x	x	x		
S6: Recognise and accommodate sensory impairments during all communications and the use of personal communication aids.	x					x		
S7: Implement, produce and maintain clear, legible and contemporaneous patient records regarding direct and indirect patient contacts and wider working within teams adhering to professional and ethical standards.	x	x	x			x		
S8: Act on the duty to comply with service and national standards of clinical record-keeping.	x	x	x			x		x

S9: Assess individuals and/or families using a variety of approaches and a range of psychological assessment methods to assess baseline and change post-intervention.		x	x	x		x		
S10: Analyse outputs from specialist psychological and cognitive assessments across a broad range of patient needs and disseminate reports to influence own practice and that of others within the multidisciplinary		x	x	x	x	x		
S11: Implement best practice by conducting assessments and treatment interventions according to evidence-based practice where there are limited treatment protocols to guide practice.		x	x			x		
S12: Take account of how conflicting and sometimes contradictory information from carers and other healthcare professionals, in emotive and challenging situations and contexts, may impact on the outcome of assessment.	x	x				x		
S13: Formulate individual distress to explain how psychological difficulties and presentations are influenced by potentially conflicting sociocultural and attitudinal factors.		x				x		
S14: Create, implement and appraise formulations based upon multiple sources of clinical and other data to inform the management of psychological interventions and where no protocols or treatment guidance exists.		x				x		
S15: Develop collaborative formulations with patients so as to sense-check understandings and influence delivery of evidenced-based individualised psychological interventions.		x				x		

S16: Share formulations with others in a multidisciplinary team to promote patient engagement and to anticipate treatment obstacles and to prevent disengagement.		x			x	x		
S17: Apply a range of psychological interventions consistent with assessment and diagnosis/formulation.			x			x		
S18: Explain the rationales to individuals, groups and other professional colleagues, for evidence-based psychological treatment models and protocols.			x		x	x		
S19: Deliver psychological treatments appropriate to the level of patient need and provide treatment at an appropriate level of frequency and duration in the context of distress and complexity.			x			x		
S20: Recognise and respond to individual distress using evidence-based psychological treatment models and protocols.		x	x			x		
S21: Analyse and appraise the appropriateness of the range of psychological models and protocols when addressing individualised patient need.			x	x	x	x		
S22: Analyse and appraise principles of psychological interventions at individual and group level and evaluate episodes of treatment drawing upon evidence-based models and protocols to inform treatment planning and implementation.			x	x	x	x		
S23: Plan and implement evidence-based treatment protocols specific to individual or group need for managing complexity and chronicity of presentations.			x		x	x		

S24: Generate evidence-based psychological interventions taking into account a range of potentially conflicting clinical data.			x	x		x		
S25: Actively engage patients in treatment regimes to address and resolve emotive contexts and circumstances.	x		x			x		
S26: Apply psychological interventions that are consistent with self-management strategies and action plans for people with complex and chronic needs.			x			x		
S27: Apply evidence-based psychological interventions addressing complex and/or long-term needs consistent with psychological models of change.			x			x		
S28: Implement evidence-based psychological interventions for people with complex and/or long-term needs with appropriate intervention goals agreed with patients, their families and their caregivers.			x		x	x		
S29: Plan and implement evidence-based psychological treatment models and protocols while providing an individual patient rationale.			x			x		
S30: Accurately measure and evaluate outcomes in a range of care settings, by selecting the appropriate measurement tools from a range of possible options in the context of individual and service level change.			x	x	x	x		
S31: Engage in all stages of audit and evaluation activity, leading to the continuous enhancement and quality improvement of clinical practice.				x	x	x		
S32: Implement a range of psychological measurement tools with individuals, families, or services to evaluate treatment, individual, service or organisational change.				x	x	x		

S33: Provide guidance, support and facilitation to multidisciplinary team members in the delivery of psychologically enhanced approaches.						x	x		
S34: Act as a psychological resource within the multidisciplinary team to demonstrate how psychological theories and models can facilitate practice innovations.	x					x	x		
S35: Apply psychological theory and research to address emotive and challenging situations, taking account of conflicting and contradictory information from carers and other healthcare professionals.	x			x		x	x		
S36: Work as part of a multidisciplinary community team or in specialised clinical settings and liaise with relevant external agencies to facilitate and enable psychological interventions.	x	x	x	x		x	x		
S37: Work collaboratively to identify and meet the learning and development needs of health or care professionals.						x	x		
S38: Communicate new learning approaches and provide constructive feedback to challenge and overcome barriers to implementation of best psychological practice.	x	x	x	x		x	x		
S39: Communicate to others the core concepts of psychological theory, research and practice in order to enhance their delivery of psychological interventions.			x	x		x	x		
S40: Provide training for others to inform and support psychological models of change.						x	x		
S41: Provide training within teams to enhance delivery of clinical and research practice interventions appropriate to the health and psychological needs of patients across a range of service settings.				x		x	x		

S42: Engage in research activity to identify service gaps and problems so that new approaches and solutions can be implemented to solve clinical and service problems.				x	x	x		
S43: Communicate clinically relevant research material to a range of practitioners.			x		x	x		
S44: Apply and analyse a range of research approaches including both qualitative and quantitative methods in clinical practice.				x		x		
S45: Act as a wider resource within teams to inform clinical and research practice, critically appraise, interpret and implement the outcomes of research methodologies such as service evaluation and clinical audit.				x	x	x		
S46: Evaluate and audit clinical practice through conducting service evaluations to inform change through dissemination of findings ensuring best use of publicly funded resources.	x			x	x	x		
S47: Act as a wider psychological resource by offering support and clinical supervision to identify psychological issues in a safe, supportive and professional manner.					x	x		
S48: Provide a supportive, safe space to enable a clinical supervisory process for a broader mental health workforce supporting better psychological treatment outcomes.					x	x		
S49: Act appropriately following employment procedures when serious concerns are raised in clinical supervision about the conduct, competence, or health of a practitioner.	x	x	x		x	x		x
S50: Enable support and clinical supervision of team members to promote the implementation of models of psychological change enhancing treatment outcomes.					x	x		

S51: Apply and review risk assessments and formulations when working with complex patients within scope of practice.		x	x			x		
S52: To effectively communicate decision making processes which have informed the psychological management of risk. Implement and respond appropriately to risk, using appropriate guidance and support, maintaining compliance with service policy and values.	x	x	x			x		x
S53: Assess and identify appropriate practice in relation to critical incident and severe adverse events.	x	x	x			x		x

Behaviours	1 - Fundamentals of Ethical and Professional Practice	2 - Setting-specific Assessment and Formulation	3 - Psychological Interventions in specific Clinical Practice settings	4 - Clinical Service Evaluation and Research	5 - Leadership and Development in Clinical Practice	6 - Clinical Practice	7 - End Point Assessment	8 - Workplace learning
B1: Treat patients with dignity, respecting individuals' diversity, beliefs, culture, needs, values, privacy and preferences.	x	x	x	x	x	x		x
B2: Show respect and empathy for those worked with and have the courage to challenge areas of concern and work to evidence-based best practice.	x	x	x	x	x	x		x
B3: Be adaptable, reliable and consistent, show discretion, resilience and self-awareness and demonstrate professional and clinical competence.	x	x	x	x	x	x		x

20. Annex - Programme-specific regulations

Programme Regulations: MSc Clinical Associate in Psychology

Final Award and Award Titles	MSc Clinical Associate in Psychology
Intermediate Award(s)	Unnamed PgCert and PgDip awards
Last modified	9th May 2022
Programme Specification	https://www.keele.ac.uk/qa/programmespecifications

The University's Academic Regulations which can be found on the Keele University website (<https://www.keele.ac.uk/regulations/>)[1] apply to and regulate the programme, other than in instances where the specific programme regulations listed below over-ride them. These programme regulations list:

- *Exemptions* which are characterised by the omission of the relevant regulation.
- *Variations* which are characterised by the replacement of part of the regulation with alternative wording.
- *Additional Requirements* which set out what additional rules that apply to students in relation to this programme.

The following **exemptions, variations** and **additional requirements** to the University regulations have been checked by Academic Services and have been approved by the Faculty Education Committee.

A) EXEMPTIONS

The clause(s) listed below describe where an exemption from the University's Academic Regulations exists:

For the whole duration of their studies, students on this Programme are exempt from the following regulations:

- Regulation D2 - As per British Psychological Society regulation 1.4.12, no compensation or condonement is permissible on this programme.

[1] References to University Regulations in this document apply to the content of the University's Regulatory Framework as set out on the University website here <https://www.keele.ac.uk/regulations/>.

Version History

This document

Date Approved: 04 October 2022

Previous documents

Version No	Year	Owner	Date Approved	Summary of and rationale for changes
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