

Body accreditation	
Link to Institute of Apprenticeship (IoA) Assessment Plan (Apprenticeship only)	https://www.instituteforapprenticeships.org/apprenticeship-standards/clinical-associate-in-psychology-(cap)-(integrated-degree)-v1-0
Reference points:	Internal Corporate Strategy 2015-2020 Academic Quality and Enhancement Manual School Strategy LSBU Academic Regulations
	External QAA The UK Quality Code for Higher Education 2018 Framework for Higher Education Qualifications Subject Benchmark Statements (Dated) PSRBs Competitions and Markets Authority SEEC Level Descriptors 2016 OfS Guidance
B. Course Aims and Features	
Distinctive features of course	<p>The Clinical Associate in Psychology (CAP) MSc is an apprenticeship-based integrated degree to train apprentices for the role of the Associate Psychologist (AP). Students will be working full-time in an NHS trust in the role of a AP and will be expected to spend 20% of their time in off-the-job training, of which this course will play a substantial role. As a training course for a specific job role, this course has been tailored to meet the Knowledge, Skills & Behaviour (KSB) specifications laid out by the Institute for Apprenticeships & Technical Education, as well as accreditation by the British Psychological Society.</p> <p>The CAP MSc provides students with a comprehensive understanding of the mechanisms involved in the activation and maintenance of emotional and mental distress, as well as skills and interventions that can be employed to support individuals with complex needs. Emphasis will be placed on evidence-based practice, which includes the understanding of how that evidence is gathered and analysed. Students will be expected to engage with the wide literature on mental health and psychological treatment and will be supported by a skills coach to work towards their end point assessment, which is a compulsory aspect of all apprenticeships.</p> <p>Details of the apprenticeship standard and course accreditation requirements, upon which this course is based, can be found here:</p> <p>https://www.instituteforapprenticeships.org/apprenticeship-standards/clinical-associate-in-psychology-(cap)-(integrated-degree)-v1-0</p> <p>https://www.bps.org.uk/sites/www.bps.org.uk/files/Accreditation/Associate%20Psychologists%20-%20Standards%20for%20Accreditation.pdf</p>
Course Aims	<p>The Clinical Associate in Psychology MSc aims to:</p> <ol style="list-style-type: none"> 1. Provide students with the knowledge and skills required in order to function in their role as an Associate Psychologist; 2. Provide students with specific expertise in the empirical study of mental health from a psychological perspective, and to acquaint them with the major theories and contemporary debates in this specialist field; 3. Provide an up-to-date curriculum that is delivered to a high quality and is informed by scholarship and research;

	<p>4. Provide students with a grounding in evidence-based practice, including assessment, formulation, treatment and supervision;</p> <p>5. Ensure students develop the core skills of critical thinking, communication, and employability, which provide a sound basis for progression into work and/or further study.</p>
<p>Course Learning Outcomes</p>	<p>a) Students will have knowledge and understanding of:</p> <p>A1- 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.</p> <p>A2- 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.</p> <p>A3- Understand mental health issues by maintaining awareness of prevalence, incidence and impact of common mental health myths, misconceptions and stereotypes on patients.</p> <p>A4- 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.</p> <p>A5- Understand how to interpret evidence-based psychological treatment choices with individuals, groups and other healthcare colleagues, when managing complex and chronic needs.</p> <p>b) Students will develop their intellectual skills such that they are able to:</p> <p>B1- Analyse and appraise key theoretical concepts of psychological models of treatment both at individual and group level recognised in evidence-based national guidelines.</p> <p>B2- 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 team.</p> <p>B3- Analyse and appraise the appropriateness of the range of psychological models and protocols when addressing individualised patient need.</p> <p>c) Students will acquire and develop practical skills such that they are able to:</p> <p>C1- Implement best practice by conducting assessments and treatment interventions according to evidence-based practice where there are limited treatment protocols to guide practice.</p> <p>C2- Understand fundamentals of psychometric principles to guide the use of standardised assessment tools with specific populations.</p> <p>C3- Take responsibility for continuous self-reflection, seeking and responding to support and feedback to develop professional knowledge and skills.</p> <p>d) Students will acquire and develop transferrable skills such that they are able to:</p> <p>D1- 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.</p> <p>D2- Act as a psychological resource within the multidisciplinary team to demonstrate how psychological theories and models can facilitate practice innovations.</p>

C. Teaching and Learning Strategy

All modules contribute to the acquisition of knowledge as specified, but in particular these outcomes are achieved in the teaching of five taught modules (Mental Health and Community Psychology, Professional Practice and Clinical Skills, Evidence-Based Practice and Practice-Based Evidence, Assessment and Formulation, Psychosocial Interventions), as well as the dissertation.

The taught component will begin with a full-week of on-campus teaching; starting with an induction session to orient students to the university, complete the enrolment process and provide fundamental clinical skills to ensure a basic level of competency for working with complex-needs individuals.

Lectures, seminars and workshops, all involving a great deal of preparation by students and active participation in group discussion, are the main approaches to teaching. Greater information regarding the Modules concerned in achieving specific outcomes may be found in the Curriculum Map (see Appendix 1) and all sessions will be provided by staff members with clinical and/or academic experience in the subject matter. The Module specifications provide greater detail concerning teaching and learning strategies. Furthermore, students will be expected to dedicate a significant number of hours outside of the job and university sessions for independent study to complete assigned reading and coursework.

Detailed VLE sites contain both an overview of the course and a week-by-week breakdown of the material to be covered supports each Module. They also contain detailed information on the literature and other resources that support the Module and thus provide a major source of assistance for students' self-managed learning. There will also be elements of blended learning, with some lectures being pre-recorded for students to watch in their own time, followed by synchronous seminars and group discussion. Furthermore, lecturers, Module Leaders and the Course Director will all be available for questions about lecture material and coursework. Dedicated support hours will take place during the academic day and students will be welcome to email at any time to arrange a meeting outside of those hours where required.

Additionally, a fundamental component of the apprenticeship is the development of a portfolio of evidence of the 20% off-the-job training. This is the student's record of all training, both at the university and in the workplace. An apprenticeship skills coach will assist all of the students with this aspect of the course and will support them throughout.

D. Assessment

Each Module is assessed individually and independently. Assessment with respect to these outcomes are based variously on evaluations of active participation in role plays and modelling based on instruction by experienced practitioners, as well as observation and participant observation in the role with the NHS Trust. In addition, students will be participating on a regular basis in case study supervision of their own and others' therapeutic practice.

Throughout the year, students are required to write self-reflective professional logs which are formally and informally examined. Essays, clinical papers, presentations, professional task accomplishments (e.g. professional logs, case study, etc.), and dissertation will be used in the formative and summative assessment of knowledge and understanding as follows:

Mental Health & Clinical Psychology

Coursework 1: 4000-word essay, due Week 17.

Evidence-Based Practice & Practice-Based Evidence

Coursework 1: 3000-word service evaluation, due Week 21.

Coursework 2: 2000-word proposal for systematic review, due Week 27.

Professional Practice & Clinical Skills:

Coursework 1: 2000-word reflective log, due Week 12.

Coursework 2: 2000-word reflective log, due Week 23.

Coursework 3: 2500-word process report, due Week 25.

Assessment & Formulation:

Coursework 1: 2000-word assessment based on live case, due Week 11.

Coursework 2: 2000-word formulation based on live case, due Week 22.

Psychosocial Interventions:

Coursework 1: 4000-word treatment plan based on live case, due Week 29.

Dissertation:

Coursework 1: 10,000-word dissertation using secondary research (i.e., Systematic Review with or without Meta-Analysis), due in December of the second academic year.

This assessment schedule will be shared with the employers prior to the start of the academic year, so that workload can reflect what is expected of them. For the Evidence-Based Practice & Practice-Based Evidence and the Psychosocial Interventions modules, for example, the expectation would be that students and employers are thinking about what will be required for the service evaluation and case study from the start of the year.

Additionally, the apprenticeship skills coach will conduct quarterly tripartite meetings with the student and employer in order to formatively assess the students' progress throughout the course and address any issues that arise with respect to coursework and job performance. The tripartite meetings are extensive enough for the skills coach to review academic and vocational progress with the student and employer to identify and gaps. The meetings will not focus directly on the professional logs, but it does give the skills coach the opportunity to discuss what evidence has been collected for the End Point Assessment portfolio. Students will be instructed to maintain records of their off-the-job learning, in accordance with the KSBs, throughout their internship. This will include reflective logs that will be required for the Professional Practice & Clinical Skills module, but students will be encouraged to continue these logs for the following year as a part of their End Point Assessment Portfolio.

Students are required to pass all Modules over the year to progress to the End Point Assessment (EPA), which is necessary aspect all apprenticeships. For the EPA, an independent external assessor will be provided by the university to assess the students' progress in meeting the KSBs set by the apprenticeship standard. The EPA will consist of a demonstration of practice of the key skills taught on the course and delivered on the job, as well as a practical discussion that is underpinned by the submission of a portfolio of clinical experience, which accounts for the 20% off-the-job training.

Details of the CAP End Point Assessment, as laid out by the Institute for Apprenticeships & Technical Education can be found here:

https://www.instituteforapprenticeships.org/media/4062/st0820_clinical_associate_in_psychology_17_for-publication-25022020doc.pdf

E. Academic Regulations

The University's Academic Regulations apply for this course:

https://www.lsbu.ac.uk/_data/assets/pdf_file/0008/84347/academic-regulations.pdf

In addition to the above, the MSc Clinical Associate in Psychology also has the following attendance requirements:

As this course is an integrated apprenticeship degree, 20% of the student's full-time hours should be spent on off-the-job training. The taught material comprises much of that time. Hence:

1. Students will be required to attend all classes on each of the Modules. To satisfy the attendance requirements on any particular day, students must attend every class associated with a particular Module.
2. Course attendance will be used as a metric to assess the students' level of engagement, which could be raised at tripartite meetings if required.

F. Entry Requirements

Information on entry requirements should include:

Entry on to the course is open to anyone who has secured a role as an Associate Psychologist in an NHS Trust across England. Positions are open to those who have received Graduate basis for chartered membership from the British Psychological Society (GBC), which is generally achieved through the completion of an accredited undergraduate or conversion course in psychology.

The apprenticeship standard also requires all students to have completed a GCSE in maths and in English.

G. Course structure(s)

Course overview

This course is only delivered as a part-time option and all modules are required, so all students will have the same teaching schedule. Students will start with the five taught modules, which will run throughout the length of the first year. This will start with an intensive first week, the week prior to the start of the academic calendar. During this week, staff will provide students with an induction session to provide a welcome and orientation to the university. There will then be a session to introduce the EPA, followed by taught lectures and skills workshops around fundamental skills and principles to provide basic competencies for working with individuals with complex needs (communication skills, risk assessments and a basic introduction to assessment and psychosocial interventions).

The academic year will then consist of one day of classes per week with one three-hour block, lunch, another three-hour block and a weekly skills-development group. The content of the three-hour blocks will vary weekly. The morning session, though, will focus on the Evidence-Based Practice and Practice-Based Evidence module or students will have a one-hour seminar for the Mental Health and Community Psychology module, followed by a two-hour session for the Principles of Practice and Clinical Skills module. In the weeks with the Mental Health and Community Psychology seminar, students will be provided with an hour-long lecture to view in the week beforehand to view in their own time. Following lunch, students will attend the session on Assessment and Formulation or Psychosocial Interventions, followed by the skills-development group.

Following the taught modules, students will then engage with one member of staff for their supervised dissertation. This will be a piece of independent learning, around a research project involving secondary data (systematic reviews, meta-analysis, etc.). This will begin at the end of the first academic year and will run until the end of their third semester in December. Students will not be required to attend any taught sessions during this time, but will instead schedule meetings with their supervisor to review progress, discuss analyses and review drafts of their dissertation prior to submission.

Upon completion of the dissertation, students will then progress to the End Point Assessment. As mentioned above, this will involve an assessment of knowledge and skills, conducted by an independent assessor.

	Semester 1 & 2	Credits
Level 7	Mental Health and Community Psychology, compulsory	20
	Professional Practice and Clinical Skills compulsory	20
	Evidence-Based Practice and Practice-Based Evidence, compulsory	20
	Assessment and Formulation,	20

	compulsory		MSc
	Psychosocial Interventions, compulsory	20	
	Semester 3		
Level 7	Dissertation	60	
	Semester 4		
Apprenticeship	End Point Assessment	20	

Clinical Associate in Psychology – Part time

Placements information

As an apprenticeship course, there is a workplace component to this course that is different from a placement. Prior to joining the course, students will have secured a position as an Associate Psychologist, which is a Band 5 NHS post during training (Band 6 on completion) and this course is designed specifically to provide the knowledge and skills to carry out this role. The university will coordinate with the employer to provide students with the 20% of-the-job training, which will comprise their clinical portfolio prior to the End Point Assessment. This relationship will be further enhanced by quarterly tripartite meetings between the university (represented by the apprenticeship skills coach), the employer (represented by the student's line manager and/or clinical supervisor) and the student in order to review progress and address arising issues.

The Course Director will meet with employers to provide them with a detailed schedule of taught sessions, detailed assessment briefs and deadlines. This will serve as an informal induction with a member of each trust as contracts are signed and students enrolled. It will also ensure that employers are aware of what is expected of students with respect to applying their coursework to their role and applying their experience to their coursework, which will be addressed in the tripartite meetings with the skills coach, employer and student.

The Course Director will also recommend that employers grant additional study days in the second semester for students to have time for their coursework. This will count towards the 20% off-the-job training and will give students greater opportunity to reflect on their practice.

H. Course Modules

All modules are compulsory for this course.

Module Code	Module Title	Level	Semester	Credit value	Assessment
PSY_7_MCP	Mental Health and Community Psychology	7	1 & 2	20	1. One essay of 4000 words (100%)
PSY_7_PPC	Professional Practice and Clinical Skills	7	1 & 2	20	1. Two professional logs of 2,500 words (15% each) 2. Process report (70%)
PSY_7_EPE	Evidence-Based Practice and Practice-Based Evidence	7	1 & 2	20	CW1: 3000-word Service evaluation/audit (50%) CW2: 2000-word Proposal for secondary research (50%)

PSY_7_AAF	Assessment and Formulation	7	1 & 2	20	1 Case Study 4000 words (100%)
PSY_7_PCI	Psychosocial Interventions	7	1 & 2	20	1. Case Study 4000 words (100%)
PSY_7_DSN	Dissertation	7	3	60	Dissertation focusing on secondary research 10,000-12,000 words (100%)
PSY_7_EPA	End Point Assessment	-	4	20	Demonstration of Practice (Pass/Fail) Professional Discussion (Pass/Fail)

I. Timetable information

The academic year will start with an initial 5-day week of induction (half day), introduction to the End Point Assessment (half day) and basic skills training (4 days). Taught modules will run between 10:00 and 18:15 one day per week for the first academic year. Dissertations will not have a required time commitment but will instead be a period of independent study.

J. Costs and financial support

Course related costs

- Students will be expected to pay for their own books and learning material.

Tuition fees/financial support/accommodation and living costs

- Tuition fees for this course are paid for by the employer
- Information on living costs and accommodation can be found by clicking the following link- <https://my.lsbu.ac.uk/my/portal/Student-Life-Centre/International-Students/Starting-at-LSBU/#expenses>

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Appendix A: Curriculum Map

This map provides a design aid to help course teams identify where course outcomes are being developed, taught and assessed within the course. It also provides a checklist for quality assurance purposes and may be used in validation, accreditation and external examining processes. Making the learning outcomes explicit will also help students to monitor their own learning and development as the course progresses.

Modules			A1	A2	A3	A4	A5	B1	B2	B3	C1	C2	C3	D1	D2
7	Mental Health and Community Psychology	PSY_7_MCP	D T A	D T A	D T A	D		D T A	D T	D T A	D T	D		D T A	D T A
7	Professional Practice and Clinical Skills	PSY_7_PPC	D T	D T	D T	D T A		D T	D	D	D T	D	D T A	D T A	D T A
7	Evidence-Based Practice and Practice-Based Evidence	PSY_7_EPE					D T A	D T A		D	D T A	D T A		D T A	D T A
7	Assessment and Formulation	PSY_7_AAF	D T A	D T A	D T A	D T A	D T A	D	D T A	D T A	D T A	D T A	D T	D T A	D T
7	Psychosocial Interventions	PSY_7_PCI	D T A	D T	D T A	D T A	D T A	D T A		D	D T A	D T	D T	D T A	D T
7	Dissertation	PSY_7_DSN	D				D T A	D T A		D T A	D			D T A	
	End Point Assessment	PSY_7_EPA	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A	D T A

D-developed, T-taught and A-assessed

Appendix B: Personal Development Planning

Personal Development Planning (PDP) is a structured process by which an individual reflects upon their own learning, performance and/or achievement and identifies ways in which they might improve themselves academically and more broadly. Course teams are asked to indicate where/how in the course/across the modules this process is supported.

Approach to PDP	Level 7
1 Supporting the development and recognition of skills through the personal tutor system.	Each student is provided with a tutor with the intention of this remaining constant throughout the duration of the programme. Students meet their personal tutor on the first day of the first year the course. 1-1 tutoring meetings are scheduled during the consolidation week additionally as required.
2 Supporting the development and recognition of skills in academic modules/modules.	Skills developed in all modules. Evidence-Based Practice and Practice-Based Evidence module and Dissertation module provide a very clear pathway for the development and application of research skills.
3 Supporting the development and recognition of skills through purpose designed modules/modules.	No purpose-designed modules; skills development and recognition of the same is addressed and assessed throughout the portfolio.
4 Supporting the development and recognition of skills through research projects and dissertations work.	Research methods module (Evidence-Based Practice and Practice-Based Evidence). Research project module (Dissertation).
5 Supporting the development and recognition of career management skills.	Professional Practice and Clinical Skills module provides foundational skills, including reflective practice and models of supervision to continue growth and development after the course.
6 Supporting the development and recognition of career management skills through work placements or work experience.	Students are actively working within an NHS Trust throughout the course and are expected to complete a portfolio of evidence of knowledge and skill acquisition
7 Supporting the development of skills by recognising that they can be developed through extra curricula activities.	Students invited to attend the internal Research Seminar series throughout the year and that of the Centre for Lived Experiences of Distress group (LEOD).
8 Supporting the development of the skills and attitudes as a basis for continuing professional development.	The on-the-job training of the apprenticeship provides an opportunity to evaluate practice in the workplace and demonstrate ability to transfer knowledge.
9 Other approaches to personal development planning.	Seminar activities and clinical supervision
10 The means by which self-reflection, evaluation and planned development is supported e.g. electronic or paper-based learning log or diary.	Clinical aspect of training (use of personal and professional logs and case studies). Use of online feedback system enables students to monitor their own academic development.

Appendix C: Terminology

[Please provide a selection of definitions according to your own course and context to help prospective students who may not be familiar with terms used in higher education. Some examples are listed below]

awarding body	a UK higher education provider (typically a university) with the power to award higher education qualifications such as degrees
bursary	a financial award made to students to support their studies; sometimes used interchangeably with 'scholarship'
collaborative provision	a formal arrangement between a degree-awarding body and a partner organisation, allowing for the latter to provide higher education on behalf of the former
compulsory module	a module that students are required to take
contact hours	the time allocated to direct contact between a student and a member of staff through, for example, timetabled lectures, seminars and tutorials
coursework	student work that contributes towards the final result but is not assessed by written examination
current students	students enrolled on a course who have not yet completed their studies or been awarded their qualification
delivery organisation	an organisation that delivers learning opportunities on behalf of a degree-awarding body
distance-learning course	a course of study that does not involve face-to-face contact between students and tutors
extracurricular	activities undertaken by students outside their studies
feedback (on assessment)	advice to students following their completion of a piece of assessed or examined work
formative assessment	a type of assessment designed to help students learn more effectively, to progress in their studies and to prepare for summative assessment; formative assessment does not contribute to the final mark, grade or class of degree awarded to students

higher education provider	organisations that deliver higher education
independent learning	learning that occurs outside the classroom that might include preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks, or revision
intensity of study	the time taken to complete a part-time course compared to the equivalent full-time version: for example, half-time study would equate to 0.5 intensity of study
lecture	a presentation or talk on a particular topic; in general lectures involve larger groups of students than seminars and tutorials
learning zone	a flexible student space that supports independent and social learning
material information	information students need to make an informed decision, such as about what and where to study
mode of study	different ways of studying, such as full-time, part-time, e-learning or work-based learning
modular course	a course delivered using modules
module	a self-contained, formally structured unit of study, with a coherent and explicit set of learning outcomes and assessment criteria; some providers use the word 'course' or 'course unit' to refer to individual modules
national teaching fellowship	a national award for individuals who have made an outstanding impact on student learning and the teaching profession
navigability (of websites)	the ease with which users can obtain the information they require from a website
optional module	a module or course unit that students choose to take
performance (examinations)	a type of examination used in performance-based subjects such as drama and music
professional body	an organisation that oversees the activities of a particular profession and represents the interests of its members
prospective student	those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider

regulated course	a course that is regulated by a regulatory body
regulatory body	an organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities
scholarship	a type of bursary that recognises academic achievement and potential, and which is sometimes used interchangeably with 'bursary'
semester	either of the parts of an academic year that is divided into two for purposes of teaching and assessment (in contrast to division into terms)
seminar	seminars generally involve smaller numbers than lectures and enable students to engage in discussion of a particular topic and/or to explore it in more detail than might be covered in a lecture
summative assessment	formal assessment of students' work, contributing to the final result
term	any of the parts of an academic year that is divided into three or more for purposes of teaching and assessment (in contrast to division into semesters)
total study time	the total time required to study a module, unit or course, including all class contact, independent learning, revision and assessment
tutorial	one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project
work/study placement	a planned period of experience outside the institution (for example, in a workplace or at another higher education institution) to help students develop particular skills, knowledge or understanding as part of their course
workload	see 'total study time'
written examination	a question or set of questions relating to a particular area of study to which candidates write answers usually (but not always) under timed conditions