

Clinical Associate Psychologist Degree Apprenticeship Standard at Level 7

Title of Occupation Clinical Associate Psychologist

This is a new occupation, that has been introduced as part of a programme of work to provide greater access to mental health services. This new grade of practitioner psychologist working within scope of practice fills a skills gap between assistant psychologist and qualified clinical psychologists.

CAPs working within scope of practice provide support for senior practitioners (Clinical Psychologists) in delivering, evaluating and improving high-quality, safe and effective psychological interventions.

The broad purpose of the occupation is to provide high quality, evidence based psychological diagnosis/formulation, derived from specialist psychological assessments and to provide psychological interventions for patients of all ages and from different backgrounds, cultures and beliefs. Many of these patients will be having contact with psychological services for the first time. Clinical Associate Psychologists (CAPs) may work with patients in their own home, in the community or hospital, or in any settings where their needs are supported and managed. They work with individuals and groups with complex needs and long-term conditions and can act as a psychological resource to the wider health or social care teams. They work alongside existing psychological practitioners such as assistant psychologists, Psychological Wellbeing Practitioners and High Intensity Improving Access to Psychological Therapies Cognitive Behaviour Therapy practitioners. Unlike practitioners within the IAPT portfolio (e.g. PWPs and High Intensity Therapists) CAPs work is informed, but not determined by problem-specific treatment protocols with examples found in managing psychological distress where there are two or more long-term health conditions, for example, symptom reduction in depression in dementia. A CAP is trained in the creation and delivery of applied service research and evaluation which sets this role apart from PWP and High Intensity CBT Practitioners.

In their daily work, an employee in this occupation interacts with a range of healthcare professionals in a diverse number and variety of services. CAPs will work with nurses, social workers, and medical colleagues as part of a multidisciplinary team. They will work within a psychology structure alongside assistant psychologists and trainee clinical psychologists, while reporting to a Clinical Psychologist in terms of psychological assessment, formulation and intervention. CAPs will also work with schools, probation services, the police and the courts, depending on training and supervision as part of their apprenticeship. Typically, CAPs will provide services Monday to Friday but there may be some requirement to provide 'on-call' services outside of normal hours.

CAPs work alongside some of the new IAPT psychological workforce such as, Psychological Wellbeing Practitioners (PWPs) and High Intensity CBT therapists (HITs). Unlike PWPs and HITs however, CAPs work is informed, but not determined by problem-specific treatment protocols. CAPs work can be differentiated from that of Advanced Clinical Practitioners (ACP) in terms of the scope and expertise in the application of specialist psychological skills, knowledge and competence.

An employee in this occupation will be responsible for providing clinical psychological interventions for patients in their own home, in the community or hospital or in any individual or group setting where their needs are supported and managed. They work with individuals or groups with long-term conditions and complex needs, for example, children with significant adjustment reactions to developmental disorders such as autism spectrum disorders. CAPs act as a psychological resource to the wider health or social care teams including residential settings. They have a high level of autonomy and are responsible for their own clinical programme of work as part of a team and on a day to day basis they may be working alone when seeing patients in their own homes or in the community. CAPs take responsibility for planning and developing courses of action through a process of formulation to initiate and underpin substantial changes or developments in the care of the individual which may include multimorbidity presentations. CAPs are responsible for managing their own caseloads, including deriving specialist psychologist assessment through to developing treatment interventions, at an individual and group level, and sharing these with wider healthcare colleagues. CAPs are responsible for maintaining regular and targeted professional supervision to enable them to deliver their role and will meet with a HCPC registered clinical psychologist supervisor and in accordance with British Psychological Society (BPS) standards for accredited practice.

They are responsible for ensuring that resources are managed effectively and participate in the delivery of audit and service improvement projects.

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They are responsible for their own Continuing Professional Development (CPD) in order to maintain BPS membership and update their knowledge of best psychological practice.

Typical Job title

Clinical Associate Psychologist (CAP)

Proposed route Health and Science

Typical duration 18 months

Occupation level 7

Entry requirements

Graduate Basis for Chartership of the BPS.

Additionally employers may look for 2:1 or better Honours Degree in Psychology from a BPS accredited programme or 2.2 Honours Degree in Psychology from a BPS accredited programme with additional appropriate experience to be assessed.

Qualification requirement

Level 3 and above apprenticeships Apprentices without level 2 English and maths will need to achieve this level prior to taking the End-Point Assessment. For those with an education, health and care plan or a legacy statement, the apprenticeship's English and maths minimum requirement is Entry Level 3. A British Sign Language (BSL) qualification is an alternative to the English qualification for those whose primary language is BSL.

Must undertake a Masters level qualification compliant with BPS accreditation criteria for associate psychology programmes.

Professional registration

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DUTIES

(D=Duty, S=Skill, K=Knowledge, B=Behaviour, P=Performance Criteria)

D1 Be an accountable professional acting in the best interests of patients, by providing personalised psychological interventions that are evidence-based, compassionate and empowering.

Knowledge

K1 Understand British Psychological Society (BPS) Professional Code of Conduct, local and national policies and procedures that define scope of practice.

K2 Recognise and understand how to work within bounds of professional competence and within scope of practice in line with employer's requirements around conduct and ethics.

K3 Understand when to seek appropriate supervision/advice on practice and whom to refer to so as to ensure best practice.

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.

K5 Understand how to maintain knowledge of contemporary evidence-based practice through appropriate continued professional development.

K6 Understand how to apply clinical judgement within scope of practice when using existing psychological treatment models and protocols.

K7 Understand and recognise professional duty to challenge and report discriminatory behaviour.

Skills

S1 Work within scope of practice and within bounds of professional competence, in line with employer's requirements around conduct and ethics.

S2 In all clinical and professional activities act in accordance with the BPS Professional Code of Conduct.

S3 Actively participate in clinical supervision in order to develop individual scope of practice within legal and ethical boundaries to manage risk and enhance clinical practice.

S4 Think critically when applying evidence and drawing on experience to make evidence informed decisions in all situations.

S5 Apply resilience and emotional intelligence in professional settings and be capable of explaining the rationale that influences judgements and decisions in routine, complex and challenging situations.

S6 Take responsibility for continuous self-reflection, seeking and responding to support and feedback to develop your professional knowledge and skills.

S7 Act as an ambassador, upholding the reputation of your profession and promoting public confidence in delivery of psychology services.

S8 Identify and challenge discriminatory behaviour.

Behaviours

B1 Treat patients with dignity, respecting individual's diversity, beliefs, culture, needs, values, privacy and preferences.

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B2 Show respect and empathy for those you work with, have the courage to challenge areas of concern and work to evidence based best practice.

B3 Be adaptable, reliable and consistent, show discretion, resilience and self-awareness and demonstrate professional and clinical leadership.

D2 Communicate effectively and create and maintain effective clinical records.

Knowledge

K1 Understand responsibility towards fulfilling and maintaining local and national information governance policies.

K2 Understand the need to maintain accurate clinical records and why all entries in clinical and practice records are dated, timed and signed.

K3 Understand policy and practice with regard to incident reporting within your organisation.

K4 Understand, how to communicate confidential information.

K5 Understand, analyse and appraise completion of patient records while adhering to professional and ethical standards and fulfilling duty to understand and comply with service and national standards.

K6 Understand the need for recording of patient consent, including verbal consent where appropriate and as necessary consent is given for sharing of information for professional purposes.

Skills

S1 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.

S2 Recognise and accommodate sensory impairments during all communications and the use of personal communication aids.

S3 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.

S4 Act on duty to comply with service and national standards in terms of clinical record-keeping.

Behaviours

B1 Treat patients with dignity, respecting individual's diversity, beliefs, culture, needs, values, privacy and preferences.

B2 Show respect and empathy for those you work with, have the courage to challenge areas of concern and work to evidence based best practice.

B3 Be adaptable, reliable and consistent, show discretion, resilience and self-awareness and demonstrate professional and clinical leadership.

D3 Conduct psychological assessment to identify the priorities and requirements for personalised, evidence-based psychological interventions.

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Knowledge

K1 Understand how individual life experiences and life-events may be relevant when taking a individual history for the puposes of specialist psychological assessment to enable personalised psychological interventions.

K2 Understand cognitive functioning, possessing knowledge of causes and other factors determine performance when conducting an assessment.

K3 Understand how to conduct both an 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.

K4 Understand, analyse and appraise psychiatric diagnostic models and statistical approaches as part of psychological assessment.

K5 Understand fundamentals of psychometric principles to guide the use of standardised assessment tools with specific populations.

K6 Understand how to analyse and appraise the range of cognitive-behavioural and other psychological assessment methods used within applied clinical practice to underpin assessment.

K7 Understand how to analyse outputs from specialist psychological assessments, with a broad range of patient groups.

Skills

S1 Assess individuals and/or families using a variety of approaches and a range of psychological assessment methods to assess baseline and change post-intervention.

S2 Analyse outputs from specialist psychological and cognitive assessments, with a broad range of patient groups and disseminates reports to influence own practice and that of others within the multidisciplinary team.

S3 Implement best practice by conducting assessments and treatment interventions according to evidence-based practice where there are limited treatment protocols to guide practice.

S4 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.

Behaviours

B1 Treat patients with dignity, respecting individual's diversity, beliefs, culture, needs, values, privacy and preferences.

B2 Show respect and empathy for those you work with, have the courage to challenge areas of concern and work to evidence based best practice.

B3 Be adaptable, reliable and consistent, show discretion, resilience and self-awareness and demonstrate professional and clinical leadership.

D4 Develop psychological formulations 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.

Knowledge

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K1 Understand formulation is derived from and integrates psychological, emotional, interpersonal, social cultural and interpersonal factors.

K2 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.

K3 Understand knowledge of psychological theory, research and practice in relation to psychological problems and presentations of distress.

K4 Understand and integrate knowledge that provides a psychological basis for understanding the patient's problems and needs. This information is summated so as to provide a logical and coherent justification for a range of psychological interventions to reduce distress.

K5 Understand a range of psychological hypotheses to explain the development and maintenance of distress in patients.

K6 Understand that formulation informs psychological intervention and can inform the work of others in a multidisciplinary team.

K7 Understand how to analyse and appraise the range of cognitive-behavioural and other psychological assessment methods used within applied clinical practice to underpin diagnosis/formulation.

K8 Understand how to analyse and appraise appropriateness of cognitive behavioural formulations and implement techniques consistent with conceptual foundations of cognitive-behaviour therapy (CBT) in order to reduce patient distress.

K9 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.

Skills

S1 Formulate individual distress to explain how psychological difficulties and presentations are influenced by potentially conflicting sociocultural and attitudinal factors.

S2 Create, implement and appraise formulations based upon multiple sources of clinical and other data to inform the management of psychological interventions.

S3 Share individualised formulations, co-constructed with patients, so as to enhance engagement in the delivery of evidenced-based individualised psychological interventions.

S4 Share formulations with others in a multidisciplinary team to avoid patient disengagement and to anticipate and prevent treatment obstacles.

S5 Create and implement formulations to guide psychological practice where no protocols or treatment guidance exists.

Behaviours

B1 Treat patients with dignity, respecting individual's diversity, beliefs, culture, needs, values, privacy and preferences.

B2 Show respect and empathy for those you work with, have the courage to challenge areas of concern and work to evidence based best practice.

B3 Be adaptable, reliable and consistent, show discretion, resilience and self-awareness and demonstrate professional and clinical leadership.

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D5 Provide a range of psychological interventions to individuals and groups appropriate to the needs of patients in the context in which they experience distress.

Knowledge

K1 Understand the principles of equality and diversity and subsequent impact on psychological wellbeing and recovery.

K2 Understand the impact of common mental health myths, misconceptions and stereotypes.

K3 Understand mental health issues by maintaining awareness of prevalence, incidence and impact of mental health problems on patients and how these present in clinical practice.

K4 Understand the importance of therapeutic alliance in the recovery process and the significance of the therapeutic relationship in bringing about change.

K5 Understand there are different ways that mental health stigma and discrimination can be major barriers to effective psychological interventions in the management of psychological problems.

K6 Understand the appropriateness of the range of evidence-based psychological models and protocols when addressing individualised patient need.

K7 Understand conceptual foundations of a range of psychological interventions, selecting appropriate treatment protocols when addressing individualised patient need.

K8 Understand how to draw upon evidence-based models and protocols to inform psychological intervention planning and implementation.

K9 Understand how to analyse and appraise key theoretical concepts of CBT models, the underpinning research-base and relationship to CBT practice.

K10 Understand the principles of treatment approaches at the individual and group level.

K11 Understand the structure of evidence-based psychological therapies.

K12 Understand the structure of cognitive-behavioural therapy tasks.

K13 Understand, analyse and appraise effective relapse prevention strategies and plans.

K14 Understand how psychological interventions will enhance self-management strategies and recovery action plans.

K15 Understand that working collaboratively with people requires setting appropriate intervention goals and agreeing these with patients, their families and their caregivers.

K16 Understand that working with people requires that psychological interventions minimize harm, maximise benefits and results in improvement of overall quality of life indices.

Skills

S1 Apply a range of psychological interventions consistent with assessment and diagnosis/formulation.

S2 Explain the rationales, to individuals, groups and other healthcare colleagues, for evidence-based psychological treatment models and protocols.

S3 Deliver psychological interventions appropriate to level of patient need and provide treatment at an appropriate level of frequency and duration in the context of distress and complexity.

S4 Recognise and respond to individual distress using evidence-based psychological treatment models and protocols.

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S5 Analyse and appraise the appropriateness of the range of psychological models and protocols when addressing individualised patient need.

S6 Analyse and appraise conceptual foundations of a range of psychological interventions, selecting appropriate treatment protocols when addressing individualised patient need.

S7 Analyse, appraise and evaluate episodes of psychological intervention drawing upon evidence-based models and protocols to inform treatment planning and implementation.

S8 Analyse and appraise key theoretical concepts of cognitive-behavioural therapy (CBT) models, the underpinning research-base and relationship to cognitive-behavioural therapy practice.

S9 Analyse and appraise principles of treatment approaches at the individual and group level.

S10 Implement a range of psychological interventions that include a range of therapeutic approaches working at the individual or organisational level to enhance the therapeutic alliance.

S11 Design and implement effective relapse prevention strategies and plans in collaboration with individual need.

Behaviours

B1 Treat patients with dignity, respecting individual's diversity, beliefs, culture, needs, values, privacy and preferences.

B2 Show respect and empathy for those you work with, have the courage to challenge areas of concern and work to evidence based best practice.

B3 Be adaptable, reliable and consistent, show discretion, resilience and self-awareness and demonstrate professional and clinical leadership.

D6 Provide a range of psychological interventions for managing complexity and chronicity within scope of practice selecting and implementing interventions where an established evidence-base is absent.

Knowledge

K1 Understand how to interpret psychological intervention choice with individuals, groups and other healthcare colleagues, when managing complex and chronic conditions.

K2 Understand how lifespan development affects an individual's performance and adjust psychological interventions based on this understanding to enable patients to access and benefit from psychological interventions.

K3 Understand how to implement, plan and manage psychological interventions when working with complex patients.

K4 Understand, plan and construct an episode of psychological intervention drawing upon best evidence and existing practice to inform clinical decision making where there is no agreed consensus on treatment protocols and evaluates outcome.

K5 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.

K6 Understand how to apply the established evidence-base for psychological conditions experienced within a complex and chronic presentation.

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K7 Understand the impact of working with people with complex and chronic conditions may often result in multimorbidity and polypharmacy.

K8 Understand that treatment goals and psychological interventions may address more than one existing complex or chronic condition.

K9 Understand how to maintain an analytical approach to the design, synthesis and execution of effective psychological interventions in complex and chronic conditions.

Skills

S1 Design and implement treatment protocols specific to individual or group need for managing complexity and chronicity of presentations.

S2 Generate evidence-based and practice-based psychological interventions taking into account a range of potentially conflicting clinical information and resolving complexity.

S3 Actively engage patients in treatment plans to address and resolve emotive contexts and circumstances.

S4 Implement psychological interventions with people with complex and chronic conditions taking account of multimorbidity and polypharmacy.

S5 Apply psychological interventions that are consistent with self-management strategies and action plans for people with complex and chronic conditions.

S6 Apply psychological interventions to address more than one existing complex or chronic condition that are consistent with behavioural change models.

S7 Implement psychological interventions for people with complex and chronic conditions that have appropriate intervention goals of maximising recovery agreed with patients, their families and their caregivers.

S8 Design and implement evidence-based psychological treatment models and protocols while providing an individual patient rationale.

S9 Implement individualised psychological treatment models and protocols that enhance patients' understanding of previous maintenance patterns.

Behaviours

B1 Treat patients with dignity, respecting individual's diversity, beliefs, culture, needs, values, privacy and preferences.

B2 Show respect and empathy for those you work with, have the courage to challenge areas of concern and work to evidence based best practice.

B3 Be adaptable, reliable and consistent, show discretion, resilience and self-awareness and demonstrate professional and clinical leadership.

D7 Choose appropriate psychological measurement tools to demonstrate an ongoing evaluation of psychological interventions that make a significant contribution to the continuous enhancement and quality improvement of clinical practice.

Knowledge

K1 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.

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K2 Understand how to conduct an individualised psychological evaluation utilising behavioural observation and measurement.

K3 Understand the use of valid and reliable measurement tools for the purposes of self and other observation of outcome and evaluation of psychological intervention, incorporating evaluation from formal and informal carers.

K3 Understand how to analyse and appraise psychological, psychiatric and cognitive neuropsychological tools as a means of guiding measurement of individual and organisation change.

K4 Understand fundamentals of psychometric principles to guide the use of standardised evaluation with specific populations to identify appropriate quality improvement strategies.

K5 Understand the principles underpinning improvement science, including all stages of audit and evaluation activity, contributing to the continuous enhancement and quality improvement of clinical practice.

Skills

S1 Demonstrate the ability to accurately measure and evaluate outcome 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.

S2 Apply the principles underpinning improvement science, engaging in all stages of audit and evaluation activity, leading to the continuous enhancement and quality improvement of clinical practice.

S3 Implement a range of psychological measurement tools with individuals, families, or services to evaluate psychological intervention at an individual, service or organisational change level.

Behaviours

B1 Treat patients with dignity, respecting individual's diversity, beliefs, culture, needs, values, privacy and preferences.

B2 Show respect and empathy for those you work with, have the courage to challenge areas of concern and work to evidence based best practice.

B3 Be adaptable, reliable and consistent, show discretion, resilience and self-awareness and demonstrate professional and clinical leadership.

D8 Provide support and guidance as part of multidisciplinary teams demonstrating an understanding of leadership and influence by collaborating with a range of colleagues on psychological practice.

Knowledge

K1 Understand how to communicate to non-psychology colleagues, a range of psychological hypotheses explaining the development and maintenance of distress in patients.

K2 Understand the roles, responsibilities and motivations of members of the multidisciplinary team to bring about psychological change.

K3 Understand, how to support and guide contributions from multidisciplinary team members in order to provide safe, integrated and effective psychological practice.

K4 Understand how to draw on a diverse range of psychological models employing critical thinking to inform decision-making when planning the implementation of evidence-based psychological interventions with other team members.

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K5 Understand the importance and impact of team and organisational dynamics and culture in service delivery and development.

K6 Understand principles of leadership theory to influence a culture of leadership and best psychological practice when working in teams.

K7 Understand theories of psychological leadership to overcome barriers that influence patient care, service provision and organizational culture change.

Skills

S1 Analyse, appraise and act upon understanding of the roles, responsibilities and motivations of members of the multidisciplinary team to bring about psychological change.

S2 Demonstrate understanding of leadership applying guidance, support and motivation to multidisciplinary team members in delivery of psychologically enhanced care packages.

S3 Consult with others in community professional teams to challenge stereotypical beliefs so as to remove barriers to psychological interventions.

S4 Act as a psychological resource within the multidisciplinary team to demonstrate the need for change using psychological theories and models to generate practice innovations to address and prevent maintenance cycles of distress.

S5 Apply psychological theory and research to address emotive and challenging situations, taking account of conflicting and contradictory information from carers and other healthcare professionals.

S6 Act as a specialist resource to multidisciplinary teams by communicating confidential and personal information concerning psychological needs, obtained through psychological assessments and interviews.

S7 Work as part of a multi-disciplinary community team or in specialised clinical settings and consult with relevant external agencies to facilitate and enable psychological interventions at multiple levels.

Behaviours

B1 Treat patients with dignity, respecting individual's diversity, beliefs, culture, needs, values, privacy and preferences.

B2 Show respect and empathy for those you work with, have the courage to challenge areas of concern and work to evidence based best practice.

B3 Be adaptable, reliable and consistent, show discretion, resilience and self-awareness and demonstrate professional and clinical leadership.

D9 Provide training to others in order to deliver psychological interventions appropriate to levels of complex health and psychological care needs of patients across a range of service settings.

Knowledge

K1 Understand psychological practice requirements and safe practice to the broader clinical workforce in line with the evidence-base.

K2 Understand different learning styles and how this can effect the success of training delivery.

K3 Understand the range of tools and techniques that can be used to support learning, set goals and evaluate learning.

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K4 Understand, the use of innovative training approaches to communicate how to use psychological theory and research to bring about changes in the delivery of treatments in complex care situations.

K5 Understand the impact of teaching others in order to deliver improvements in reflective practice in the context of complex health needs.

Skills

S1 Work collaboratively to identify and meet the learning and development needs of health or care professionals.

S2 Communicate new learning approaches and provide constructive feedback to challenge and overcome barriers to implementation of best psychological practice.

S3 Communicate to others the core concepts of psychological theory, research and practice in order to enhance their delivery of psychological interventions.

S4 Provide consultation and training for others to share and support best psychological practice where situations are complex and unpredictable.

S5 Provide training within teams to enhance delivery of clinical and research practice interventions appropriate to complex health and psychological needs of patients across a range of service settings.

Behaviours

B1 Treat patients with dignity, respecting individual's diversity, beliefs, culture, needs, values, privacy and preferences.

B2 Show respect and empathy for those you work with, have the courage to challenge areas of concern and work to evidence-based best practice.

B3 Be adaptable, reliable and consistent, show discretion, resilience and self-awareness and demonstrate leadership.

D10 Undertake research and service development activities to inform change in the area of work.

Knowledge

K1 Understand the BPS Code of Human Research Ethics and Ethics Guidelines for Internet-Mediated Research.

K2 Understand how research is conducted and implemented at an appropriate level to inform effectiveness in clinical practice.

K3 Understand the range of legal, ethical, professional, financial and organisational policies and procedures that apply to clinical research activities.

K4 Understand, the conduct of applied clinical research while maintaining ethical principles of autonomy, non-maleficence, beneficence and justice.

K5 Understand the importance and impact of organisational culture in service delivery and development and synthesize techniques to influence organisational culture.

K6 Understand a range of quantitative and qualitative research methodologies relevant to situation and service context.

K7 Understand a range of research approaches including both qualitative and quantitative methods drawing on specialist psychological tools to collect data to evaluate own practice as well as to enhance service delivery.

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K8 Understand knowledge of evidence based practice through supporting others in planning audit, evaluation and research of their work.

Skills

S1 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.

S2 Communicate complex clinical and research material to a range of practitioners and offer appropriate level of support and supervision to others in their endeavour to develop research competency.

S3 Monitor, implement and evaluate research to apply evidence-based strategies that enhance service quality and protect value for money of psychological investments.

S4 Apply and analyse a range of research approaches including both qualitative and quantitative methods in clinical practice drawing upon specialist psychological tools to collect data to evaluate own practice as well as to enhance service delivery.

S5 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.

S6 Evaluate and audit clinical practice and conduct service evaluations according to best practice to inform change in clinical practice ensure best use of publicly funded resources.

Behaviours

B1 Treat patients with dignity, respecting individual's diversity, beliefs, culture, needs, values, privacy and preferences.

B2 Show respect and empathy for those you work with, have the courage to challenge areas of concern and work to evidence based best practice.

B3 Be adaptable, reliable and consistent, show discretion, resilience and self-awareness and demonstrate leadership.

D11 Provide clinical supervision to other workers on the use of appropriate psychological interventions to enhance care.

Knowledge

K1 Understand clinical supervision requirements and practice in line with the evidence-base.

K2 Understand different models of clinical supervision.

K3 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.

K3 Understand that clinical supervision provides a safe and supportive environment to reflect, review and discuss your personal and professional responses to your work.

K4 Understand that clinical supervision provides an opportunity for continual professional development and is part of effective governance.

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Skills

S1 Provide appropriate level of clinical supervision in a safe, supportive and professional manner, at an appropriate frequency and duration in compliance with local and national governance.

S2 Provide clinical supervision by demonstrating expertise in the application of psychological theory and research in practice.

S3 Provide a supportive, safe space to enable clinical supervision to support the identification and management of issues, consistent with personal and professional development needs.

S4 Act appropriately when serious concerns are raised in clinical supervision about the conduct, competence, or health of a practitioner.

S5 Provide supervision for team members to enable implementation of behaviour change interventions to enhance psychological intervention outcomes.

Behaviours

B1 Treat patients with dignity, respecting individual's diversity, beliefs, culture, needs, values, privacy and preferences.

B2 Show respect and empathy for those you work with, have the courage to challenge areas of concern and work to evidence-based best practice.

B3 Be adaptable, reliable and consistent, show discretion, resilience and self-awareness and demonstrate leadership.

D12 Conduct risk management assessment and evaluation.

Knowledge

K1 Understand how to assess risk in relation to psychological distress and to analyse and appraise appropriate strategies to engage and bring about positive change.

K2 Understand the principles of effective risk management assessment and evaluation when working with complex patients.

K3 Understand the importance of collaborative risk assessment and management and the impact upon patient safety.

K4 Understand that risk assessment in mental health may be a contested area and there may be limitations of risk assessment practice and implications for clinical practice.

K5 Understand and synthesize information from a range of sources and, in collaboration with patients, to formulate risk.

K6 Understand how to respond to risk seeking guidance from others where appropriate to ensure compliance with service policy and values.

K7 Understand the appropriateness of crisis interventions that are safe, effective and compassionate and follow a rights-based approach consistent with service standards.

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K8 Understand how to influence decision making process for the psychological management of risk.

K9 Understand the identification, reporting and reflection upon critical incidents and serious adverse events influencing and changing clinical practice.

Skills

S1 Manage and implement an effective risk management assessment and evaluation when working with complex patients.

S2 Apply information from a range of sources and, in collaboration with patients, to formulate risk.

S3 Plan, implement and respond appropriately to risk, using appropriate guidance and support, maintaining compliance with service policy and values.

S4 Assess and identify appropriate practice in relation to critical incident and severe adverse events.

Behaviours

B1 Treat patients with dignity, respecting individual's diversity, beliefs, culture, needs, values, privacy and preferences.

B2 Show respect and empathy for those you work with, have the courage to challenge areas of concern and work to evidence-based best practice.

B3 Be adaptable, reliable and consistent, show discretion, resilience and self-awareness and demonstrate leadership.