

Royal Holloway, University of London
Course specification for a postgraduate award
MSc Clinical Associate Psychologist (Children and Young People)

Section 1 – Introduction to your course

This course specification is a formal document, which provides a summary of the main features of your course and the learning outcomes that you might reasonably be expected to achieve and demonstrate if you take full advantage of the learning opportunities that are provided. Further information is contained in the College prospectus, and in various handbooks, all of which you will be able to access online. Alternatively, further information on the College's academic regulations and policies can be found [here](#). Further information on the College's Admissions Policy can be found [here](#).

This Integrated Level 7 Degree Apprenticeship course will provide high quality, evidence based psychological interventions to inform practice, with formulations derived from specialist psychological measurement and assessment tools to work with populations across the lifespan from different backgrounds, cultures and beliefs. This course complies with the apprenticeship [standard approved by](#) the Institute for Apprenticeships and Technical Education (IfATE) [for a Clinical Associate Psychologist \(CAP\) integrated degree. The College is a registered apprenticeship training provider.](#) Apprentices will work with specific populations and therefore provide a more prescribed range of activities than Clinical Psychologists. The course consists of five academic taught modules and one clinical placement module, and is delivered over 18 months of full-time study. Teaching takes place during the day over three academic terms. During your apprenticeship you will attend the university for academic teaching for two full days per week during the three terms, and you will be on placement in the NHS for the remaining three days per week.

While Royal Holloway keeps all the information made available under review, courses and the availability of individual modules, especially optional modules are necessarily subject to change at any time, and you are therefore advised to seek confirmation of any factors which might affect your decision to follow a specific course. In turn, Royal Holloway will inform you as soon as is practicable of any significant changes which might affect your studies.

The following is brief description for some of the most important terminology for understanding the content of this document:

Degree course – Also referred to as 'course', this term refers to the qualification you will be awarded upon successful completion of your studies. 'Courses' were formerly known as 'programmes' at Royal Holloway.

Module – This refers to the credits you will study each year to complete your degree course. Postgraduate taught degrees at Royal Holloway comprise 180 credits. On some degree courses a certain number of optional modules must be passed for a particular degree title. 'Modules' were formerly known as 'course units' at Royal Holloway.

Section 2 – Course details			
Date of specification update	March 2023	Location of study	Egham
Course award and title	MSc Clinical Associate in Psychology (Children and Young People)	Level of study	Postgraduate
Course code	3620	Year of entry	2021/22
Awarding body	Royal Holloway, University of London		
Department/ School	Department: Psychology, School: LSE.	Other departments or schools involved in teaching the course	N/A
Mode(s) of attendance	Full time only	Duration of the course	18 months full time
Accrediting Professional, Statutory or Regulatory Body requirement(s)	British Psychological Society (BPS), Institute for Apprenticeship and Technical Education (IfATE): Standard – Clinical Associate in Psychology (CAP) Integrated Degree, Ref. No. ST0820 & Ofsted	For queries on admissions:	https://royalholloway.ac.uk/applicationquery
Link to Coursefinder for further information:	https://www.royalholloway.ac.uk/studying-here/		

Section 3 – Degree course structure				
3.1 Mandatory module information				
The following table summarises the mandatory modules which students must take in each year of study				
Module code	Module title	Credits	FHEQ level	Module status (see section 6)
PS5403	Professional Clinical Practice	20	7	MNC
PS5401	Assessment and Formulation in Clinical Child Psychology	20	7	MNC
PS5404	Psychological Interventions in Clinical Child Psychology	20	7	MNC
PS5400	Research Approaches and Statistics for Health Settings	20	7	MNC
PS5402	Clinical Placement	80	7	MNC
PS5405	The End Point Assessment	20	7	MNC
<p>This table sets out the most important information for the mandatory modules on your degree course. These modules are central to achieving your learning outcomes, so they are compulsory, and all apprentices on your degree course will be required to take them. You will be automatically registered for these modules. Professional Clinical Practice and Assessment and Formulation modules will run in Term 1, Psychological interventions and Applied Research will run in Terms 2 & 3, and the Clinical Placement module will run throughout the full 18 month duration of the course (i.e. across all terms). Mandatory modules fall into two categories; 'condonable' or 'non-condonable'.</p> <p>In the case of mandatory 'non-condonable' (MNC) modules, you must pass the module to successfully graduate with a particular degree title, or before you can proceed to the next year of your course where studying part-time. In the case of mandatory 'condonable' (MC) modules, these must be taken but you can still progress or graduate even if you do not pass them (see Academic Regulations on condonable fails). Please note that although Royal Holloway will keep changes to a minimum, changes to your degree course may be made where reasonable and necessary due to unexpected events. For example; where requirements of relevant Professional, Statutory or Regulatory Bodies have changed and course requirements must change accordingly, or where changes are deemed necessary on the basis of student feedback and/or the advice of external advisors, to enhance academic provision.</p>				
3.2 Optional modules				
There are no optional modules for the course				

Optional modules.			
Module Title	Credits	Module Title	Credits

3.3 Optional module requirements

There are no optional modules offered for this degree.

Section 4 - Progressing through each year of your degree course

For further information on the progression and award requirements for your degree, please refer to Royal Holloway’s [Academic Regulations](#). The following course specific regulations also apply:

Consideration and classification of candidates for the award
 In line with paragraph 15 of the Regulations for Taught Postgraduate Students, the following will also apply:

1. The final average for the MSc Award will be calculated using only the first taught 160 credits, excluding the result of the End Point Assessment (EPA).

Consideration and Classification of candidates for the End Point Assessment

2. As a gateway requirement to the End Point Assessment, apprentices must pass the 160 credits of the Master’s degree for Clinical Associate in Psychology from the on-programme apprenticeship, formally confirmed by an examination board prior to being permitted to progress to the EPA.
3. Performance in the EPA will be determined as follows:
 - a. The individual assessment methods will have the following grades:

- i. **Assessment Method 1: Demonstration of Practice**
 - Pass
 - Fail
 - ii. **Assessment Method 2: Professional Discussion underpinned by portfolio**
 - Pass
 - Fail
 - Distinction
 - iii. **Performance in the EPA will determine the overall apprenticeships standard grade of:**
 - Pass
 - Fail
 - Distinction
- b. Information relating to the grading of the EPA, including details of the criteria that apprentices must demonstrate in order to achieve a Pass or Distinction, can be found in the [EPA Assessment Plan for the MSc CAPs Apprenticeship Standard](#).

Entry for assessment and re-assessment

In place of paragraph 12.1 (a and b) of the Postgraduate Taught Regulations, the following will instead apply:

4. The School Progression and Awards Board will normally permit an apprentice who gains an overall outcome of Fail in a module on the first attempt to:
 - a. Resit or resubmit any part of the module assessment not passed on the first attempt at the next available opportunity, which at the discretion of the School Progression and Awards Board, will be on a rolling basis throughout the academic year in order to facilitate progression through the degree. In order to resit or resubmit the module assessment not passed, an apprentice must enter themselves for assessment in that module a second (final) time without registering to attend teaching for the module again.

Outcomes of module assessment

5. In line with paragraph 13 (3) of the Postgraduate Taught regulations, apprentices entered to resit an assessment under the provisions of point 4 above shall not receive an overall percentage mark greater than 50% for that module.
6. In line with paragraph 13 (8) of the Postgraduate Taught regulations, marks and grades communicated to apprentices during the academic year are subject to change and will have no formal status until they have been considered and decided upon by the appropriate Board(s) of Examiners. To facilitate the required progression through each must-pass component within mandatory non-condonable modules, marks and progression decisions will be confirmed on a rolling basis throughout the academic year using the Chair's authority afforded through paragraph 1 (4) of the Regulations on the Conduct of Assessment. In cases where an apprentice requires a second attempt at a module or assessment component, fails to progress, or it is recommended to terminate registration, the Chair of the School Progression and Award Board will consult at a minimum with the Chief External Examiner, and the Chair, Deputy Chair or academic representative of the Department to confirm decisions. All decisions will be reported at the relevant next gateway or classification board meeting.

Termination of Registration for Courses on Academic Grounds

7. In line with paragraph 16 of the [Postgraduate Taught Regulations](#), an apprentice's registration with the College may also be terminated should an Apprentice's employment be terminated. In this circumstance, termination of employment will constitute a failure to satisfy progression requirements as the requirements for End Point Assessment will not be able to be met without active employment. In these circumstances an apprentice may either:
 - a. Apply to transfer to a related course, such as MSc Clinical Psychology, so long as the conditions of paragraph 8 of the Postgraduate Taught Regulations (transfer of course) are met;
or
 - b. Be offered an exit award in line with the related conditions of paragraph 15 of the Postgraduate Taught Regulations.

Academic progression throughout the year/s is monitored through performance in summative or formative coursework assignments. Clinical progression throughout the 18 months is monitored through mid-placement and end of placement evaluation and reports.

Section 5 – Educational aims of the course

The overall aim of the course is to equip apprentices to work as Clinical Associate Psychologists within the NHS.

The specific aims of this course are for apprentices to:

- Describe, demonstrate and apply knowledge and skills associated with professional clinical practice, including Professional Competences and Codes of Conduct outlined by the BPS and Institute of Apprenticeships and Technical Education.
- Critically reflect on clinical work undertaken in clinical supervision and as part of reflective practice.
- Integrate and synthesise diversity competencies, ethical frameworks, and knowledge of service delivery systems in clinical child psychology practice in the NHS.
- Demonstrate knowledge and application of skills in assessment and formulation for common mental health difficulties in children and families, including clinical risk and neurodevelopmental assessments, from a range of different theoretical perspectives including CBT.
- Demonstrate knowledge, understanding and skills of a range of high quality, evidence-based psychological interventions (individual and group-based) for children with common mental health difficulties to inform clinical practice, and be able to evaluate their effectiveness.
- Understand and apply the principles and statistical methods used in psychological research in an applied clinical setting

Section 6 – Course learning outcomes	
<p>In general terms, the courses provide opportunities for apprentices to develop and demonstrate the following learning outcomes. These Learning Outcomes map onto the Knowledge, Skills and Behaviours required for Clinical Associate Psychologists as specified by the Institute for Apprenticeships and Technical Education and the British Psychological Society</p>	
1. Be an accountable professional acting in the best interests of patients, by providing personalised psychological interventions that are evidence-based, compassionate and empowering.	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.
2. Communicate effectively through creating and maintaining clinical records.	8. Provide support and guidance as part of the multidisciplinary teams.
3. Conduct psychological assessment to identify the priorities and requirements for personalised, evidence-based psychological interventions.	9. Provide training to others in order to inform psychological interventions across a range of service settings.
4. 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.	10. Undertake research and service development activities to inform change in the area of work.
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.	11. Provide psychological models of clinical supervision to the broader mental health workforce within scope of practice.
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.	12. Conduct risk assessments and risk formulations.

Section 7 - Teaching, learning and assessment

Teaching and learning in the courses are closely informed by the clinical expertise of staff (internal and external) in the area of Clinical Child Psychology. In general terms, the course provides the opportunity for apprentices to develop and demonstrate knowledge and skills of both core subject material and specialised clinical areas, and for apprentices to develop and demonstrate the course learning outcomes listed in Section 6. Teaching and learning is mostly by means of lectures, seminars, supervised clinical practice, coursework assignments, a supervised individual research project, and guided independent study. Assessment of knowledge and understanding is typically by coursework assignments, a dissertation and evaluation of clinical competencies during the clinical placement. Details of the assessments for individual courses can be obtained from the [Module Catalogue](#).

Section 8 – Additional costs	
There are no single associated costs greater than £50 per item on this degree course.	
These estimated costs relate to studying this particular degree course at Royal Holloway. General costs such as accommodation, food, books and other learning materials and printing etc., have not been included, but further information is available on our website .	

Section 9 – Indicators of quality and standards	
QAA Framework for Higher Education Qualifications (FHEQ) Level	7
Your course is designed in accordance with the FHEQ to ensure your qualification is awarded on the basis of nationally established standards of achievement, for both outcomes and attainment. The qualification descriptors within the FHEQ set out the generic outcomes and attributes expected for the award of individual qualifications. The qualification descriptors contained in the FHEQ exemplify the outcomes and attributes expected of learning that results in the award of higher education qualifications. These outcomes represent the integration of various learning experiences resulting from designated and coherent courses of study.	
QAA Characteristics Statement (Master’s Degrees) – September 2015	https://www.qaa.ac.uk/en/quality-code/supporting-resources
Subject benchmark statements provide a means for the academic community to describe the nature and characteristics of courses in a specific subject or subject area. They also represent general expectations about standards for the award of qualifications at a given level in terms of the attributes and capabilities that those possessing qualifications should have demonstrated.	

Section 10 – Further information

This specification provides a concise summary of the main features of the course and the learning outcomes that a typical apprentice might reasonably be expected to achieve and demonstrate when taking full advantage of the learning opportunities that are available. More detailed information on modules, including teaching and learning methods, and methods of assessment, can be found via the online module catalogue. The accuracy of the information contained in this document is reviewed regularly by the university, and may also be checked routinely by external agencies.

Your course will be reviewed regularly, both by the university as part of its cyclical quality enhancement processes, and/or by your department or school, who may wish to make improvements to the curriculum, or in response to resource planning. This course is also accredited by Ofsted, and as such Ofsted inspect the quality of apprenticeship training that is delivered by training providers to ensure it is high-quality and meets the needs of apprentices and employers. As such, your course may be revised during the course of your study at Royal Holloway. However, your department or school will take reasonable steps to consult with students via appropriate channels when considering changes. All continuing students will be routinely informed of any significant changes.

Section 11 – Intermediate exit awards (where available)

You may be eligible for an intermediate exit award if you complete part of the course as detailed in this document. Any additional criteria (e.g. mandatory modules, credit requirements) for intermediate awards is outlined in the sections below.

Award	Criteria	Awarding body
PG Diploma	Passes in at least 120 credits, with fails of between 40% to 49% for up to 40 credits condonable (with the exception of any course specific requirements)	Royal Holloway and Bedford New College
PG Certificate	Passes in at least 60 credits with no condonable fails	Royal Holloway and Bedford New College
