Building on established skills: Accreditation of Prior learning

Glasgow
Building on Existing Skills: Accreditation of Prior Learning

Context

- Uniquely close relationship between commissioner, NHS Boards and HEI.
- Broader Scottish investment in skills mix within psychology (brief description of MSc, including funding structure, status, shape of training and skills required)
- Increasing demand for MSc. (by employers) driven by SG
- Consistently high numbers applying successfully from the MSc
  - However, in the current climate, this could lead to the perception that training is 4 year of funding
Building on Existing Skills: Accreditation of Prior Learning

From the 2017 intake, the University of Glasgow/NHSScotland DClinPsy Programme will be acknowledging the prior learning and skills that Clinical Associate in Applied Psychology (CAAP) trainees acquired during the NES funded **MSc in Psychological Therapies in Primary Care (PTPC)** based in the Universities of Stirling and Dundee or **MSc in Applied Psychology (Healthcare) for Children, Young People and Families (CYP)** based at the University of Edinburgh.
Building on Existing Skills: Accreditation of Prior Learning

Challenge

• Shorten training by 5 months for those entering from NES funded MSc. Programmes
  – Two distinct programmes (PTPC and Child Adol)
• Create minimum disruption to current structures, but accommodate prior learning
• ...and of course, maintain integrity of educational inputs, evaluation process, progression thresholds and ultimately "finished product"
Building on Existing Skills: Accreditation of Prior Learning

Solution

• Establish the core "common" factors across the two MSc Programmes
  – Create common pathway giving accreditation for these core skills
• Ensure all educational inputs are equivalent
• Adjust placement experience/timings accordingly
  – Reduction primarily from year 1
  – ensure equivalence of opportunity (some data)
  – encourage use of existing skills from beginning
• Evaluate as normal
• Adjust research requirements
Building on Existing Skills: Accreditation of Prior Learning

Core competences

- Develop working alliances with clients, including individuals and carers, in order to carry out psychological assessment
- Develop a formulation based on (a limited range of) psychological theories and knowledge
- Carry out CBT and related psychological interventions for specified populations
- Evaluate their work
- Communicate effectively with clients, referrers and others, orally, electronically and in writing
- Work effectively with a single client group from a diverse range of backgrounds, understanding and respecting the impact of difference and diversity upon their lives
- Work effectively with systems relevant to clients, including, for example, statutory and voluntary services, self-help and advocacy groups, user-led systems and other elements of the wider community
- Manage a personal learning agenda and self-care, and engage in critical reflection and self-awareness that enable transfer of knowledge and skills to new settings and problems.
Building on Existing Skills: Accreditation of Prior Learning

Shared experiences

- Full employment through an NHS Board that is responsible for all line management functions
- Attendance at teaching elements delivered in the academic setting
- Supervised practice under an appropriately qualified clinician, delivering assessment, formulation and intervention with a clinical population
- Participation in a clinical placement throughout training for a minimum of 50% of Programme time (approximately 150 days on placement)
- Engagement with a range of assessment approaches to demonstrate academic knowledge and competence in the application of this knowledge
Both MSc Programmes focus on CBT as their main therapeutic model. The PTPC Programme is BABCP level one accredited and the CYP Programme is currently undergoing accreditation discussions with BABCP.

- CYP/PTPC graduates will have experience of mild to moderate presentations of the following types of problems:
  - Anxiety disorders (which is likely to include phobia, GAD, panic and OCD)
  - Mood disorders
  - Behavioural/ “habit” disorders
  - Interpersonal disorders
Modular Course Structure

Knowledge, skill, and competency development

Y1
- Foundation Skills for working with individuals
- Placement 1 (module 2) AMH
- Placement 2 (module 3) AMH/OA
- Placement 3 (module 6) CAMHS
- Placement 4 (module 7) LD

Y2
- Thinking systemically and working within systems
- Placement 5 (module 12) Specialist

Y3
- Advanced research, leadership and reflective practice skills
- Placement 6 (module 13) Specialist
Building on Existing Skills: Accreditation of Prior Learning

- Overall reduction in training of five months
  - Three and a half of which are from year one
  - Year two: maintained
  - Year three: 3 weeks from each placement

- Alter teaching schedule
  - Deliver same inputs with foundation prior to placement experience
  - Deliver all inputs to all trainees

- “Threshold” approach to progression
  - Reaching the same threshold as non APL for progression to year two
Building on Existing Skills: Accreditation of Prior Learning

Knowledge, skill, and competency development

Y1
Foundation Skills for working with individuals

Y2
Thinking systemically and working within systems

Y3
Advanced research, leadership and reflective practice skills

APL Training Pathway

Placement 2 (module 3) AMH/OA
Placement 3 (module 6) CAMHS
Placement 4 (module 7) LD
Placement 5 (module 12) Specialist
Placement 6 (module 13) Specialist
Building on Existing Skills: Accreditation of Prior Learning

• All have passed into year 2 (effectively APL is "washed out") (n=10)
  – variation within this group as with any other
  – increased levels of scrutiny
• High levels of distress initially
  – sense of "being ahead" now that they are in year 2
• Mixed responses to adjusted timelines
  – year 1
    • schedule of placement days
    • disruptions to timetable
  – year 2
    • largely neutral to positive
    • different impact of summer break
    • additional period of impact on waiting lists
Building on Existing Skills: Accreditation of Prior Learning

- Placement planning
- Supervisor expectation
- Complexity of delivery (transitions, timings)
- Supporting supervisors/trainees
- Supporting non apl-cohort
Building on Existing Skills: Accreditation of Prior Learning
Accreditation of Prior Learning (APL)

- Graduates from two NES funded MSc Programmes
  - n=10 (2017)
  - n=7 (2018)
- Credited with range of skills acquired through training/working as applied Psychologist
  - Assessment, formulation and intervention
  - Using restricted range of models in restricted population
  - Equivalent to module 2
Accreditation of Prior Learning (APL)

• Managing placement
  – Early discussions: familiarise with abilities and knowledge
  – Early engagement in clinical activity
    • Already familiar with many of these early skills, but as with all trainees be comfortable with their abilities and match accordingly

• Early communication
  – New system for all trainee: 6 weeks into placement
This resource may be made available, in full or summary form, in alternative formats and community languages. Please contact us on 0131 656 3200 or email altformats@nes.scot.nhs.uk to discuss how we can best meet your requirements.
Group of Trainers in Clinical Psychology 2018 Annual Conference

Refreshment Break in the Foyer

#GTiCP2018