

# Msci Applied Psychology (Clinical)

**Course Handbook for Year 4: Psychological Wellbeing  
Practitioner Training**

**Cohort 6**

**Academic Year: 2024-25**

**CEDAR- Msci Applied Team** [MsciAppliedTeam@exeter.ac.uk](mailto:MsciAppliedTeam@exeter.ac.uk)

**ELE Cohort 6** [homepage:](#)



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Cedar

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# Introduction

Welcome to the fourth year of the MSci in Applied Psychology (Clinical) programme. This handbook is designed to provide you with information about the fourth year of your MSci in Applied Psychology (Clinical) degree programme. You will find contact details for the teaching team and programme administrator, information regarding the modules in fourth year, the assessment structure, assessment deadlines and assessment submission. You will also find various links in this handbook to the module descriptors, PWP national training curriculum and other key documents.

This handbook is designed to be used in conjunction with the PGT CEDAR handbook. Please refer to the PGT handbook for more general guidance (e.g., mitigation, wellbeing, late submissions policy etc.) and for further guidance around areas such as formatting work, citing and referencing.

## How to use this Handbook

To navigate the handbook, you can hold Ctrl + click on the headings on the Table of Contents page to take you to that specific section. Alternatively, you can use Ctrl + F to search within the document, e.g. “module 1 assessments”.

## Protection of dignity at work and study

The University of Exeter aims to create a working and learning environment that respects the dignity and rights of all staff and students and where individuals have the opportunity to realise their full potential.

We aim to create an environment and culture in which bullying, and harassment are known to be unacceptable and where individuals have the confidence to deal with harassment without fear of ridicule or reprisal.

The University will not tolerate any form of harassment or bullying and is committed to ensuring that staff and students are able to work and study without fear of victimisation.

The University regards any incident of harassment or bullying as a serious matter and will respond promptly and sensitively to formal complaints, and where appropriate take disciplinary action. Additionally, staff and students will be encouraged to resolve concerns informally through a network of trained [Dignity and Respect Advisors](#).

For more information please see: <http://www.exeter.ac.uk/staff/equality/dignity/policy/>

# Cedar Equity, Diversity & Inclusion Statement

It is our intention within Cedar that trainees from all diverse backgrounds and perspectives be well served by our training courses, that trainees' learning needs be addressed both in and out of teaching sessions, and that the diversity that trainees bring to their learning environment be viewed as a resource, strength and benefit. It is our intention to present materials and activities that are respectful of diversity. This includes, but is not limited to, gender and gender identify, sexuality, disability, age, socioeconomic status, ethnicity, religion, race, and culture. Your suggestions are at all times invited, encouraged and appreciated. We encourage you to let us know ways to improve the effectiveness of the course for you personally or for other trainees or student groups. In addition, if any of our training sessions conflict with your religious events, or if you have a disability or other condition necessitating accommodation, please let us know so that we can make the necessary arrangements for you in line with your professional body/ national curriculum requirements.

Our goal within Cedar as a learning community is to create a safe learning environment that fosters open and honest dialogue. We are all expected to contribute to creating a respectful, welcoming, and inclusive environment within which any form of discrimination will not be tolerated. To this end, classroom discussions should always be conducted in a way that shows respect and dignity to all members of the class. Moreover, disagreements should be pursued without personal attack and aggression, and instead, should be handled with care, consideration and a non-judgmental stance. This will allow for rigorous intellectual engagement and a deeper learning experience for all.

*(Statement adapted from the University of Iowa, College of Education and Yale University - Dr. Carolyn Roberts, Assistant Professor, History of Science & History of Medicine, and African American Studies)*

At Cedar, in our training of psychological professionals, we are committed to progressing and embedding the principles of equity, diversity and inclusion into all areas of our training courses, and are active in our endorsement of the Psychological Professions Network Equity, Diversity, and Inclusion Position Statement which can be read [here](#).

# Course contacts







## Communication




For day-to-day communication, including results notifications, we use students' University of Exeter email addresses, so it is essential that you check this address regularly or set up forwarding to your main email address. Please ensure you use your University email to contact tutors and programme team members, rather than your service (when on placement) or personal email accounts.

## Contacting us

Please contact the programme team at any time with queries by phone or email.

- **Your personal tutor** will have the most up to date knowledge regarding any taught clinical and academic components.
- **The programme administrator** ([MSciAppliedTeam@exeter.ac.uk](mailto:MSciAppliedTeam@exeter.ac.uk)) will be able to answer queries about course procedures and protocols, e.g., attendance, file formats for submissions, mitigation etc.

<p><b>Professor Paul Farrand</b> Co-Director of Low Intensity CBT Training</p> <p><a href="mailto:P.A.Farrand@exeter.ac.uk"><u>P.A.Farrand@exeter.ac.uk</u></a></p>		<p><b>Liz Kell</b> Co-Director of Low Intensity CBT Training</p> <p><a href="mailto:L.Kell@exeter.ac.uk"><u>L.Kell@exeter.ac.uk</u></a></p>	
<p><b>David Johnson</b> Programme Lead and Senior Lecturer</p> <p><a href="mailto:D.P.Johnson@exeter.ac.uk"><u>D.P.Johnson@exeter.ac.uk</u></a></p>		<p><b>Hiba Choueiri</b> Lecturer and Research Therapist</p> <p><a href="mailto:H.Choueiri@exeter.ac.uk"><u>H.Choueiri@exeter.ac.uk</u></a></p>	
<p><b>Suzy Wedley</b> Associate Lecturer</p> <p><a href="mailto:S.J.Wedley@exeter.ac.uk"><u>S.J.Wedley@exeter.ac.uk</u></a></p>		<p><b>Kathleen Walker</b> Associate Lecturer</p> <p><a href="mailto:K.M.Walker@exeter.ac.uk"><u>K.M.Walker@exeter.ac.uk</u></a></p>	

<p><b>Makita Werrett</b> Associate Lecturer</p> <p><a href="mailto:M.W918@exeter.ac.uk"><u>M.W918@exeter.ac.uk</u></a></p>		<p><b>Rosie Cook</b> Associate Lecturer</p> <p><a href="mailto:R.Cook5@exeter.ac.uk"><u>R.Cook5@exeter.ac.uk</u></a></p>	
<p><b>Peter Harwood</b> Programme Administrator</p> <p><a href="mailto:MSciAppliedTeam@exeter.ac.uk"><u>MSciAppliedTeam@exeter.ac.uk</u></a></p>			

# Year Four overview: PWP Clinical Training

The fourth year of the MSci Applied Psychology (Clinical) follows the National Curriculum for the Education of Psychological Wellbeing Practitioners (updated and revised April 2023) and is accredited by the British Psychological Society (BPS). We encourage you to take a look at this document, available [here](#).

All accredited PWP training courses follow this National Curriculum which is founded on evidence-based approaches. Service practices may differ, but this National Curriculum and the assessment and treatment protocols taught at the University of Exeter are based on the evidence about what constitutes effective, safe, patient-centred assessment and treatment as part of the NHS Talking Therapies service model and in line with NICE guidelines.

The aim for this year of the programme is to enable you to develop the core knowledge and competencies required to practice as PWPs. This includes being able to safely, effectively, ethically and inclusively work within a stepped care NHS Talking Therapies service using evidence-based practice.

## Key facts about Fourth Year

- **Assessment marking:** Year 4 of the programme is assessed at level 7 and therefore the pass mark is 50% for assessments. We would recommend that you familiarise yourself with the marking criteria for [level 7](#). Information about assessment marking schemes is available towards the end of this handbook.
- **Teaching and self-directed learning:** The course consists of 4 modules, across 30 taught sessions (teaching theory & clinical skills) and 27 University directed study days (directed study, role-play, Self-Practice/Self-Reflection, problem-based learning etc.)
- **ELE2:** All timetables, course materials and resources are available on the course intranet ELE2 (Exeter Learning Environment) <https://ele.exeter.ac.uk/>
- **Attendance:** Attendance is expected to be 100% in line with national NHS Talking Therapies PWP training requirements. Should your attendance fall below that level you will be contacted, and an action plan put into place. Should your attendance fall below 80% on any individual module, you will not be able to pass the module and you will be required to repeat the module or may be awarded a BSc (Hons) Psychology.

If your attendance drops below 80% per module, for example through illness or adverse circumstances, you will be required to undertake incomplete modules again. If illness or unexpected circumstances affect your ability to engage with the course at the present time, the option of interrupting studies may be available. Please refer to the PGT CEDAR handbook for further information regarding interruption.

- **Timekeeping and attention:** Timekeeping and attention on the programme is expected to be as rigorous at University as it would be while on placement. Your full



attention and engagement in the teaching is expected. Any recurrent lack of engagement will be brought to the attention of your personal tutor.

- **Support, study support, accessibility and wellbeing:** You will be allocated an academic personal tutor during the fourth year of the programme. Please refer to the PGT CEDAR handbook for further information regarding study support, accessibility and wellbeing.
- **Liaison with Services during clinical placement:** Academic tutors will liaise with clinical supervisors in Service during the clinical placement. There will be a meeting scheduled during the clinical placement during which the academic tutor will meet with you and your supervisor to discuss progress during placement.
- **Professional practice:** You must always seek to act within the Codes of Practice and Professional Conduct as defined by the British Psychological Society (BPS) ([linked here](#)) and British Association of Behavioural and Cognitive Psychotherapies (BABCP) respectively ([linked here](#)). You must also adhere to any Service specific guidelines while on clinical placement. You may like to join an appropriate professional body, such as the BABCP or BPS.
- **Confidentiality:** You must ensure that at all times, when discussing or describing your clinical year that you protect patient, colleague, and family and friends' confidentiality by not revealing information that could identify an individual in any way. The only exception is if you have concerns relating to the safety of a cohort peer or risk of harm to others. In such exceptions you should discuss with the teaching team to whom information should be disclosed and to what extent.

## Year Four Timetables & Teaching Locations

The cohort timetable is available on ELE2 and details the content and locations for each of the taught days and specifies the number of University directed study days (UDD).

Teaching and assessment locations are detailed on the timetable. Lectures for module one and module two will take place across Streatham Campus, Exeter University. Lecture days are usually Monday, Tuesday, Wednesday on the MSci in Applied Psychology, commencing at 10am with varying finish times. Please check the timetable for further details. Certain sessions will be recorded and available for you to listen to, while other sessions will be provided live via Microsoft Teams. Relevant details will be available on ELE2 and on the timetable.

When you are on placement you will attend clinical skills sessions. Currently these are running online over Microsoft Teams to accommodate varying locations of services/students.

*Streatham Campus, University of Exeter*  
Campus map [linked here](#)  
Parking on nearby roads, pay and display  
Nearby mainline train station: Exeter St Davids (0.5 mile)

# Year Four Module Descriptors & Programme Descriptions

Programme and module descriptors provide comprehensive details of the content, assessment and governance of courses and their modules. Below you can find links to the year four module descriptors for the MSc in Applied Psychology (Clinical).

For details regarding assessment, re-assessment and teaching methods, please see the following module descriptors:

[PYCM067 Engagement and Assessment of Patients with Common Mental Health Problems](#)

[PYCM096 Evidence-Based Low-Intensity Treatment for Common Mental Health Problems](#)

[PYCM103 Values, Diversity and Context](#)

[PYCM085 IAPT Applied Clinical Practice](#)

Please note: These descriptors have recently been updated to the below titles and module codes; these links will be changed and sent to you once they are published online.

PYCM141 Engagement and Assessment of Patients with Common Mental Health Problems

PYCM096 Evidence-Based Low Intensity Treatments for Common Mental Health Problems

PYCM103 Values, Diversity and Context

PYCM142 NHS Talking Therapies Applied Clinical Practice

For details regarding the overall programme aims, structure and learning outcomes, progression rules and classification, please see the Programme Description, available at:

<http://psychology.exeter.ac.uk/currentstudents/programmes/description/index.php?programmeCode=UFX4PSYPSY01&ay=2023/4>

# Module 1: Engagement and assessment of patients with common mental health problems

Please refer to the module descriptors for full guidance regarding the module one syllabus.

## Module 1 Assessments

Assessment Type	Duration/length	Description	Percentage of credit for module	Submission	Feedback (Result)
Clinical Practice Portfolio	350 words and a meeting with academic tutor	Reflective account	0 (pass/fail)	Meeting with tutor	Tutor will sign off
Simulated Clinical Competency Assessment	45 minutes	Role-play with an actor simulating a 45-minute Step 2 PWP assessment according to National Curriculum Guidelines. Role-plays are videoed for marking and moderation purposes.	70%	In person at the University by live role-play on the day of assessment.	5 working weeks after assessment submission date
Academic Assignment	1500 words	An essay demonstrating the ability to critically evaluate aspects of the Module 1 learning objectives with reference to the evidence base.	30%	Submission on ELE2 via Turnitin, no later than 1pm on the date of submission. Submitted as a Word document and accompanied by associated cover sheet (available on ELE2).	3 working weeks after assessment submission date

## Important information about Module 1 Summative assessment

### Simulated Competency Assessment

- **To pass** the competency assessment you must gain: 50% overall, with a minimum of 50% in sections 2, 3, 4, 5 and 7 and minimum 50% in the risk assessment section.
- The Risk Assessment is an auto-fail section, i.e., failing the risk assessment means failing the whole assessment.
- Overall section mark is NOT an average of each item in the section, but rather an indication of the overall level of competency demonstrated in that section. It is possible to score well on most items in a section but still fail the section if you miss something significant or fail to meet a very important competency, for example failing to explore the patient's use of the self-help materials in section 3; failing to ensure patient's understanding of the rationale for the intervention in section 4; failing to demonstrate sufficient common factor skills as marked in section 6 (these are examples only, and not exhaustive).
- **In the event of failure**, you will receive detailed feedback and be invited to attend a Skills Top-Up Day. You should contact your personal tutor to receive a detailed feedback call to discuss your assignment and support you with resubmission. It is also an option to request feedback on any submission from the teaching team.

### Academic Assessment - Essay

- Content: **1500 word essay** demonstrating the ability to critically evaluate aspects of the Module 1 learning objectives with reference to the evidence base.
- Marked using University-wide level 7 marking criteria using the College of Life and Environmental Science (CLES) marking guidance. Please see the [level 7 marking criteria](#) for further guidance.
- To pass you must gain 50% or more.
- If you fail an academic assignment, you should contact your personal tutor to receive detailed feedback.
- Reassessment time frame is 4 weeks from the date initial results were provided. Second attempts are capped at the bare pass mark and the whole module will be capped at 50%.

### Clinical Practice Portfolio

- Pass fail assignment
- Reflections and meet with tutor

- Reassessment to be agreed with tutor

## Module 2: Evidence-based Low Intensity treatment for common mental health disorders

Please refer to the module descriptors for full guidance regarding the module two syllabus.

### Module 2 Assessments

Assessment Type	Duration/length	Description	Percentage of credit for module	Submission	Feedback (Result)
Clinical Practice Portfolio	350 words and a meeting with academic tutor	Reflective account	0 (pass/fail)	Meeting with tutor	Tutor will sign off
Simulated Clinical Competency Treatment Session	35 minutes	Role-play with an actor simulating a 35-minute Step 2 PWP treatment session, according to National Curriculum Guidelines. Role-plays are videoed for marking and moderation purposes.	70%	In person at the University by live role-play on the day of assessment.	3 working weeks after the assessment
Exam	1 hour	1-hour Multiple Choice Questions (MCQ) Exam consisting of 40 questions on any aspect of Module 2 as	30%	Remotely on ELE2	3 weeks from date of exam

		taught or directed in study days before the date of the exam.			
<b>Formative Tape</b>	35 minutes	Treatment session	Formative	Remotely by uploading to secure form (linked on ELE2) or, only where agreement exists between the University and the service, via NHS portal.	Meeting with personal tutor; oral feedback
<b>Live tape</b>	35 minutes	Clinical skills competency assessment of a live clinical audio tape of a patient treatment session.	(pass/ fail)	Remotely by uploading to secure form (linked on ELE2), or, only where agreement exists between the University and the service, via NHS portal.	5 working weeks after date of assessment

## Important information about Module 2 Summative Assessments

### Simulated Competency Assessment

- **To pass** the competency assessment you must gain: 50% overall, with a minimum of 50% in sections 2, 3, 4, 5 and 7 and minimum 50% in the risk assessment section.
- The Risk Assessment is an auto-fail section, i.e., failing the risk assessment means failing the whole assessment.

- Overall section mark is NOT an average of each item in the section, but rather an indication of the overall level of competency demonstrated in that section. It is possible to score well on most items in a section but still fail the section if you have missed something significant or failed to meet a very important competency, for example failing to explore the patient's use of the self-help materials in section 3; failing to ensure patient's understanding of the rationale for the intervention in section 4; failing to demonstrate sufficient common factor skills as marked in section 6 (These are examples only, and not exhaustive).
- **In the event of failure**, you will receive detailed feedback and be invited to attend a Skills Top-Up Day. You should also contact your personal tutor to receive a detailed feedback call to discuss your assignment and support you with resubmission. It is also an option to request feedback on any submission from the teaching team.
- **Reassessment time frame:** within 4 weeks from the date feedback is received. Marks for reassessments are capped at 50%, and the overall module mark is also capped at the bare pass mark.

## Academic Assessment – Exam

- **Content:** any aspect of Module 2 taught before the exam or as covered in the directed study days can be tested. You are encouraged to revise literature and evidence base authors, dates etc. that are referred to directly on teaching PowerPoint slides or on associated Padlets or homework sheets.
- **Submission** of the exam is completed remotely via ELE2
- **Marked automatically. Negative marking is applied** (i.e. -1 is scored for each wrong answer, +1 for each correct answer, 0 for no answer).
- **In the event of failure** you should contact your personal tutor to receive a detailed feedback call to discuss and support you with resubmission. It is also an option to request feedback on any submission from the teaching team.
- **Reassessment time frame:** within 4 weeks from the date results are provided. Marks for reassessments are capped at 50%, and the whole module is capped at the bare pass mark. Please see the module descriptor for further details.

## Competency Assessment – Live Patient Tape

- All submissions must be of an appropriate Step 2 treatment session - ensure the Step 2 appropriate diagnosis is accurately recorded on the cover sheet and reflected in the problem statement, and the session is using a Step 2 intervention taught during the module that is appropriate to the patient's diagnosis, as according to NICE guidelines.
- The submitted session must include reviewing a home practice where a patient has actively used one of the core steps of the intervention for home practice (e.g., RPN list, classification of worries, exposure activity etc.). It is therefore not appropriate to submit a recording of a first session, or where the patient has completed a home practice such as making a CBT cycle, creating a problem statement, or just reading, etc. You should then support your patient with information giving around that intervention and subsequently reach an appropriate shared decision regarding use of that Step 2 intervention moving forward.
- This is a pass/fail assessment. In the event of a failure this will result in a 50% module cap as with all other assignments.
- Submission – remotely by uploading to Microsoft Form linked on ELE2 page, or, only where agreement exists between the University and the service, via NHS portal. Note the following essential submission criteria:
  1. **All submissions must be accompanied by a scanned copy of a consent form.** For face-to-face sessions this must be signed by the patient and student. For telephone recordings this must be signed by the PWP and the consent statement must be clearly heard at the front of the recording. (Note marking and associated timing will only start after the consent statement has been given and the treatment session has clearly begun, so students still have the full 35 minutes for the session). Guidance will be provided on ELE2 regarding gaining recording consent and details of how to make, store and transport recordings.
  2. **All submissions must be accompanied by a cover sheet, signed by student and countersigned by the clinical supervisor.** The supervisor is signing to acknowledge this is a genuine, unedited recording with a patient of the service on the student's caseload at the time of recording whose treatment has been reviewed in case management supervision. In addition to the specified information, the cover sheet should also contain any clarifying information necessary to make it clear to markers that this is a safe, evidence-based treatment session. For example, if safeguarding concerns are referenced on the tape, that these have been addressed through supervision/referral; or if depression is being treated but anxiety is mentioned on the tape, that treatment of the depression as the primary diagnosis has been discussed and agreed with the patient and in supervision.
  3. **Recording, cover sheet and consent forms must all be submitted as separate files,** clearly identified with the student's name in the filename e.g., 'firstname\_lastnamerecording.wav'
  4. **All submissions must be recorded, saved and transported via secure, encrypted mechanisms that meet the student's service policies** and ensure the confidentiality



and security of the patient's data contained within. These devices are provided by the University.

5. **Must be a live, unedited, complete recording of a 35-minute Step 2 patient treatment session** delivered according to National Curriculum Guidelines with a Step 2 appropriate patient from the trainee's current in-service caseload. The complete recording of the whole session must be submitted, without pausing within the session or editing after the session.

## Formative clinical assessment

There is a formative version of this clinical assessment several weeks before the summative, which is marked but only for feedback and development purposes. Detailed feedback is provided to trainees through a Teams call by a member of the teaching team. Trainees should submit a live recording of a real patient treatment session to help ensure they feel confident with their Summative submission.

All details for submission are the same as for the summative. Trainees must also listen to and mark their recording, and provide reflective feedback and an improvement action plan (on a form available from ELE) to submit with their recording, for discussion with their tutor.

## Clinical Practice Portfolio

- Pass fail assignment
- Reflections and meet with tutor
- Reassessment to be agreed with tutor

## Module 3: Values, diversity and context

Please refer to the module descriptors for full guidance regarding the module three syllabus.

### Module 3 Assessments

Assessment Type	Duration/length	Description	Percentage of credit for module	Submission	Feedback (Result)
<b>Clinical Practice Portfolio</b>	350 words and meeting with academic tutor	Reflective account	0 (pass/fail)	Meeting with tutor  Submission on ELE2 via Turnitin  as a scanned document of the whole portfolio, with signatures by student and tutor by the Outcomes for the first three modules.	Tutor will sign off
<b>Clinical Presentation</b>	Up to 10 minutes plus 5 minutes for questions	Presentation given to cohort peers and tutors, showcasing student's understanding of adapting practice for diverse needs through presentation of a patient case from their own caseload.	50%	Remotely via Teams  Submission of presentation slides and a signed consent form via Secure Form (link on ELE2) by 1pm on the day before the presentation.	5 working weeks after date of presentation assessment

<b>Reflective Essay</b>	2000 words	An essay demonstrating knowledge and competence in using case management and clinical skills supervision within the context of LICBT work.	50%	Submission on ELE2 via Turnitin by no later than 1pm on the day of assessment, submitted as a Word document.	3 working weeks after date of assessment
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## Important information about Module 3 Summative Assessments

### Clinical Presentation

- **Content:** You should, using an anonymised patient case from your caseload, present how you identified where diversity of need meant that your usual practice would have created barriers to engagement and treatment efficacy for that patient, and how you altered your usual practice to remove or reduce these barriers. The presentation should show how you researched the evidence base and collaborated with the patient to identify and overcome these barriers through adaptations to assessment and treatment sessions. It should be a critical reflection drawing strongly on the evidence base and identifying learning to be carried forward. Diverse needs can arise through personal, cultural, family, social and spiritual differences between the PWP and the patient. Adaptations are any evidenced-based changes to usual practice where, without that change, usual practice would present a barrier to the patient being able to engage or benefit fully from treatment. If you are in any doubt about whether a diverse need or adaptation is suitable for the clinical case presentation, you should contact your personal tutor.
- **Submission:** Remotely via Teams and uploading the slides via Microsoft Form linked on ELE2 page. Note the following essential submission criteria: Consent **MUST** be gained from the patient and evidenced through submission of a signed consent form when submitting the presentation slides.
- Confidentiality **MUST** be maintained (failure to do so results in auto-fail). You must anonymise your presentation, removing all reference to actual patient names or identifying features (including but not limited to: place of residence, service within which patient was seen, family or children names, ages, anything too specific regarding their circumstances, health conditions, background, job etc. that could lead to possible identification).

- Confidentiality and ethics statement must be included in the initial presentation slides; this statement is available on ELE2. (NB: Marking and associated timing will only start after the statement has been given.)
- All presentations must be appropriate to Step 2 working according to NHS Talking Therapies and NICE guidelines. For example, a presentation should not be about treatment planning for a diagnosis or intervention not suitable at Step 2.
- Electronic copies of the presentation slides and consent form must be submitted via Microsoft Form linked on ELE2 page by 1pm the day before the presentation. Slides must be submitted in a format that allows a slideshow to be presented, e.g., as a PowerPoint file.
- **Marked using the Presentation Marking Scheme.** Please see the guidance on assessment marking schemes for further information.
- **To pass**, you must gain: 50% overall, and pass the confidentiality requirements.
- **In the event of failure** you should contact your personal tutor to receive a detailed feedback call to discuss your assignment and support you with resubmission. It is also an option to request feedback on any submission from the teaching team.
- **Reassessment time frame:** within 4 weeks from the day results were provided. Marks for reassessment are capped at 50% and the whole module is capped at the bare pass mark.

## Academic Assessment – Reflective Commentary

- **Content:** the reflective assessment is a critically reflective account of the trainee's supervisory practice in the use of both case management and clinical skills supervision for a patient you have worked with within NHS Talking Therapies. case is divided into three sections, see the guide above for examples.
  - **Section 1 (approx. 500 words)** demonstrating knowledge, with reference to the literature base, of case management supervision and clinical skills supervision particularly with reference to Low Intensity working.
  - **Section 2 (approx. 500 words)** describing why and how case management supervision and clinical skills supervision was used for a patient on the trainee's caseload.
  - **Section 3 (approx. 1000 words)** providing a critical reflection, with detailed reference to both supporting and contrasting views from the evidence base, of an aspect or aspects of the trainee's approach to and use of supervision as described in Section 2, including any wider implications for their clinical practice, patients and service. From this, trainees should draw conclusions about ways forward to improve their use of supervision. NB, an Action Plan may be optionally included as an Appendix (additional to the main word count but within a maximum of 500 words).

- **Submission** via the link on ELE by no later than 1 pm on the day of assessment. Note the following essential submission criteria:
  - **Confidentiality MUST be maintained (failure to do so results in auto-fail).** Trainees must anonymise their case removing all reference to actual patient names or identifying features (including but not limited to: place of residence, service within which patient was seen, family or children names, ages, anything too specific regarding their circumstances, health conditions, background, job etc that could lead to possible identification).
- **Marked** using University-wide level 7 marking criteria using the College of Life and Environmental Science (CLES) marking guidance. Please see the [level 7 marking criteria](#) for further guidance.
- **To pass**, you must gain: 50% overall, and pass the confidentiality requirements.
- **In the event of failure** you should contact your personal tutor to receive a detailed feedback call to discuss your assignment and support you with resubmission. It is also an option to request feedback on any submission from the teaching team.
- **Reassessment time frame:** within 4 weeks from the day results were provided. Marks for reassessment are capped at 50% and the whole module is capped at the bare pass mark.

## Clinical Practice Portfolio

- Pass fail assignment
- Reflections and meet with tutor
- Reassessment to be agreed with tutor

# Module 4 Assessments: Applied Clinical Practice

Please refer to the module descriptors for full guidance regarding the module four syllabus.

## Module 4 Assessments

Assessment Type	Duration/length	Description	Percentage of credit for module	Submission	Feedback (Result)
Case study	4000 words	Written reflection on transition to a clinical professional role as a PWP, drawing on clinical and supervision experiences during placement.	75%	Submission on ELE2 via Turnitin by no later than 1pm on the day of assessment, submitted as a Word document and accompanied by associated patient consent form and cover sheet (available on ELE2).	3 working weeks after date of assessment.
Enhanced Clinical Outcomes Document	4000 words	Reflections written on each of the Outcomes. Signed off based on evidence of practical competencies.	25%	Submission on ELE2 via Turnitin no later than 1pm on the day of submission.	3 working weeks from submission deadline.
Log of clinical contacts and hours within the placement setting	N/A	Signed off, as above.	(pass/fail)	N/A	N/A

Log of supervision hours within the module	N/A	Signed off, as above.	(pass/fail)	N/A	N/A

## Important information about Module 4 Summative Assessments

### Academic Assessment – Case Study

4000-word case study assignment involving a written reflection on the transition to a clinical professional role as a PWP, drawing on clinical and supervision experiences during placement.

- Content: You must reflect on your transition into a clinical professional role, from starting placement as a trainee PWP. Within this piece, you must draw on clinical experiences during your placement, and your experience of supervision in aiding the transition to the trainee PWP role. You will need to evaluate the evidence around all of these points, as well as reflect on the process.
- Confidentiality MUST be maintained (failure to do so results in auto-fail). You must anonymise any patients you discuss when reflecting on your clinical experiences, removing all reference to actual patient names or identifying features (including but not limited to: place of residence, service within which patient was seen, family or children names, ages, anything too specific regarding their circumstances, health conditions, background, job etc. that could lead to possible identification).
- Marked using University-wide marking criteria for Level 7 assessments using the College of Life and Environmental Science (CLES) notched marking guidance. Please see the assessment marking scheme for further guidance.
- To pass you must gain 50% or more.
- In the event of failure you should contact your personal tutor to receive a detailed feedback call to discuss your assignment and support you with resubmission. It is also an option to request feedback on any submission from the teaching team.
- Reassessment time frame: 3 weeks from the date feedback was provided. Marks for reassessments are capped at the pass mark, and the whole module is also capped at the bare pass mark.

## Academic Assessment – Enhanced Clinical Outcome Document

- **Content:** Within this document, there are 16 outcomes. You will need to evidence how you have met each outcome. These will then need to be signed off by your placement supervisor. You will need to expand on two specific outcomes within this document, which will be marked and graded. This will be a 4000-word portfolio of evidence from your clinical placement based on the competencies required for successful course completion. You will need to reflect on how you have met each Outcome using the Rolfe model to structure this. For the other outcomes, you do not need to include the Rolfe reflective cycle. You will need to evidence how you have met each outcome, but this does not need to be written in the same level of detail as for the two specific outcomes which will be marked and graded. Acceptable examples of evidence for the non-graded outcomes may include direct observation by your clinical supervisor, evidence of discussion and questioning, testimony from colleagues, reflective accounts of how you have achieved the outcome(s) drawing upon the research evidence base, feedback volunteered by patients etc.
- **To pass** you must gain 50% or more.
- **In the event of failure** you should contact your personal tutor to receive a detailed feedback call to discuss your assignment and support you with resubmission. It is also an option to request feedback on any submission from the teaching team.
- **Reassessment time frame:** 3 weeks from the date feedback was provided. Marks for reassessments are capped at the pass mark, and the whole module is also capped at the bare pass mark.

## Clinical Assessment – Hours Log

- **Cumulative hours log** - supervisors should enter the total cumulative hours to date of clinical (patient) contact, case management supervision and clinical skills supervision. Supervisors should ensure these tally with the individual logs described below and are signed by the supervisor as a true record. Cumulative hours should show a minimum of: **40 hours of assessment contacts; 40 hours of treatment contacts of which no more than 10 should be from cCBT and/or group working; 20 hours of case management supervision; 20 hours of clinical skills supervision.**
- **Contact and Supervision Requirements Final Statement of Achievement** - supervisors should sign here to indicate if the student has been successful or unsuccessful in meeting the required cumulative patient and supervision hours. In addition, the supervisor should indicate if the trainee has delivered a complete treatment protocol, monitored through supervision, for at least one patient for each of the following Step 2 interventions: Behavioural Activation; Worry Management (including Worry Time with or without Problem Solving); Exposure & Habituation; Cognitive Restructuring (with or without Behavioural Experiments).



- **Log of clinical contact hours with patients within placement** - you should record each day's patient contact to date (in minutes) undertaken during this module, signed by both student and clinical supervisor as a true record. Contact hours can be telephone, video conferencing or face-to-face assessments, follow ups and treatment sessions. A maximum of 10 treatment hours can come from cCBT support and facilitation of groups. Calculate group contact time by length of group session divided by no. of facilitators, e.g., a 2 hour group session with 2 facilitators = 1 hour.
- **Log of case management supervision hours** - a minimum of 20 hours of formal case management supervision is required by the end of the clinical placement. You should record and sign each supervision session to date (in minutes), then your supervisor countersigns as a true record.
- **Log of clinical skills supervision hours to date** - a minimum of 20 hours of formal clinical skills supervision is required by the end of the clinical placement. Only formal clinical skills sessions can be recorded: they must be pre-arranged 1-1 or small group sessions focussed on case review and/or clinical skills development AND led by a qualified practitioner. Record each session (in minutes), each signed by student and countersigned by clinical supervisor as a true record. **Sessions of SP/SR and other Clinical Skills that happen at University will be counted towards your total, but you must write them on the form.**
- **Submission** - submission on ELE2 via Turnitin by no later than 1pm on the deadline date. You must print the document, hand sign it yourself and have it reviewed and countersigned by your service supervisor **on each of the required pages and alongside each of the recorded hours**, then scan the signed document and submit as a pdf.
- **To pass**, your service supervisor must review the document and evidence within and sign the Final Statement of Achievement to show that they are confident that you are meeting the specified competencies. The scanned document must then be submitted by the assessment date, as above.
- **Errors** - any minor errors noted after submission by programme staff will be reported to the tutor with a 72 hour/3 working days turnaround. Correcting the errors within this timeframe leads to no penalties. Failing to resubmit within this 72 hour/3 working days period counts as a first attempt fail.
- **In the event of failure**, your academic tutor will meet with you and your supervisor to agree and record an action plan designed to achieve the failed competency, and agree a resubmission date. The overall module mark will be capped at the pass mark.

# The Role of the Clinical Supervisor

The role of your clinical supervisor is paramount as you cannot pass the fourth year without shadowing, observing, practising and working under competent supervision by a fully trained practitioner within a fully functioning NHS Talking Therapies service (during the placement phase).

A clinical supervisor provides general support but also monitors, develops and assesses your clinical skills through a variety of methods. These could include role-play; questioning and answering; direct observation/shadowing of your assessment and treatment sessions; reviewing taped sessions; reviewing your patient contact and assessment submissions against the marking schemes; supervising case management supervision; reviewing your reflections etc.

When a clinical supervisor signs you off as competent, they are accepting clinical responsibility for your competency as practitioner.

# Assessment Schedule Academic Year 2024-2025

Please note these are in ordered by date.

Assessment	Submission date	Feedback due	Re-submission date	Feedback due
M1 Essay	4 <sup>th</sup> November 2024	25 <sup>th</sup> November 2024	2 <sup>nd</sup> January 2025	23 <sup>rd</sup> January 2025
M1 Competency Assessment	19 <sup>th</sup> /20 <sup>th</sup> /21 <sup>st</sup> November 2024	3 <sup>rd</sup> January 2025	17 <sup>th</sup> January 2025	21 <sup>st</sup> February 2025
M1 Clinical Practice Portfolio	6 <sup>th</sup> December 2024			
M2 Clinical Practice Portfolio	24 <sup>th</sup> January 2025			
M2 Exam	4 <sup>th</sup> February 2025	7 <sup>th</sup> February 2025	7 <sup>th</sup> March 2025	10 <sup>th</sup> March 2025
M2 Competency Assessment	18 <sup>th</sup> /19 <sup>th</sup> /20 <sup>th</sup> February 2025	14 <sup>th</sup> March 2025	28 <sup>th</sup> March 2025	11 <sup>th</sup> April 2025
M3 Clinical Practice Portfolio	14 <sup>th</sup> March 2025			
M4 Clinical Practice Portfolio	18 <sup>th</sup> April 2025			
Clinical Practice Portfolio (All Modules)	2 <sup>nd</sup> May 2025			
M2 Formative Tape	9 <sup>th</sup> May 2025			
M2 Summative Tape	6 <sup>th</sup> June 2025	11 <sup>th</sup> July 2025	8 <sup>th</sup> August 2025	16 <sup>th</sup> September 2025
M3 Presentation	18 <sup>th</sup> July 2025	8 <sup>th</sup> August 2025	5 <sup>th</sup> September 2025	26 <sup>th</sup> September 2025
M4 Enhanced Clinical Outcomes Document	1 <sup>st</sup> August 2024	22 <sup>nd</sup> August 2025	19 <sup>th</sup> September 2025	10 <sup>th</sup> October 2025
M3 Reflective Essay	15 <sup>th</sup> August 2025	5 <sup>th</sup> September 2025	3 <sup>rd</sup> October 2025	24 <sup>th</sup> October 2025




M4 Case Study	29 <sup>th</sup> August 2025	19 <sup>th</sup> September 2025	17 <sup>th</sup> October 2025	7 <sup>th</sup> November 2025
M4 Log of Clinical contact hours	1 <sup>st</sup> August 2025	-	-	-
M4 Log of Supervision Hours	1 <sup>st</sup> August 2025	-	-	-

# Assessment Marking Schemes

For each clinical assessment there is an associated marking scheme, which is geared towards assessing the clinical competencies necessary for safe, effective, patient-led assessment and treatment.

## Clinical Assessment Marking Schemes

The clinical assessment marking schemes are as follows and are available on ELE2:

<b>Module 1 - Competency Assessment (Assessment of patients)</b>	 Marking Guide - PWP Assessment.pdf
<b>Module 2 - Competency Assessment (Treatment of patients):</b>	 Marking Guide - PWP Treatment.pdf
<b>Module 3 - Clinical Skills Presentation (Adapting Practice):</b>	 Marking Guide - M3 Clinical Presentation.pdf

Please note: the overall section mark is NOT an average of marks for each element within that section, but rather a reflection of the overall degree of competency for that section. As such, if you fail to achieve competency in one or more important areas your overall section mark may be below competent (less than 3).

# Academic Assessment Marking Schemes

Academic assessments are marked with consideration given to the following components:

- **Structure and organisation** - you are expected to clearly adhere to the required structure for any assignment and for their writing to be clear and accessible with points made linking into clearly understandable arguments/viewpoints which stay strictly focussed on the assignment topic.
- **Knowledge and understanding** - you are expected to display a sound breadth and depth of knowledge and understanding of the topic, particularly as it relates to LI working, and the ability to supply relevant and correct information.
- **Theory into practice** - you should use literature and the evidence base to support your knowledge, understanding and reflections on your practice.
- **Critical evaluation/reflection** - you should demonstrate the ability to reflect on your discussion and your practice using a critical and evaluative stance taking into account varied standpoints evidenced in the literature base, then to draw conclusions from these reflections.
- **Sourcing** - you must demonstrate the depth and breadth of your reading, use a variety of literature to support your writing, show ability to evaluate sources and use APA referencing protocols appropriately.



## Marking Guide - Academic Assessment

Marking is numerical against the University-wide marking criteria for Level 7 (postgraduate level) assessments using the College of Life and Environmental Science (CLES) notched marking scheme, see below.

# Assessment Submission Methods

The table below offers an overview of the submission process.

Assignments	Method of Submission	Required
<b>Live Tapes</b>	<p><b>Submitted via Secure Microsoft Form by 1pm (or NHS portal by explicit agreement only)</b></p> <p>Students submit the 3 components of their submission via a secure Microsoft Form (or NHS portal) in accordance with service policies*<sup>1</sup></p>	<ul style="list-style-type: none"> <li>Recording e.g., mp3 or .wav file</li> </ul> <p>Electronic copies of:</p> <ul style="list-style-type: none"> <li>Signed Coversheet*<sup>2</sup></li> <li>Consent Form*<sup>3</sup></li> </ul>
<b>Clinical practice Outcomes</b>	<p><b>Submitted on ELE2 via Turnitin by 1pm</b></p>	<ul style="list-style-type: none"> <li>Signed Outcomes*<sup>4</sup></li> </ul>
<b>Written work</b>	<p><b>Submitted on ELE2 via Turnitin by 1pm.</b> Microsoft Word documents only. Students MUST put their student number into the header or footer, but NOT their name (so it can be blind marked)</p>	<ul style="list-style-type: none"> <li>Word processed written work, e.g., .doc</li> <li>Signed Coversheet*<sup>2</sup></li> <li>Consent form</li> </ul>
<b>Presentations</b>	<p><b>Submitted via Secure Microsoft Form by 1pm the day before presenting.</b></p>	<ul style="list-style-type: none"> <li>Presentations slides (e.g., Microsoft PowerPoint file)</li> <li>Consent form</li> <li>Multiple hardcopies of handouts*<sup>5</sup></li> </ul>

\*<sup>1</sup> It is each student's responsibility to ensure they adhere to their service policies, so discuss this in advance of the submission deadline.

\*<sup>2</sup> Hand sign and scan these documents, alternatively these can be signed electronically and for your supervisor to email MSci to confirm. **Please refer to the submission guidance for each individual assignment to check whether electronic signatures will be accepted.**

\*<sup>3</sup> Submit the correct consent form dependent on whether submitting a recorded a face-to-face session or a telephone session.

\*<sup>4</sup> Submit a scanned version of the original hard copy signed by student and supervisor; electronic signatures can be used if the supervisor emails MSci to confirm.

\*<sup>5</sup> Students must bring multiple hardcopies when they arrive to give their presentations, sufficient for programme staff marking the presentation and some for peers.

## Submitting through Turnitin

The links to submit assignments through Turnitin are set up on ELE for each assessment. Click on the appropriate link to go to the Turnitin submission page.

When submitting through Turnitin you MUST:

- Submit the written work as a word processed document, e.g. Microsoft Word or similar.
- Check the plagiarism report generated and if necessary make any amendments to the work before resubmitting.
- Submit the cover sheet and consent form as a PDF (print a hardcopy, sign it and then scan as a pdf)
- Submit presentations as slides that can be presented, e.g. Microsoft PowerPoint, NOT as a pdf document

If you submit work and realise that you have made a mistake, it is possible to correct it and re-upload another version unlimited times before the deadline. For the first three submissions of any piece of work you will see an instant plagiarism report. For subsequent submissions there will be a delay of 24 hours before the report is available.

You should allow a good amount of time to upload work to Turnitin prior to the deadline; IT Helpdesk suggest handing work in a minimum of three hours prior to deadlines so if something goes wrong there is time to speak to the IT helpdesk for assistance. Computer failure/technical problems are not an acceptable reason for Mitigation.

Further guidance on assignments process can be found on the University of Exeter [here](#).



## Additional Information Regarding Assessments

- **Clinical hours:** You must complete 80 hours of clinical practice with patients during module 4. You must also complete 20 hours of case management supervision and 20 hours of clinical skills supervision.
- **Assessments:** To pass the course you must pass all of the assessments. Clinical assessments must be passed with a mark of at least 50% overall and with at least 50% in each of the compulsory pass sections, including risk assessment which is an auto-fail section. Academic assignments must be passed with a mark of at least 50%. Clinical Outcomes Documents must be signed off as competent (Pass or Fail).
- **Two attempts for each assessment are allowed.** Second attempts are capped at the pass mark. The overall mark for the module is also capped at the bare pass mark (50%). Failure of a second attempt results in failure of the clinical part of the programme.
  - If you fail an assessment, we strongly recommend that you contact your personal tutor for detailed feedback. For Module 1, Module 2 and Module 4 clinical assessments you will also be invited to an optional (but strongly recommended) Skills Top-Up Day at the University to help practice specific areas of development required to pass. A resubmission/resit date will be agreed within 4 weeks of receiving notification of results.
  - If you fail an assessment within a module, marks for the whole module will be capped at the bare pass mark (50%).
- **Failing the course:** A second attempt fail constitutes a fail in the module and therefore overall fail of the programme. You may be able to graduate with a BSc in Psychology rather than an MSci in Applied Psychology (Clinical).
- For information on late/ non submissions, mitigations etc. please refer to the PGT CEDAR handbook.
- **Assessment submissions and late or non-submissions:** All work must be submitted on time through the procedures specified and according to the Cohort timetable. Late submissions of first attempts within an hour of the deadline will be docked 5 marks. Late submissions within 24 hours of the deadline are capped at the pass mark; submissions beyond 24 hours are considered non-submissions and therefore score 0, capping the whole module at the pass mark. For second attempts and first attempts with a mitigation there is no late period; submitting beyond the assessment deadline will result in a fail mark being recorded (for second attempts this will result in failure of the course). Extensions of any kind cannot be granted except by formal Mitigation request (see below). **Any trainee experiencing difficulties with submitting work on time should speak to their personal tutor as soon as possible.**
- **Adverse circumstances, Mitigation and Interruption:** If a trainee is unable to submit an assessment of appropriate quality within the deadline due to short term

circumstances beyond their control (e.g., short term illness, difficulties with caseloads etc) they may request Mitigation by submitting a mitigation request via the form on ELE. The Mitigation Committee reviews the request and decides whether to grant mitigation, such as an extension. If a trainee experiences longer term circumstances that impact severely on their ability to engage with the programme it may be possible to Interrupt, i.e., to pause studies and resume them again at a later date. **In all cases trainees and/or supervisors are advised to speak to their course tutor if experiencing difficulties.**

- **Marking turnaround and results:** The turnaround time for marking of academic work is 3 weeks, and 5 weeks for clinical assessments. Results are released to trainees through ELE and copied to your service periodically, though services will be informed upon results release if an assessment does not pass. See the University website for more information on how to view your results on ELE: [Assessments | Student hubs | University of Exeter](#)