

Maximising efficiency in psychological professions' training routes - Comparative matrix of competences (OVERVIEW)

Competences	Training programmes		
	Adult PWP	CWP	EMHP
Basic structure of training			
Entry requirements	Ability to study at postgraduate level evidenced by a degree or appropriate academic equivalent (such as a Level 5 or 6 qualification). Work experience working with people (ideally) with mental health difficulties.	A minimum of a second-class Bachelor's degree from a UK university or an overseas qualification of an equivalent standard in a relevant subject (e.g. psychology) Services require evidence of working with children and young people with mental health difficulties in addition to the HEI criteria.	A minimum of a second-class Bachelor's degree from a UK university or an overseas qualification of an equivalent standard in a relevant subject (e.g. psychology); Right to Work in UK; Good level of English proficiency; Experience of working with children and young people
Recruitment process	PWP recruitment will vary across training locations. In some cases, applications are made to the HEI delivering the training, but typically applications will be made to the employing service. In either case, both the HEI and employing service are involved in the interview process.	Recruitment by the sites where the CWP trainees will be employed. Each service will have specific requirements for their CWP posts but will use generic JD and PS.	Trainees are recruited by Mental Health Support Teams (in NHS or third sector organisations), ideally in collaboration with HEI.
Duration of training	One calendar year*, fixed term or permanent training contract in IAPT service *May vary slightly; some programmes may deliver training for a shorter duration depending on inclusion of teaching during school holidays.	One calendar year* *May vary slightly; some programmes may deliver training for a shorter duration depending on inclusion of teaching during school holidays.	One calendar year* *May vary slightly; some programmes may deliver training for a shorter duration depending on inclusion of teaching during school holidays.
Length and rate of training	45 days* of academic teaching at rate of one day per week; 3 modules each of 15 days 25-30 days of theoretical learning and skills practice 15-20 days of directed practice-based learning (shadowing/observation, self-practice of interventions with reflection and directed problem-based learning) 4 days per week supervised practice within a fully functioning and appropriate service (ideally, an IAPT service) *Variable between institutions. There are 40 training days across the year and most HEIs will frontload taught content to some degree.	3 days of academic training and 2 days of practice in service per week during the first term 1 day of academic training and 4 days of practice in service per week during the second term Full time practice in service with protected study time.	64 days of academic teaching distributed across 6 modules: Term 1: 3 teaching days, 2 days of practice in service per week Term 2, 2 teaching days, 3 days practice in service Term 3, 1 teaching day, 1 protected study day, 3 days practice in service
Full-time or Part-time	Full-time or part-time study	Full-time study* *some opportunities exist for part-time study	Full-time study
Supervision	40 hours minimum of supervision within the service in which placement is located (20 hours of which should be case management and 20 hours should be based on clinical skills)	40 hours minimum of supervision (20 hours of which should be case management and 20 hours should be based on clinical skills) - 0.5 days per week minimum. Supervision should be a minimum of one hour per week, plus group supervision	40 hours minimum of supervision (20 hours of which should be case management and 20 hours should be based on clinical skills)
Duration of supervised practice and number of cases	80 clinical contact hours with patients made up of any of the following: face-to-face, telephone, 1:1 or group work within an IAPT service. These are in addition to the 15-20 days of directed practice-based learning and 10 practice competences. Supervisor sign-off on demonstration of competence in working with patients (both face-to-face and via telephone).	80 hours of clinical practice Around 10 completed cases with a range of difficulties including anxiety, low mood and behavioural difficulties, and around 30 pieces of guided self-help informed work. Evidence of working with parents Supervisor sign-off on demonstration of competence in working with patients (both face-to-face and via telephone)	80 hours of clinical practice across modules 1-3, Around 10 completed cases (completed cases should cover a range of difficulties including anxiety, low mood and behavioural difficulties) along with working with parents, and around 30 pieces of guided self-help informed work Delivering psychoeducation workshops and groups and working with school system (e.g. supporting peer mentoring, engaging education staff) Supervisor sign-off on demonstration of competence in working with patients (both face-to-face and via telephone)
Evaluation methods	2 assignments and a set of practice outcomes for each of the 3 modules Standardised role-play scenarios/clinical simulation At least one recording of a real life low-intensity session with a patient Academic assignments such as reflective commentary on the role play or clinical situation, or an exam, case report or essay Practice outcomes portfolios Ethics, reflective writing	Academic assignments (such as essays, reflective reports and academic and service based learning portfolios) Clinical assignments (such as clinical reports) Competency assessments (such as video recordings demonstrating skills and/or OSCEs)	Academic assignments (such as essays, reflective reports and academic and service based learning portfolios) Clinical assignments (such as clinical reports and direct work case reports on individual and group work) Competency assessments (such as video recordings demonstrating skills) Written report on 'measuring well-being in schools'
Qualification received	Postgraduate Certificate* *Dependent on individual course entry requirements. Some courses may offer a Graduate level certificate	Postgraduate Certificate* *Dependent on individual course entry requirements. Some courses may offer a Graduate level certificate	Postgraduate Diploma* *Dependent on individual course entry requirements. Some courses may offer a Graduate level certificate
Clinical context and patient populations			
Target population(s)	Adults with common mental health disorders (mostly anxiety and depression)	Children and young people with low intensity common mental health problems - anxiety, low mood and behavioural difficulties	Children and young people with common mental health problems in educational settings
Clinical context(s) in which the work takes place	IAPT (or a service operating in line with IAPT practices, procedures and requirements)	Varies depending on employer: Youth clubs, faith groups, other community groups, schools. Encouraged to be located outside of CAMHS	Education settings

Maximising efficiency in psychological professions' training routes - Comparative matrix of competences (DETAIL)

Training programmes		
Adult PWP	CWP	EMHP
Values and diversity		
Cultural competence in line with statutory duties set out in Equality Act 2010 Respect and value individual differences in age, sexuality, gender, disability, spirituality, race and culture	Ability to formulate and work with difference (social and cultural diversity awareness and competence)	Ability to formulate and work with difference (social and cultural diversity awareness and competence) Respect and value individual differences in age, sexuality, gender, disability, spirituality, race and culture
Understand the definition of culture	Awareness of cultural diversity	Awareness of cultural diversity
Knowledge and commitment to a non-discriminatory, recovery-oriented values base to mental health care and equal opportunities for all	Ability to support access to child and adolescent mental health services and ability to support the whole population and minimise disadvantage and discrimination, using an equal opportunities approach	Ability to support access to child and adolescent mental health services and ability to support the whole population and minimise disadvantage and discrimination, using an equal opportunities approach
Knowledge, attitudes and competences to operate within an inclusive values-driven service	Knowledge, attitudes and competences to operate within an inclusive values-driven service	Knowledge, attitudes and competences to operate within an inclusive values-driven service
Recognise own reactions to people who are different and the implications of those reaction		
	Knowledge of the potential impact of social adversity on families	Knowledge of the potential impact of social adversity on families
	Ability to foster social inclusion	Ability to foster social inclusion
Knowledge and understanding around physical and sensory difficulties that people may experience in accessing services and finding ways to ameliorate these		
Knowledge and competence in responding sensitively to people's needs with regard to all aspects of diversity		
Ability to accept ambiguity or not knowing what to expect/what to do initially during an inter-cultural situation		
	Understanding stigma in mental health and how this may impact families, communities and cultures	Understanding stigma in mental health and how this may impact families, communities and cultures
Risk taking to communicate effectively with people from diverse cultures		
Understanding and awareness of the power issues in professional-patient relationships and taking steps to reduce any potential for negative impact that this might have	Understanding and awareness of the power issues in professional-patient relationships and taking steps to reduce any potential for negative impact that this might have	Understanding and awareness of the power issues in professional-patient relationships and taking steps to reduce any potential for negative impact that this might have
Taking responsibility for responses and actions taken with people who are different or perceived to be different		
Professional knowledge (eg legislation/ consent/confidentiality)		
Knowledge and ability to work with issues of confidentiality, consent and capacity	Knowledge and ability to work with issues of confidentiality, consent and capacity	Knowledge and ability to work with issues of confidentiality, consent and capacity in an educational setting
Capacity to work within the limits of their competence	Capacity to work within the limits of their competence	Capacity to work within the limits of their competence
Knowledge of equality legislation and mental health policy	Knowledge of CYP mental health policy	Knowledge of CYP mental health policy
	Knowledge of legal frameworks relating to working with children/young people	Knowledge of legal frameworks relating to working with children/young people
Awareness of and acting appropriately in relation to ethical issues and working safely	Awareness of and acting appropriately in relation to ethical issues and working safely	Awareness of and acting appropriately in relation to ethical issues and working safely
Able to work in accordance with risk and safeguarding principles	Able to work in accordance with risk and safeguarding principles	Knowledge of safeguarding procedures and practice in an educational setting
Knowledge of context and settings		
Knowledge of IAPT services and stepped care model	Understanding of the core principles of CYP-IAPT , the active outcomes frames and the stepped care approach	Understanding of the core principles of CYP-IAPT , the active outcomes frames and the stepped care approach
	Understanding of the local and national picture of CYP services	Understanding of the local and national picture of CYP services
	Knowledge of mental health settings for CYP: context, values and multi-agency working and navigation	Multi-agency working and navigation
		Knowledge about key performance outcomes for schools and colleges and how these are assessed

Maximising efficiency in psychological professions' training routes - Comparative matrix of competences (DETAIL)

Training programmes		
Adult PWP	CWP	EMHP
Knowledge of a wide range of health and social care resources available from both statutory and community agencies, and how to access these	Knowledge of a wide range of health and social care resources available from both statutory and community agencies, and how to access these	Knowledge of a wide range of health and social care resources available from both statutory and community agencies, and how to access these
		Knowledge of the education system, policies, procedures and ethos, and PHSE curriculum
		Understanding of well-being provisions within various educational settings
		Understanding of a 'whole-school' or universal approach
Knowledge of basic clinical issues		
Knowledge, understanding and critical awareness of mental health and mental health illness	Knowledge and understanding of mental health problems in children/young people and adults and a range of social, medical and psychological explanatory models for these	Knowledge and understanding of common mental health problems in children/young people and presentation of these in educational settings
Understanding of incidence, prevalence and presentation of common mental health problems	Understanding of incidence, prevalence and presentation of common mental health problems in children and young people	Understanding of incidence, prevalence and presentation of common mental health problems in children and young people
Knowledge of, and competence in recognising patterns of symptoms consistent with diagnostic categories of mental health problems		
Understanding the complexity of people's health, social and occupational needs and the services that can support them	Knowledge of development in children/young people and of family development and transitions	Knowledge of development in children/young people and of family development and transitions
	Knowledge of common problems at school, such as exam stress, and how to support with this	Knowledge of common problems at school, such as exam stress, and how to support with this
	Knowledge of special educational needs relevant to children and young people	Knowledge of special educational needs relevant to children and young people
	Knowledge of vulnerable children	Knowledge of vulnerable children
	Knowledge of the needs of children and young people in relation to their physical, social, cognitive and emotional development	Knowledge of the needs of children and young people in relation to their physical, social, cognitive and emotional development
		Knowledge of how children present who have experienced traumatic events or who are subject to bullying behaviour by their peers
		Knowledge of the needs that are likely to be presented to EMHP in a school setting and those which should be referred to more specialist help
Knowledge, understanding and critical awareness of a range of social, medical and psychological explanatory models		Knowledge of systems theory about how systems impact on relationships and forms of help for children, young people and practitioners
	Knowledge of different family structures and compositions	Knowledge of different family structures and compositions
	Knowledge of the potential impact of significant family transitions	Knowledge of the potential impact of significant family transitions
	Knowledge of social media risks and benefits	Knowledge of social media risks and benefits in an education setting
Ability to critically evaluate the role of case management and stepped care approaches to managing common mental health problems in primary care, including ongoing risk management	Ability to identify when it is appropriate to integrate guided self-help into an ongoing clinician-directed intervention	Ability to identify when it is appropriate to integrate guided self-help into an ongoing clinician-directed intervention
Knowledge of evidence-based treatment options		
Knowledge and understanding of evidence-based low-intensity self-help psychological interventions	Knowledge of evidence-based models of effective brief low intensity intervention for CYP and family systems	Knowledge of evidence-based models of effective brief low intensity intervention for CYP and family systems
Knowledge and understanding of other modalities, such as high-intensity treatments, how they differ from low-intensity treatments	Knowledge of the range of interventions and services available to CYP and families across CYP agencies	Knowledge of the range of interventions and services available to CYP and families across CYP agencies
Knowledge and understanding of common pharmacological treatments	Knowledge of pharmacology for CYP	Knowledge of pharmacology for CYP
Knowledge, understanding and competence in behaviour change theory and models and how these can inform choice of goals and interventions	Ability to understand theories and models of behaviour change	Ability to understand theories and models of behaviour change
	Knowledge of the evidence base in CYP including the rationale for self-help and how to explain this to CYP and families	Knowledge of the evidence base in CYP including the rationale for self-help and how to explain this to CYP and families
	Knowledge of self-help materials and the principles on which they are based	Knowledge of self-help materials and the principles on which they are based
	Knowledge of the likely benefits of self-help interventions (i.e. based on best available evidence of effectiveness)	Knowledge of the likely benefits of self-help interventions (i.e. based on best available evidence of effectiveness)
	Knowledge of health promotion	Knowledge of health promotion

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Training programmes		
Adult PWP	CWP	EMHP
Ability to critically evaluate the evidence base for both low-intensity and high-intensity interventions	Ability to critically evaluate the evidence base in CYP	Ability to critically evaluate the evidence base in CYP
Communication skills & Engagement/Alliance building		
Ability to communicate in a clear and unambiguous way (to enable people to make informed choices), both face-to-face and over the telephone	Ability to communicate in a clear, unambiguous way with children/young people of differing ages, developmental level and background using a range of methods including face-to-face, telephone and electronic communication	Ability to communicate in a clear, unambiguous way with children/young people of differing ages, developmental level and background using a range of methods including face-to-face, telephone and electronic communication
	Understanding of child, youth and family development and transitions and how to adapt approaches in relation to this	Understanding of child, youth and family development and transitions and how to adapt approaches in relation to this
	Ability to adopt a child centred approach to assessment and intervention sessions - using creativity to engaging CYP	Ability to adopt a child centred approach to assessment and intervention sessions - using creativity to engaging CYP
	Knowledge of a range of interviewing and questioning techniques	Knowledge of a range of interviewing and questioning techniques
Ability and competence to engage in active listening and demonstrate attunement with the person's emotional state	Ability and competence to engage in active listening and regularly summarise the person's viewpoint throughout sessions	Ability and competence to engage in active listening and regularly summarise the person's viewpoint throughout sessions
Ability to demonstrate engagement with the person by using non-verbal cues such as eye contact, posture, nods, facial expressions etc.		
Ability to engage patients and establish appropriate relationship	Engagement and collaborative practice	Knowledge of how to collaboratively engage children, young people and their parents/cares around mental health matters in a school and college setting and knowledge of the importance of doing this
Ability and competence to build and maintain a therapeutic alliance with people during treatment, including dealing with issues and events that may threaten the alliance	Ability to establish therapeutic relationship skills and to engage the child or young person and family to support them in self management of recovery	Ability to establish therapeutic relationship skills and to engage the child or young person and family to support them in self management of recovery
	Ability to adopt a non-critical, empathic stance towards the parent, child or young person	Ability to adopt a non-critical, empathic stance towards the parent, child or young person
	Ability to adopt a position of hopeful optimism in response to the parent and young person's difficulties	
Ability to understand the individual's personal perspective	Ability to consider the viewpoint(s) of CYP and their families	Ability to consider the viewpoint(s) of CYP and their families
Ability to pace and structure each session		
Ability and competence to manage the emotional content of sessions		
Understanding of, and ability to support people in shared-decision making	Ability to convey the client-led, collaborative nature of self-help intervention	Ability to convey the client-led, collaborative nature of self-help intervention
Ability to encourage clients active participation in every aspect of care and treatment	Ability to engage and work with families, parents & carers in supporting the child or young person	Ability to engage and work with families, parents & carers in supporting the child or young person
	Ability to recognise and support the role of the parent in being the primary carer of the child or young person	Ability to recognise and support the role of the parent in being the primary carer of the child or young person
		Ability to support parents active engagement in school life particularly around the wellbeing of pupils in the school
Ability to produce high quality written communication, in the form of letters and reports		
	Proactive in routinely seeking feedback from the young person and their parent/carer with regards to their approach, progress made and goals	Proactive in routinely seeking feedback from the young person and their parent/carer with regards to their approach, progress made and goals
	Service user participation	Service user participation
Ability to feed back the understanding of any information that is gathered through the use of reflection and summarising		
Assessment skills		
Ability to conduct a problem-focused assessment		
Knowledge and competence in applying the principles, purposes and different types of assessment undertaken with people with common mental health problems	Knowledge of different types of assessment for children and young people with common mental health problems	Knowledge of different types of assessment for children and young people with common mental health problems
	Ability to conduct a strengths-based assessment that reflects the CYP and family's perspective and puts their needs first	Ability to conduct a strengths-based assessment that reflects the CYP and family's perspective and puts their needs first

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Training programmes		
Adult PWP	CWP	EMHP
Knowledge of, and competence in the use of standardised IAPT assessment tools, including symptom and other psychometric instruments, to aid problem recognition and definition	Knowledge of, and competence in the use of standardised assessment tools, including symptom and other psychometric instruments, to aid problem recognition and definition	Knowledge of, and competence in the use of standardised assessment tools, including symptom and other psychometric instruments, to aid problem recognition and definition
	Ability to collect information systematically via questioning/questionnaires to aid understanding of the problem and identifying key areas of change	Ability to collect information systematically via questioning/questionnaires to aid understanding of the problem and identifying key areas of change
Knowledge and competence in carrying out assessments aimed at planning an intervention		
	Ability to understand the child or young person in the context of their family, culture, wider social environment, developmental stage, temperament, health and education	Ability to understand the child or young person in the context of their family, culture, wider social environment, developmental stage, temperament, health and education
Ability to ask a range of questions, including general open questions, specific open questions and closed questions		
	Ability to engage the young person and the parent in developing appropriate, specific, realistic and achievable goals	Ability to engage the young person and the parent in developing appropriate, specific, realistic and achievable goals
	Ability to develop initial formulation of the main presenting difficulty collaboratively with CYP or parent	Ability to develop initial formulation of the main presenting difficulty collaboratively with CYP or parent
	Ability to develop an understanding about how the problem is impacting on the life of the child or young person	Ability to develop an understanding about how the problem is impacting on the life of the child or young person
	Ability to help the CYP understand the maintaining factors to their problem as well as any strategies that are helping	Ability to help the CYP understand the maintaining factors to their problem as well as any strategies that are helping
	Ability to use measures, goal setting and goal based outcomes collaboratively with CYP and families	Ability to use measures, goal setting and goal based outcomes collaboratively with CYP and families
Ability to identify the main areas of concern during assessment	Ability to establish what the main concerns are for the young person and/or their parent and what they would like to achieve during the course of the programme.	Ability to establish what the main concerns are for the young person and/or their parent and what they would like to achieve during the course of the programme.
	Ability to identify other physical, developmental or psychological difficulties and what interventions might be appropriate for these	Ability to identify other physical, developmental or psychological difficulties and what interventions might be appropriate for these
Knowledge of and competence in accurate risk assessment (risk to patient or others)	Ability to incorporate appropriate risk and safeguarding assessment into assessment process	Ability to incorporate appropriate risk and safeguarding assessment into assessment process
Knowledge of and ability to use a range of patient-centred assessments and information gathering to arrive at a succinct and collaborative definition of the person's main mental health difficulties and the impact that these have on the person's daily living (including employment needs, wellbeing and social inclusion) as well as the emotional, behavioural and cognitive aspects of the problem	Ability to summarise information gathered from the assessment into a concise problem summary which is shared and checked with the client (which includes information on environmental and/or intrapersonal triggers, physiological, behavioural and cognitive components of the main problem and the broader impact of this problem on the child or young person's life and functioning)	Ability to summarise information gathered from the assessment into a concise problem summary which is shared and checked with the client (which includes information on environmental and/or intrapersonal triggers, physiological, behavioural and cognitive components of the main problem and the broader impact of this problem on the child or young person's life and functioning)
Knowledge of how to complete a screening/triage assessment within IAPT	Ability to collaboratively develop a plan and agree the next steps with the parent/young person about the process of help, including any steps for organisational arrangements Include in the plan the role of family members, friends, teachers, neighbours in contributing to help the family with their difficulties	Ability to collaboratively develop a plan and agree the next steps with the parent/young person about the process of help, including any steps for organisational arrangements Include in the plan the role of family members, friends, teachers, neighbours in contributing to help the family with their difficulties
	Ability to adopt a position of active curiosity about how the parent, child and young person are getting on	Ability to adopt a position of active curiosity about how the parent, child and young person are getting on
		The ability to carry out whole school surveys or 'audits' of mental health needs
Planning the intervention		
Competence in planning a collaborative, low-intensity psychological or pharmacological treatment programme for common mental health problems		
Ability to set up the purpose/agemda and time scale for the session		

Maximising efficiency in psychological professions' training routes - Comparative matrix of competences (DETAIL)

Training programmes		
Adult PWP	CWP	EMHP
Knowledge of, and competence in giving evidence-based information about treatment choices	An ability to provide accurate evidence-based information to the parent/carer about the nature, course and frequency of the presenting difficulties, as well as information on the intervention programme itself. This includes information on the available options within the self-help programme, the likely benefits, and a clear description of what the intervention may involve	An ability to provide accurate evidence-based information to the parent/carer about the nature, course and frequency of the presenting difficulties, as well as information on the intervention programme itself. This includes information on the available options within the self-help programme, the likely benefits, and a clear description of what the intervention may involve
Competence in making shared decisions with patients	Competence in making shared decisions with CYP	Competence in making shared decisions with CYP
	Ability to communicate effectively, using developmentally appropriate materials, about the delivery, implementation and monitoring of self-help interventions both in face-to-face contacts and in-telephone contacts	Ability to communicate effectively, using developmentally appropriate materials, about the delivery, implementation and monitoring of self-help interventions both in face-to-face contacts and in-telephone contacts
	Ability to communicate the role of the CWP to parent/child so that they are encouraged to manage their own problems more effectively (eg. as an educator or a trainer/coach)	
Ability to understand the person's attitude to a range of mental health treatments, including prescribed medication and evidence-based psychological treatments	Ability to understand the views of the parent, child and young person about the intervention and to develop an intervention plan according to their views	Ability to understand CYP's attitude to a range of mental health treatments including prescribed medication and evidence-based psychological treatments, as well as the views of the parent, and the ability to develop an intervention plan according to their views
	Ability to agree on the suitability of the self-help intervention for the client	Ability to agree on the suitability of the self-help intervention for the client
	Ability to work together with the child/young person/carers/other relevant professionals and using supervision, as appropriate, should be able to discuss and decide where to begin with intervention	Ability to work together with the child/young person/carers/other relevant professionals and using supervision, as appropriate, should be able to discuss and decide where to begin with intervention
	Ability to discuss and agree with the parent, child and young person about the plan for appointments, telephone contacts, phone messages etc	Ability to discuss and agree with the parent, child and young person about the plan for appointments, telephone contacts, phone messages etc
Ability to establish main goals for treatment with the person and frame these in behavioural terms	Ability to work with the young person and their parent/carer to develop a set of agreed SMART goals for the intervention that are used to plan and review each session moving forward	Ability to work with the young person and their parent/carer to develop a set of agreed SMART goals for the intervention that are used to plan and review each session moving forward
	Ability to take on feedback from young person/parent/carer to shape interventions and modify practice	Ability to take on feedback from young person/parent/carer to shape interventions and modify practice
Offering low-intensity interventions		
Knowledge and understanding of cCBT	Knowledge of and ability to deliver CBT informed guided self-help for anxiety and common behaviour problems in children (delivered mostly through parents) and anxiety and low mood in adolescents (delivered mostly with the young person)	Knowledge of and ability to deliver CBT informed guided self-help for anxiety and common behaviour problems in children (delivered mostly through parents) and anxiety and low mood in adolescents (delivered mostly with the young person)
	Knowledge and ability to deliver outcomes-based practice	Knowledge and ability to deliver outcomes-based practice
	Ability to establish a context for the intervention through clear explanation of the role of the practitioner	Ability to establish a context for the intervention through clear explanation of the role of the practitioner
Knowledge of general and disorder-defined specific competences for the delivery of low-intensity treatments		
	Ability to respond to the CYPs needs sensitively with regard to all aspects of diversity	Ability to respond to the CYPs needs sensitively with regard to all aspects of diversity
	Develop skills in particular guided self-help techniques: functional analysis; problem solving; health promotion; behavioural activation; exposure; cognitive change methods; parent training and social learning theory and application	Develop skills in particular guided self-help techniques: functional analysis; problem solving; health promotion; behavioural activation; exposure; cognitive change methods; parent training and social learning theory and application
	Ability to work with parents and carers and assist with parenting training	Ability to work with parents and carers and assist with parenting training
	Ability to tailor the level of parent/carer involvement in sessions in line with: <ul style="list-style-type: none"> - the age and developmental stage of the child/young person. - the specific problems which the child/young person faces. - the relationship between the child/young person and parent/carer. - the ability and motivation of the parent/carer to support the child/young person with the therapy. 	Ability to tailor the level of parent/carer involvement in sessions in line with: <ul style="list-style-type: none"> - the age and developmental stage of the child/young person. - the specific problems which the child/young person faces. - the relationship between the child/young person and parent/carer. - the ability and motivation of the parent/carer to support the child/young person with the therapy.

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Training programmes		
Adult PWP	CWP	EMHP
Knowledge and competence in supporting people with medication for common mental health problems to help them to optimise their use of pharmacological treatment and minimise adverse effects		
Knowledge and ability to support with physical exercise and medication adherence		
Ability to focus on social inclusion, including return to work and meaningful activity or other occupational activities, as well as clinical improvement		
Ability and competence to deliver individual or group (psychoeducational groups) low-intensity treatment, through face-to-face, telephone or other contact methods		
Ability to provide therapeutic support to individuals/groups of people, including families, friends and carers		
Ability to review and assess changes in risk at each session by reviewing information gathered in previous sessions alongside any new information		
	Ability to ensure that the parent/young person has understood how to follow a graded step-by-step approach to helping address the difficulties	Ability to ensure that the parent/young person has understood how to follow a graded step-by-step approach to helping address the difficulties
	Ability to refer to the end-point of the guided self-help process throughout the intervention	Ability to refer to the end-point of the guided self-help process throughout the intervention
	Ability to make use of other parts of the system to support the CYP and the intervention where appropriate	Ability to make use of other parts of the system to support the CYP and the intervention where appropriate
	Ability to recognise setbacks as part of a normal process of change	Ability to recognise setbacks as part of a normal process of change
	Ability to avoid a stance of persuasion and/or criticism towards the parent and/or young person	Ability to avoid a stance of persuasion and/or criticism towards the parent and/or young person
	Ability to model an active problem solving approach to difficulties that arise in the intervention and support a position of empowerment and choice in using problem solving methods	Ability to model an active problem solving approach to difficulties that arise in the intervention and support a position of empowerment and choice in using problem solving methods
	Knowledge of psychoeducational materials relevant to core mental health problems for children, young people and their parents and ability to link psychoeducation to the overall targets of the intervention throughout	Knowledge of psychoeducational materials relevant to core mental health problems for children, young people and their parents and ability to link psychoeducation to the overall targets of the intervention throughout
Ability to agree between-session tasks, how they will be implemented and how they will be recorded	Ability to direct the parent and young person towards materials to support the intervention between face to face or telephone contacts and actively encourage their use	Ability to direct the parent and young person towards materials to support the intervention between face to face or telephone contacts and actively encourage their use
Ability to engage the person with self-help material to guide intervention	Ability to use self-help material as part of direct contact with the CYP or parents and ensure that self-help materials used are matched to the cognitive and affective development of the CYP	Ability to use self-help material as part of direct contact with the CYP or parents and ensure that self-help materials used are matched to the cognitive and affective development of the CYP
	Ability to support young people in identifying those who may help support them during and after the intervention and encourage them to approach these people when necessary	Ability to support young people in identifying those who may help support them during and after the intervention and encourage them to approach these people when necessary
	Ability to deliver information about / try out with the young person/family behavioural methods to facilitate the young person / carer(s) to try out new things	Ability to deliver information about / try out with the young person/family behavioural methods to facilitate the young person / carer(s) to try out new things
	Ability to deliver information about / try out with the young person/family cognitive methods to facilitate the young person / carer(s) to try out new things,	
	Ability to work with the child/young person or parent(s) / carer(s) through one or more problems that are impacting on the child/young persons' life together or utilise a problem solving strategy to address a barrier to intervention	Ability to work with the child/young person or parent(s) / carer(s) through one or more problems that are impacting on the child/young persons' life together or utilise a problem solving strategy to address a barrier to intervention

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Training programmes		
Adult PWP	CWP	EMHP
	Ability to communicate key messages of these theories and interventions in a variety of ways e.g. psycho educational groups and workshops to promote prevention and early intervention. include health promotoin relevant to psychological wellbeing in CYP	Ability to communicate key messages of these theories and interventions in a variety of ways e.g. psycho educational groups and workshops to promote prevention and early intervention. including health promotoin relevant to psychological wellbeing in CYP
Ability to ask about potential challenges with completing between-session tasks and knowledge of how to problem solve the challenges as appropriate		
	Ability to support the development of new coping strategies by recognising ineffective strategies, discussing management of difficult emotions and teaching new skills and techniques	Ability to support the development of new coping strategies by recognising ineffective strategies, discussing management of difficult emotions and teaching new skills and techniques
	Ability to actively notice and promote self-helping behaviours by parents and young people	Ability to actively notice and promote self-helping behaviours by parents and young people
		Ability to develop a future support plan for the child and young person that includes school staff, the family and the wider network (where appropriate)
	Ability to help young person/parents focus on increasing level of independence and competence in addressing the problem	Ability to help young person/parents focus on increasing level of independence and competence in addressing the problem
	Ability to help parents/young person to look out for opportunities in everyday life where they can promote increased positive behaviours related to the problem	Ability to help parents/young person to look out for opportunities in everyday life where they can promote increased positive behaviours related to the problem
		Knowledge of a peer support programme and how to implement in a school setting and the ability to train and support peer mentors in a school setting
	Ability to demonstrate a range of classroom based skills such as observation and knowledge of classroom etiquette	
	Ability to design and deliver psycho-educational workshops with teachers, parents and/or young people around a range of mental health matters	
Knowledge and competence in ending sessions with a summary of the main learning from the session and the next steps		
Managing endings/relapse prevention		
Ability to sensitively manage the ending of a contact	Ability to collaboratively produce a relapse prevention plan that actively involves the available interpersonal and professional networks.	Ability to collaboratively produce a relapse prevention plan that actively involves the available interpersonal, school and professional networks.
	Ability to establish a clear self-management plan for the young person by the end of each session	Ability to establish a clear self-management plan for the young person by the end of each session
	Building a back up team for the CYP and family from the start of the intervention and including them in the relapse prevention plan	Building a back up team for the CYP and family from the start of the intervention and including them in the relapse prevention plan
	Knowledge and understanding of the potential for recurrence of problems after ending	Knowledge and understanding of the potential for recurrence of problems after ending
Team working skills		
Ability to build relationships and engage with colleagues from other agencies who are able to provide support with needs such as employment, occupation and other advice	Knowledge of and ability to work within and across agencies relevant to CYP	Knowledge of and ability to work within and across agencies relevant to CYP
Understand the roles and competences of those delivering high-intensity therapy to better facilitate step-up to other interventions	Knowledge and understanding of the role of the CWP and an ability to recognise the range of roles that can be taken by parents/carers and other relevant parts of the mental health system including other peers and professionals in low intensity interventions	
	Ability to consider the need to support the CYP and their family in accessing other services where appropriate and ability to effectively signpost to other agencies and professionals and make referrals	Ability to promote effective links between school and local CAMHS and handle referrals to this service with sensitivity, or signpost to other services/inteventions where appropriate
Working effectively with interpreters, establishing ways of working together and considering clinical implications		

Maximising efficiency in psychological professions' training routes - Comparative matrix of competences (DETAIL)

Training programmes		
Adult PWP	CWP	EMHP
		Ability to be sensitive to the mental health needs of school staff and to work in ways that recognise the stresses of school life
		Ability to demonstrate collaborative practice with teaching staff in addressing the mental health needs of children and young people
		Knowledge of the range or roles that can be taken by education staff in managing children with mental health needs.
		Competence and skill in offering EMHP 'consultation' to school / college staff in relation to common problems that children and young people experience
		The ability to effectively contribute to the pastoral care system within the school and to provide effective contributions to such settings.
Reporting/record keeping /outcome monitoring		
		Knowledge of the role of outcomes monitoring in order to support evidence based individual interventions for common mental health problems in an educational setting
Ability to complete routine outcome measurement	Ability to make use of a range of qualitative and quantitative measures (including monitoring of outcomes)	Ability to make use of a range of qualitative and quantitative measures (including monitoring of outcomes)
	Ability to discuss, agree and support the client in the completion of formal measures of mental health and to support the client in using these to monitor their progress	Ability to discuss, agree and support the client in the completion of formal measures of mental health and to support the client in using these to monitor their progress
Ability to review the collected outcome measures		
	Knowledge of the CAMHS data set	Knowledge of the CAMHS data set
	Ability to support parents and young people to collect observations about the problems to be addressed (diaries, behaviour charts etc)	
Accurate recording of interviews and questionnaire assessments using paper and electronic record keeping systems	Ability to keep records in line with the policies of the service in which the CWP works	Ability to keep records in line with policies of the service in which the EMHP works
Supervision/ reflective practice		
Knowledge and ability to use supervision to aid clinical-decision making and delivery of interventions	Ability to make use of supervision and self-reflection to enhance clinical decision making	Ability to make use of supervision and self-reflection to enhance clinical decision making
Ability to be self-reflective in own personal and professional development, as well as in supervision		
Ability to manage caseloads efficiently and safely, to a high-standard	Ability to manage caseloads efficiently and safely, to a high standard	Ability to manage caseloads efficiently and safely, to a high standard
Recognise the limitations/boundaries to your own competence and role and direct people to the appropriate resources for their needs if you cannot meet them within your level of competence	Recognise the limitations/boundaries to your own competence and role and direct people to the appropriate resources for their needs if you cannot meet them within your level of competence	Recognise the limitations/boundaries to your own competence and role and direct people to the appropriate resources for their needs if you cannot meet them within your level of competence
Ability to evaluate and put in place the effect of training		

Maximising efficiency in psychological professions' training routes - Teaching modules

Teaching modules	Training programmes		
	Adult PWP	CWP	EMHP
Background - Intro			
Knowledge of IAPT and low-intensity evidence base	Yes	Yes (CYP IAPT)	Yes (CYP IAPT)
Introduction to the role	Yes	Yes	Yes
Mental health policy	Yes (for adults)	Yes (for CYP)	Yes (for CYP)
Introduction to the education system, PHSE curriculum, school behaviour policies and pastoral care	No (not relevant in this setting)	introduction to the context and system around the child - including schools	Yes
Theoretical and clinical knowledge to inform interventions	Yes	Yes	Yes
Knowledge of child development	No (not relevant in this setting)	Yes	Yes
Core skills			
Diagnosis	Yes	No	No
Problem specification	Yes	Yes	Yes
Outcome measurement/Audit	Yes	Yes	Yes
Interpersonal skills	Yes	yes - developing a therapeutic relationship with CYP and parents and the sytem around the child	yes - developing a therapeutic relationship with CYP and parents and the sytem around the child
Assessment	Yes	Yes	Yes
Identifying and understanding problems and strengths	No	yes	Yes
Information giving	Yes	Yes	Yes
Service users (engagement)	Yes	Yes	Yes
Routinely involving families and carers	No	Yes	Yes
Understanding parenting for challenging behaviour	No (not necessarily relevant)	Yes	Yes
Professional conduct	Yes	this is promoted	Yes
Self-care	Yes	this is promoted	Yes
Setting up treatment and problem-solving	Yes	Yes	Yes
Diversity	Yes	Yes	Yes
Race and culture	Yes	Yes	Yes
Gender identity	No	No	Yes
Reflective writing skills	Yes	Yes	Yes
Presentation skills	Yes	yes	Yes
Working with interpreters	Yes	No - though this is often done through	No - though this is often done
Interviewing and questioning	Yes	Yes	Yes
Using questionnaires	Yes	Yes	Yes
Managing transitions	yes	Yes	Yes
Endings and ongoing support	yes	Yes	Yes
Working with groups	Not as part of teaching, but picked up wihin services	No	Yes
Running workshops	Not as part of teaching, but picked up wihin services	yes	Yes
Providing consultation to others (non-MH prof)	No	No	Yes
Understanding social media	No	Yes	Yes
Managing impasses	Yes	Yes	Yes
Risk and safeguarding			
Risk (and assessment)	Yes	Yes	Yes - and how concerns are shared with educational setting
Safeguarding and information sharing	Yes	Yes	Yes
Self-harm	yes	yes	Yes
Clinical intervention skills			
Treatment decision making (shared-decision making)	Yes	Yes	Yes
Guided self-help	Yes	Yes	Yes
cCBT	Yes	Yes	Yes
Behavioural activation	Yes	Yes	Yes
Psychoeducation	Yes	Yes	Yes
Adaptations to low-intensity interventions for people with learning disabilities	Yes	yes	Yes
Supervision	Yes	Yes	Yes
Goal-focused approaches	yes	Yes	Yes
Peer mentoring approaches	No	No	Yes
Knowledge of behaviour change models/theory	Yes	No	Yes
Working with cognitions: Cognitive restructuring and thinking errors	Yes	Yes	Yes
Working with challenging behaviours	No	Yes	Yes
Medication/medication management	Yes	Yes	Yes
Treatment skills	Yes	yes - CBT informed GSH	yes - CBT informed GSH
Relapse prevention	Yes	No	No
Stepped care	Yes	Yes	Yes
Observation	No	No	Yes
Meeting specific clincial/population needs			
Meeting educational needs	No (not relevant in this setting)	yes - neuro development	Yes
Working with individuals who find themselves in adverse circumstances	No	yes - working with diversity and social inclusion	Yes
Alcohol	Yes	No	No
Anxiety: Overall	Yes	Yes	Yes
Anxiety: panic and phobias	Yes	yes - but covered as part of anxiety work (but possibly covered above)	yes - but covered as part of anxiety work (but possibly covered above)
Anxiety: Generalised Anxiety Disorder	Yes	work	anxiety work
Sleep	Yes	yes - as part of BA for low mood	Yes
Stress	Yes	yes - as part of BA and anxiety	Yes
Behavioural difficulties	No	Yes	Yes
Depression (low mood)	Yes	Yes	Yes
Health promotion	No	Yes	Yes
Learning disabilities	Yes	yes - as part of understanding and adapting interventions for developmental issues	yes - as part of understanding and adapting interventions for developmental issues
Long-term conditions	Yes	No	No
Older adults	Yes	and also emotional regulation	No
Perinatal	Yes	No	No
Employment	Yes	No	No
Exercise	Yes	Yes - as part of health promotion	Yes - as part of health promotion
Bullying	No (not relevant in this setting)	No	Yes
Classroom management	No (not relevant in this setting)	No	Yes