### Appendix 1.2: Map of HCPC SOPs to BPS competencies

The mapping seeks to demonstrate how the threshold standards set by the HCPC relate to the postgraduate professional training standards outlined by the Society. This piece of work was conducted on behalf of the Membership Standards Board of the British Psychological Society.

**APPENDIX 1.1 BPS COMPETENCIES LOG OF EVIDENCE**

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| **1** | **PROMOTING DEVELOPMENT AND EDUCATION** | **SOP** | **Evidence** |
| 1.1 | understand individual differences in developmental progression by demonstrating knowledge of theories of psychology relevant to:   * cognitive development and learning; * language and communication; * social emotional development and behaviour; * mental health; * physical and sensory development; and * literacy and numeracy learning | 13.1 |  |
| 1.2 | demonstrate knowledge and understanding of the structures and systems to support learning and development, for children, young people and young adults aged from 0-25 years. | 13.4  13.37 |  |
| 1.3 | demonstrate knowledge and application of pedagogic practices and their conceptual and evidential bases, taking account of normal progression and development, and the modifications necessary to support effective learning and development for children, young people and young adults with special educational needs and disabilities (SEND). |  |  |
| 1.4 | demonstrate knowledge of biological, cultural, and social influences on learning, cognitive, and developmental processes, and application of evidence-informed curriculum and instructional strategies. | 13.1  13.30  13.36  14.58 |  |
| 1.5 | demonstrate understanding of biological, cultural and social influences on development, and knowledge of evidence-informed strategies to promote social-emotional functioning and mental health. | 13.1  13.30  13.31  13.33  14.60 |  |
| 1.6 | demonstrate knowledge of school and systems structure, organisation and theory; general and special education; technology resources; and evidence-informed educational practices that promote academic outcomes, learning, social development, and mental health. | 2.11  13.4  13.32  13.33  13.34  14.58 |  |
| 1.7 | Demonstrate skills to work collaboratively with children, young people and the adults who care, work and plan for them to develop and implement practices and strategies to create and maintain effective and supportive learning environments. | 2.3  9.1  9.5 |  |
| 1.8 | evidence an understanding of issues relating to mental capacity and consent in relation to work with 16-25 year olds. | 2.6 |  |
| 1.9 | demonstrate knowledge of parenting and family functioning and evidence working in partnership with parents and carers. | 2.3  13.36 |  |
| **Overall reflection and level of competency at this stage of training.**  In which area/s have you seen the most progress? On which area/s do you most want to focus in the coming year? Which area/s have you found the most challenging? | | | |

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| **2** | **PERSONAL AND PROFESSIONAL VALUES, ETHICS AND SKILLS** | **SOP** | **Evidence** |
|  |  | 1  2  3  4  7  11 |  |
| 2.1 | demonstrate professional and ethical practice which adheres to the British Psychological Society’s Code of Ethics and Conduct and the HCPC Standards of Conduct, Ethics and Performance. | 2.1  2.2  2.6  2.8  3.1  14.20  15 |  |
| 2.2 | apply knowledge of, and demonstrate the ability to operate effectively within, the legal, national and local frameworks for educational psychology practice. | 12.5  13.6 |  |
| 2.3 | work ethically and effectively at an appropriate level of autonomy, with awareness of the limits of competence, and accepting accountability to relevant professional, academic and service leaders/managers. | 1.1  3.1 |  |
| 2.4 | demonstrate awareness of role boundaries and limits to legitimate professional expertise. | 1.1  2.10  4.5  8.16  13.29 |  |
| 2.5 | challenge views and actions judged potentially harmful to the child/young person. | 2.1  2.7  14.20  15.2  15.3 |  |
| 2.6 | demonstrate knowledge and understanding of safeguarding policy and procedures for children, young people and vulnerable adults in order to intervene and support appropriate others. | 2.1  2.7  7.3  14.20  15.1 |  |
| 2.7 | take appropriate action to address and resolve tensions where there is a conflict between personal and professional values and policy/cultural expectations for professional practice. | 2.4  2.8 |  |
| 2.8 | demonstrate the ability to identify and communicate personal values and reflect honestly on the implications for their professional practice. | 2.4  2.8 |  |
| 2.9 | ensure that they seek, secure and make effective use of supervision, consultation and other resources to improve and extend knowledge, understanding and skills. | 3.3  4.6  11.1  11.4 |  |
| 2.10 | demonstrate awareness of personal health and well-being and seek support as appropriate, sharing relevant information regarding health status or personal circumstances which may hinder effectiveness with the appropriate person (e.g. service manager and/or supervisor), with due consideration for personal-professional boundaries. | 3.2  3.4 |  |
| 2.11 | be able to recognise unethical or malpractice and follow the appropriate organisational policies and procedures to respond. | 2.1  2.12  15.2  15.3 |  |
| **Overall reflection and level of competency at this stage of training.**  In which area/s have you seen the most progress? On which area/s do you most want to focus in the coming year? Which area/s have you found the most challenging? | | | |

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| **3** | **DIVERSITY AND CULTURAL DIFFERENCES** | **SOP** | **Evidence** |
|  |  | 2.3  5  6 |  |
| 3.1 | demonstrate appreciation of diversity in society and the experiences and contributions of different ethnic, socio-cultural and faith groups. | 5.1 |  |
| 3.2 | demonstrate understanding and application of equality and diversity principles and actively promote inclusion and equity in their professional practice. | 5.2 |  |
| 3.3 | take appropriate professional action to redress power imbalances and to embed principles of anti-discriminatory and anti-oppressive practice in all professional actions. | 2.9 |  |
| 3.4 | be aware of attitudes to impairment and disability and where relevant, redress influences which risk diminishing opportunities for all vulnerable children and young people including those with SEND and their families. | 5.2 |  |
| 3.5 | demonstrate knowledge and understanding of different cultural, faith and ethnic groups, and how to work with individuals from these backgrounds in professional practice. | 5.1 |  |
| 3.6 | demonstrate knowledge and understanding of gender and sexuality and the impact of stigmatising beliefs. | 5.1 |  |
| 3.7 | demonstrate understanding of the impact of inequality, socioeconomic and cultural status and disadvantage and the implications for access to resources and services. | 13.34 |  |
| **Overall reflection and level of competency at this stage of training.**  In which area/s have you seen the most progress? On which area/s do you most want to focus in the coming year? Which area/s have you found the most challenging? | | | |

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| **4** | **CONSULTATION** | **SOP** | **Evidence** |
|  |  | 14.4 |  |
| 4.1 | demonstrate knowledge and understanding of models of psychological consultation that are evidence-informed. | 13.8  13.38 |  |
| 4.2 | demonstrate effective interpersonal and communication skills that enable them to consult with children, families and other professionals (e.g. effective listening, a non-judgemental stance, empathy, acting as advocate). | 8.1  8.9  8.15  9.1 |  |
| 4.3 | demonstrate competence in using consultation to respond to needs and concerns at individual, group, class and whole organisation levels. | 4.5  9.1  13.37 |  |
| 4.4 | demonstrate skill in offering a clear explanation of the model and process of consultation being used | 8.3  8.10 |  |
| 4.5 | demonstrate use of a transparent, systematic problem-solving approach within the consultation process. | 4.3  14.21 |  |
| 4.6 | demonstrate the ability to monitor and evaluate the effectiveness of their own consultations and interventions. | 11.3 |  |
| 4.7 | demonstrate skill in empowering consultees and in working collaboratively, identifying the strengths and skills of others that can be utilised. | 2.10  8.13  9.1 |  |
| 4.8 | use evidence-informed person centred approaches to ensure that children, young people and other consultees are appropriately included within the process and are able to contribute to plans and decisions that are made for them. | 8.13  9.3  9.4  9.5  12.1 |  |
| **Overall reflection and level of competency at this stage of training.**  In which area/s have you seen the most progress? On which area/s do you most want to focus in the coming year? Which area/s have you found the most challenging? | | | |

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| **5** | **PSYCHOLOGICAL ASSESSMENT AND FORMULATION** | **SOP** | **Evidence** |
|  |  | 14.3  14.16 |  |
| 5.1 | select from a range of methods of assessment and data collection (e.g. norm-referenced, curriculum based, ecological, interview, observational data), relevant to presenting concerns and other information about the child / young person / group. | 13.5  14.9  14.13  14.15  14.17  14.18 |  |
| 5.2 | have a thorough knowledge of psychometric theory which has relevance to psychological assessment (e.g. classical test theory, item response theory, sources of error and bias, reliability, validity and effect sizes). | 13.5 |  |
| 5.3 | use and interpret psychological and educational assessments cautiously and ethically, in light of additional information and within a systematic, ecological problem solving framework. | 4.1  14.14  14.15  14.18  14.19 |  |
| 5.4 | draw on assessment information to develop an integrated formulation which draws on psychological theory and research. | 12.1  14.54 |  |
| 5.5 | work to develop psychological formulations in collaboration with children and young people, parents, school staff and other service users. | 8.14  8.6  9.3  9.10 |  |
| 5.6 | integrate assessment information from a range of sources into a concise formulation that informs decision making and any subsequent action /interventions. | 4.1  8.6  9.10  14.10  14.12 |  |
| 5.7 | demonstrate the ability to communicate assessment results and their interpretation to diverse audiences, clearly, concisely and effectively avoiding jargon wherever possible, both orally and in writing. | 8.6  8.7  8.10  8.11  12.7 |  |
| 5.8 | present the rationale for the assessment methods selected and be able to justify any decisions about how assessment outcomes are reported (both orally and in writing). | 4.4  8.11  14.14 |  |
| **Overall reflection and level of competency at this stage of training.**  In which area/s have you seen the most progress? On which area/s do you most want to focus in the coming year? Which area/s have you found the most challenging? | | | |

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| **6** | **PSYCHOLOGICAL INTERVENTION AND EVALUATION** | **SOP** | **Evidence** |
|  |  | 14.3  14.16 |  |
| 6.1 | demonstrate critical knowledge of theory and research on effectiveness of psychological and educational interventions at the individual, family, group and systems levels. | 4.2  13.5  13.31  13.35  14.1  14.61 |  |
| 6.2 | synthesise, use and share assessment information to negotiate and develop action plans to address learning, social, physical and mental health outcomes for children and young adults with diverse abilities and needs. | 4.2  4.5  8.10  8.16  9.4  14.5  14.8  14.57  14.58 |  |
| 6.3 | demonstrate the ability to identify and plan suitable evidence-informed interventions, drawing on relevant assessment information and formulation. | 4.2  12.1  14.61 |  |
| 6.4 | reflect on and revise interventions in response to monitoring data and service user feedback. | 4.2  9.3  11.2  12.6  12.8  12.9  14.7  14.11  14.23 |  |
| 6.5 | Incorporate appropriate therapeutic techniques and processes when working directly with children, young people and families, and identify and implement evidence-informed psychological interventions to promote mental and emotional wellbeing. | 12.1  14.58  14.62 |  |
| 6.6 | establish agreed criteria to evaluate response to intervention (using qualitative and /or quantitative measures) and set up appropriate monitoring arrangements. | 12.2  12.7 |  |
| 6.7 | evaluate outcomes of intervention and offer formative and summative feedback to key stakeholders (including the child/young person). | 8.7  8.10  9.3  9.4  12.3  12.6  12.9  14.19 |  |
| 6.8 | draw on evidence-informed strategies to improve outcomes for children and young adults by promoting collaboration and partnership between parents, school and community agencies. | 9.9  12.1  14.8  14.59 |  |
| 6.9 | design interventions which balance applications of research evidence with concern for ecological validity, feasibility, and acceptability to service users, with a focus on positive outcomes. | 8.13  14.12  14.22 |  |
| **Overall reflection and level of competency at this stage of training.**  In which area/s have you seen the most progress? On which area/s do you most want to focus in the coming year? Which area/s have you found the most challenging? | | | |

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| **7** | **SERVICE DELIVERY AND ORGANISATIONAL CHANGE** | **SOP** | **Evidence** |
| 7.1 | demonstrate knowledge of the legislative context for service delivery. | 2.5 |  |
| 7.2 | demonstrate knowledge and understanding of key legislation, central to supporting commissioning authorities and services used by children and young people to meet their statutory responsibilities and to fulfil the educational psychologists' statutory role including the production of high quality psychological advice. | 2.5  8.8  8.16  10.1  10.2  13.4 |  |
| 7.3 | identify and understand policies, structures and accountability systems in a range of educational settings (e.g. early years, school, further education, youth justice) to ensure effective service delivery for all children. | 2.11  13.4  13.29  13.32  13.33 |  |
| 7.4 | contribute to the analysis, development and maintenance of effective and supportive learning environments for all children and young people in a diverse range of settings. | 12.4 |  |
| 7.5 | demonstrate the capacity to adapt practice to different settings e.g. early years, primary and secondary schools, colleges of further education, youth justice and other public service and third sector settings. | 14.2 |  |
| 7.6 | work effectively with a range of professionals from health and social care backgrounds (e.g. speech and language therapists, occupational therapists, Child and Adolescent Mental Health Service (CAMHS) staff, social workers) and have an understanding of their knowledge base so that collaborative working is enhanced by identification of distinctive and complementary areas of practice | 8.14  9.1  9.2  10.9  11.2  13.3 |  |
| 7.7 | demonstrate knowledge of theoretical and research perspectives on organisations, systems and the process of organisational analysis and change, and work in collaboration with fellow professionals to bring about change, through policy and systems development. | 12.4  12.5  12.8  12.9  13.7  13.36  14.24  14.57  14.59 |  |
| 7.8 | contribute a distinct psychological perspective within multi-professional teams and organisations. | 8.14  9.7  9.9  14.8  14.63 |  |
| 7.9 | demonstrate knowledge and understanding of the history of educational psychology and how political, social and economic factors and influences have shaped the development of the profession of educational psychologist. | 13.29 |  |
| **Overall reflection and level of competency at this stage of training.**  In which area/s have you seen the most progress? On which area/s do you most want to focus in the coming year? Which area/s have you found the most challenging? | | | |

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| **8** | **TRAINING AND DEVELOPMENT** | **SOP** | **Evidence** |
| 8.1 | undertake needs analyses to check commissioner expectations and critically appraise contextual influences on training content, delivery, monitoring and evaluation. | 9.8 |  |
| 8.2 | develop ‘bespoke’ training with clear, defensible, psychological foundations to address the training needs of service users and commissioners. | 9.8  9.9 |  |
| 8.3 | prepare, develop and/or deliver training carefully attuned to participant needs, drawing on explicit instructional and adult learning theories. | 9.8 |  |
| 8.4 | negotiate, design and implement evaluation of training against derived outcomes both for the participants and for the group intended to benefit from theimplementation and application of the knowledge and skills addressed. | 9.8 |  |
| **Overall reflection and level of competency at this stage of training.**  In which area/s have you seen the most progress? On which area/s do you most want to focus in the coming year? Which area/s have you found the most challenging? | | | |

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| **9** | **RESEARCH AND ENQUIRY** | **SOP** | **Evidence** |
|  |  | 12  14.25 |  |
| 9.1 | demonstrate knowledge of paradigms and methods appropriate for research in the field of educational psychology. | 13.2 |  |
| 9.2 | critically evaluate research and produce systematically conducted research syntheses to inform practice and policy decisions. | 14.24  14.26 |  |
| 9.3 | develop a critical understanding of research design, including the rationale for choice of alternative techniques, the formulation of ‘researchable’ questions and appropriate alternative approaches to research. | 14.28  14.29  14.55 |  |
| 9.4 | plan and conduct rigorous research i.e. identify research questions, demonstrate an understanding of ethical issues, choose and implement appropriate methods and analysis, report outcomes and identify appropriate pathways for dissemination, including publication. | 14.27  14.29  14.31  14.33 |  |
| 9.5 | develop critical understanding of the philosophy of research, including alternative epistemological positions to provide a context for theory construction and refinement. | 14.11 |  |
| 9.6 | develop a critical appreciation and understanding of advanced methods relevant to applied psychological research. | 14.29 |  |
| 9.7 | apply research skills in professional practice, demonstrating knowledge of a range of approaches to service/organisational review, evaluation and audit. | 12.1  12.3  12.4  12.5  14.24  14.26  14.32  14.55  14.56 |  |
| 9.8 | promote the place of enquiry and empirical research as a method that can support and inform decision-making processes for key partners such as educational settings, local authorities and other relevant organisations. | 12.3  12.5  14.10  14.30  14.32  14.56 |  |
| 9.9 | disseminate research to a range of audiences, through presentation and writingresearch reports and contribute to the professional knowledge base. | 8.9  8.11 |  |
| **Overall reflection and level of competency at this stage of training.**  In which area/s have you seen the most progress? On which area/s do you most want to focus in the coming year? Which area/s have you found the most challenging? | | | |

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| **10** | **TRANSFERABLE SKILLS** | **SOP** | **Evidence** |
|  |  | 8  9  10 |  |
| 10.1 | generalise and synthesise knowledge and experience to enable application and adaptation in different settings and novel situations. | 4.4  5.2  14.12 |  |
| 10.2 | demonstrate self-awareness and work as a reflective practitioner. | 4.4  9.6  11.1  11.3 |  |
| 10.3 | engage in a dynamic, responsive and evolving process to maintain and develop professional practice through the process of appropriate professional reflection and continuing professional development (CPD). | 4.6 |  |
| 10.4 | demonstrate strategies to deal with the emotional and physical impact of practice and seek appropriate support where necessary. | 3.4 |  |
| 10.5 | engage in and learn from interactive supervision processes. | 11.4 |  |
| 10.6 | demonstrate effective interpersonal communication skills across a range of settings and activities (including use of interpreters, taking account of the strengths and limitations). | 8.3  8.4  8.5  8.8  8.9  8.12  8.13 |  |
| 10.7 | demonstrate effective reporting and recording skills across a range of settings and activities | 7.2  8.8  10.1  10.2  14.33 |  |
| 10.8 | demonstrate effective personal and professional management and organisational skills. | 1.2  12.9  13.7  14.6 |  |
| 10.9 | demonstrate effective management of professional relationships, contributing to and fostering collaborative working practices. | 8.13  9.2  9.7  11.2  13.3  13.8  14.63 |  |
| **Overall reflection and level of competency at this stage of training.**  In which area/s have you seen the most progress? On which area/s do you most want to focus in the coming year? Which area/s have you found the most challenging? | | | |

**Year 3 trainees should include in their work file their Year 1, Year 2 and Year 3 logs in order for their acquisition of competencies across the three years to be evidenced.**

**For Year 3 Only:** I confirm that I have met all the HCPC SOPS during the course of my 3 year training and that I have provided evidence of this.

Signed............................................................................  Date..........................................................