Sport & Exercise Psychology Accreditation Route
Candidate Handbook[1]

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1.0   The Sport and Exercise Psychology Accreditation Route

1.1   Introduction

The purpose of the BASES Sport and Exercise Psychology Accreditation Route (SEPAR) is to ensure that candidates acquire the knowledge, skills, and experience required to be eligible to apply for registration with the Health Care Professions Council (HCPC) as a Practitioner Psychologist.

1.2   Aims and Learning Outcomes

The overarching aim of the SEPAR is to ensure that practitioners can *work autonomously* and are *industry ready* in that they will be able to integrate effectively into a range of sport and/or exercise environments with a view to facilitate optimal involvement, performance, and/or enjoyment in sport and exercise as well as support the development of mental health and well-being in clients. To achieve this, upon completion of the SEPAR, candidates should be able to:

1. Demonstrate knowledge and a clear understanding of:
    a. underpinning principles of psychology;
    b. key principles of, and contemporary issues in, sport and exercise psychology; and,
    c. complementary areas to sport and exercise psychology;
2. Appreciate the diverse landscape of sport and exercise environments, as well as the social, cultural, and political factors that shape these environments;
3. Demonstrate and apply a range of skills required for the effective application of psychological principles and related methodologies in light of client needs;
4. Exhibit the critical thinking skills, creativity and reflexivity to lead an effective consultancy process;
5. Understand and apply research to engage in and evaluate evidence-based practice;
6. Utilise counselling skills to facilitate an effective practitioner-client relationship;
7. Understand and identify issues associated with mental health and well-being and consider the mental health literacy of clients;
8. Manage the self, and demonstrate a commitment to ongoing continual professional development;
9. Demonstrate the ability to work effectively in a range of sport and exercise environments with clients of different demographics;
10. Practice autonomously in a manner commensurate with the professional, ethical and safeguarding standards outlined by BASES and the HCPC.

Consequently, candidates on the SEPAR will be expected to attain the required level in the standards of proficiency (complementary to their practice [e.g., sport, exercise, or sport and exercise]) detailed in this document. These standards (competencies) have been drawn from comprehensive consultation of national and international organisations' certification requirements for practitioner psychologists, feedback from the Home Countries' Sports Institutes and national governing bodies of sport, and in specific consideration of the *standards of proficiency* and *standards of training* detailed by the HCPC:

http://www.hcpc-uk.org/publications/standards/index.asp?id=198
http://www.hpc-uk.org/aboutregistration/standards/sets/).

The combined synthesis of this material has afforded the development of a focused approach to the training and development of sport and exercise psychologists that may be considered as *gold standard* within the field.

2.0 Qualification Requirements and Guidance

To achieve the learning outcomes of the SEPAR, candidates are required to engage in a number of activities under the supervision of an approved SEPAR supervisor (who will also hold registration with the HCPC). The aim of these tasks will be to develop the knowledge, skills, self-development and management, and experience required to demonstrate the fulfilment of the standards of proficiency outlined in section 3.0 of this document. The SEPAR process can be managed in a number of different ways and so it is up to both the supervisor and candidate to develop an appropriate working alliance and plan of action in accord with the needs of the candidate to facilitate timely progress towards meeting the requirements of the SEPAR.

To complete the SEPAR process, irrespective to length of registration, candidates will be expected to:

1. Demonstrate and evidence the minimum required level of competence across the standards of proficiency framework;

2. Evidence engage in minimum of **3200** hours of activity (400 days equivalent):

   a. **Application / consulting** – **2700** hours consulting [900 hours of direct contact, 900 hours of planning, 900 hours of reflection];
   b. **CPD and supervisor-led activity – 275** hours;
   c. **Dissemination and citizenship – 225** hours of (e.g., teaching, research, observed practice, role play, promotion of the industry);

3. Be observed in practice (live or via video) by their supervisor for a minimum of 20 hours (with documented evidence of observations);

4. Complete an initial (3-month), mid-point, and final portfolio of evidence submission. Following the mid-point review the candidate and the review team will engage in a formal interview (e-meeting) to discuss candidate progress and developmental needs;

5. Produce three case studies, one at the mid-way submission point and two at the final submission point;

6. Be able to provide three references from clients who are able to offer insight into the candidate's practice (e.g., autonomy, ethical issues, effectiveness) and their suitability as an independent Sport and Exercise Psychologist;

7. To complete the following core workshops and CPD activities:
   a. Introduction to SEPAR webinar
   b. BASES Safeguarding workshop*
   c. BASES Ethics in Professional Practice workshop*
   d. BASES Reflective Practice workshop*
   e. BASES Case Study workshop*
   f. BASES Mental Health in Sport and Exercise units**
   g. BASES Counselling Skills Workshop***
   h. 2 additional BASES workshops

   *   to be completed prior to the mid-point competence profile submission
   **   to be completed within first 12 months of registration
   ***   to be completed within first 12-18 months of registration

Candidates on the APEC route should refer to the SEPAR APEC Handbook for specific requirements for points 3, 4, 5 and 7.

2.1   Portfolio Submissions

Candidates will complete an initial (3-month), mid-point, and final portfolio of evidence for review by two SEPAR reviewers who will be made known to the candidate and supervisor at the outset of the SEPAR process. The timing of these submissions should be agreed by the candidate, supervisor, and review team based on the candidate's needs and their aims for completion of the SEPAR; the candidate is expected to give an indication to their *preferred* registration time at the point of application. The purpose of the portfolio submission is to provide the reviewers with the opportunity to consider the evidence of the candidate's progress through the SEPAR process (e.g., achieving standards of proficiency). In all instances the completed *portfolio* is considered by the review team who assess the portfolio and provide feedback to the candidate and supervisor. In each case the candidate will receive written recommendation on how to progress.

2.1.1   Initial (3-month) Submission[2]

Having been admitted to the SEPAR, candidates are required to attend the SEPAR entry webinar prior to submitting their initial (3-month) competence documentation at the next available submission point. The initial (3-month) submission is for the candidate, supervisor and reviewers to agree 'where the candidate is' within the first 3 months of their SEPAR journey.

The initial (3-month) submission **must** include:

- A n initial (3-month) competence profile – with clear signposting to where evidence for the ratings can be found in the portfolio of evidence;
- A portfolio of evidence – to evidence the claimed ratings across the initial (3-month) competence profile (SEPAR report templates are available for the reporting of a number of activities and should be used as part of the evidence portfolio);
- A practice log, detailing any backdated hours of applied practice (even if zero activity)*
- A 'CPD and supervisor-activity' log (even if zero activity);
- A 'dissemination and citizenship' log (even if zero activity);
- A supervisor observation log (even if zero activity);
- A supervisor report form (see SEPAR templates - Reviewers cannot consider the portfolio until this report has been submitted).

*   *up to a maximum of 50 practice hours that have been conducted under supervision (the maximum of 50 hours does not apply to individuals registered for the APEC route who can be unlimited so long as appropriate evidence is provided)*

2.1.2   Mid-Point Submission

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[2] Applicants for APEC will complete the' Initial competence document' – see SEPAR APEC Handbook

At the halfway point (which will either be 12, 18, or 24 months depending on the length of registration) candidates are required to submit their mid-point competence documentation. The mid-point submission should document all necessary evidence to support the progress made across the ratings since the initial (3-month) submission, and outline the activities that for completion prior to the final submission. On receipt of the mid-point reviewer feedback, candidates will also have a mid-point review meeting with the review team to discuss their progress and remaining developmental needs.

The mid-point submission requires the same documents as the initial (3-month) submission, as well as:

- A cover letter to highlight the key areas of progress and development over the previous term as well as key goals for the upcoming term;
- 1 formal case study following the SEPAR Case Study (Mid-Point) Template;
- At least 1 formal Client Reference Template.

Guidance for candidates and their supervisor/s – the initial 6-9 month period

Whilst the SEPAR journey should not be prescriptive, a number of key professional, ethical and competence considerations warrant attention in the initial 6-9 month period of registration. Candidates will often enter the training route full of enthusiasm and with a drive to have an active involvement in a range of experiences. This is, of course, essential but needs balancing with an element of caution. The majority of candidates may have not long completed their MSc (or equivalent) qualification prior to commencing the SEPAR and have limited, if any, practical experience. Acknowledging this, the recommendation is for supervisors to work with candidates to develop a gradual and progressive introduction to the demands of applied practice relative to each candidate.

With the initial 3-month ratings in mind, it is essential that supervisors are aware of their candidates activity overall and regular engagement with them is key – this is also something for inclusion within the action plan to the mid-point submission. The initial 6-9 month period for many candidates will likely benefit from engagement in the following types of 'experience-based' activities:

- Knowledge development / CPD (across all competencies);
- Regular observation of supervisor and/or other practitioners/candidates/specialists;
- Development of case formulation and broader needs analysis skills using new or 'simulated case' intake information. Use of role-play with supervisor/s feedback and peer review to be considered as supporting activity to develop theoretical and conceptual awareness;
- Detailed review of 'mock cases' for understanding theoretical and conceptual underpinnings to intervention recommendations;
- Development/delivery of educational presentations/workshops across varying populations;
- Responding to ethical/professional challenges;
- Development of appropriate note taking;
- Knowledge of GDPR practices for storing notes;
- Improving confidence in the use of reflective practice.

2.1.3   Final Submission

After a minimum of two years (depending on registration period) candidates are required to submit their final competence documentation. The final submission should document all necessary evidence to support the progress made across the ratings since the mid-point submission, and also outline the activities to be completed post-SEPAR. If the review team is in agreement that the minimum level of competency has been achieved across all areas, then the candidate, following confirmation at the next SEPAR committee meeting, will be deemed as SEPAR completed and eligible to apply for registration with the HCPC.

The final submission requires similar documents as the initial (3-month) submission, as well as:

- A cover letter to highlight the key areas of progress and development over the previous term as well as key goals for their ongoing development post-SEPAR;
- 2 formal case studies following the SEPAR Case Study templates (Final and Client-Practitioner Relationship);
- At least 2 formal Client Reference Templates

Note:
Candidates must also be prepared to supply information required for an Update Check through DDC or be prepared to submit for a full DBS check at their own expense if the Update service was not activated once admitted to the SEPAR, or within the duration of the programme perhaps through another employment role.

3.0   Competence and Evidence

The SEPAR consists of standards of proficiency that have been separated into four categories of competencies covering: *knowledge*, *skills*, *self-development and management*, and *experience*. These represent Miller's (1990) prism of clinical competence (adapted by Mehey & Burns, 2012[3]) and support the learning outcomes of the programme in that candidates are expected to move from a position of *knowing* (where candidates know and understand the key concepts associated with sport and/or exercise psychology,) through to *doing* (where competence can be demonstrated and is integrated into practice).

Combined with the integrated core workshops, counselling course, and the BASES Mental Health in Sport and Exercise units, these competencies underpin the need for candidates to engage in safe and effective practice by upholding the HCPC Standards of conduct, performance and ethics and the standards of conduct and ethics detailed in the BASES Code of Conduct. Specific information relating to how each competency can be developed and evidenced is included in the sections below that introduce the four competency categories. However, candidates should consider using a range of activities and evidence that suits their own practice and approach to engaging in the SEPAR process (including the SEPAR report templates).

In addition to the SEPAR templates that can be used to record evidence of relevant activities, candidates may also wish to consider the following as evidence:

- D elivery preparation material (e.g., consultancy notes, presentation resources);
- Qualification/attendance certificates;
- Video evidence of practical service delivery (e.g., workshops, one-to-one consultancy);
- Evidence of service delivery;
- Reflective practice (e.g., audio recordings, journal entries);
- Client contracts;
- Role play / simulated practice;
- Client / peer / supervisor feedback;
- Needs analysis / case summary notes;
- Research (e.g., peer-reviewed manuscripts, professional practice articles);
- Evidence of podcast/vodcast/vlog type activities;
- Evidence of webinar / e.format delivery;
- Media engagement.

3.1   Accurately Rating the Level of Competence

Each competency will be rated on a 6-point Likert Scale (0-5) (unless specifically stated). The guidelines and descriptors for this scoring system are detailed for each competency category separately in Sections 3.2 to 3.5.

Unless otherwise stated, the minimum expected standard to pass through the SEPAR process in all competencies is a rating of 4

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[3] Mehay, R., & Burns, R. (2012). Assessment and competence. In R. Mehay (Ed.), *The Essential Handbook for GP Training and Education* (pp. 414-426). London: Radcliffe Publishing

It is accepted that evidence can be used against more than one competency rating

It is expected that candidates *strive* to achieve competency rating of 5 across the profile. Should candidates hit the minimum threshold prior to completing the SEPAR then they should endeavour, if and where appropriate, to develop that competency further by setting appropriate goals and actions plans to move the level of competency to a 5. Candidates are reminded that this programme requires the *demonstration of a commitment to ongoing continual professional development* and therefore should indicate how they intend to achieve this learning outcome in their portfolio submission cover letters.

Information regarding the review process and outcomes is in the SEPAR Qualification Handbook (section 2.7).

3.2   Knowledge

The competency themes for the *Knowledge* category, as well as the specific *knowledge-based competencies* and their related sub-topics are detailed in **Annex A**. Assessing the level of competence in these areas should be made based on the benchmark statements detailed in Tables 1 and 2.

For a practitioner to be effective, it is essential for them to evidence a comprehensive underpinning knowledge-base. Inevitably, candidates will enter the SEPAR with wide-ranging undergraduate educational experiences and knowledge from their courses (e.g., Sport and Exercise Science, Sport and Exercise Psychology, Psychology). When considering postgraduate experiences and knowledge development, there is some acceptance of a more 'standardised' approach although the structures, learning, teaching and assessment strategies, and focus of expertise within courses will often vary. As such, it cannot be assumed that the necessary 'knowledge' competence will have been achieved.

Given the more 'standardised' approach to the MSc level knowledge development for candidates, they will be able to claim a baseline competence rating of a 2 for the 'sport and/or exercise psychology' competencies (1.1, 1.2, 1.3 and 1.5). To meet the threshold competence levels in these areas, candidates will then be required to engage in ongoing personal study / development.

The competencies in 1.4 (Complimentary areas to sport and exercise psychology) have a different rating scale. Given that candidates will have had varied exposure to the disciplines outside of sport and exercise psychology (e.g., physiology, biomechanics, nutrition, physiotherapy/massage, performance analysis, performance lifestyle and, strength and conditioning) throughout their prior educational experiences, it is difficult to assume any consistent prior level of knowledge. Further, with candidates unlikely to work solely in isolation, it is essential for them to have, at least, a working knowledge of alternative sport and exercise science/medicine disciplines.

To confirm, the 'knowledge' category is for candidates to rate their competence regarding 'what they know' and 'how they understand key concepts'. Within this category, candidates are not required to detail how they use their knowledge in practice.

APEC candidates:
Given that APEC candidates will have extensive knowledge competence via the completion of prior relevant professional qualifications, it is accepted that they will be able to claim a rating of 4 across this category. However, when completing the **APEC Initial competence document**, APEC candidates and their supervisor, are requested to observe their professional 'honour

code' and note for action any competencies that may not be appropriate for a rating of a 4, and instead identify where further reflections / CPD / action is warranted. If this is the case, any documentation provided can, if deemed appropriate, cross-reference to more than one competency. With the SEPAR being a year-long supervision programme candidates should endeavour, where appropriate, to develop that competency further by setting appropriate goals and actions plans to move the level of competency to a 5.

Table 1. Guidelines for Knowledge Competency Benchmarks in:

- Sport and Exercise Psychology (1.1.1 – 1.1.6)
- Sport Psychology (1.2.1 – 1.2.4)
- Exercise Psychology (1.3.1 – 1.3.3)
- Issues in professional practice (1.5.1 – 1.5.3)

0	**N/A**
1	**N/A**
2	**Moderate coverage** – by virtue of having met the necessary entry criteria (successful completion of the mandatory underpinning psychology and MSc courses) it is assumed that moderate coverage of each competency will have been achieved*
3	**Detailed coverage** – it is accepted that the content (learning outcomes) of some modules on MSc courses will surpass the moderate coverage of competence. If ≥75% of a module addresses a specific competence area then a candidate can claim a 3 If a candidate is not able to claim a 3 from their MSc course, they will be required to engage in, for example, personal study / development (additional classes, workshops, relevant conference presentations, presentations evaluated by an appropriate peer, selected journal/book readings set by and discussed with supervisor) To claim the competence rating of 3, a minimum of 3 reflections (500-750 words) on their personal study / development for each area of competence should be submitted
4	**Thorough coverage** – this moves beyond the MSc knowledge where many areas may not have been covered within the taught component To claim the competence rating of 4, a minimum of a further 3 reflections (500-750 words) on their personal study / development for each area of competence (beyond the evidence submitted for a 3) should be submitted
5	**Full competence** – to achieve a rating of 5, candidates are required to evidence ongoing knowledge development Candidates should engage in recognised CPD courses that move beyond short workshop type events and continue to engage in similar activities to those outlined for a rating of 4 To claim the competence rating of 5, relevant CPD certification and a minimum of a further 3 reflections (500-750 words) on their personal study / development for each area of competence (beyond the evidence submitted for a 4) should be submitted **NOTE:** Candidates will be able to claim a rating of 5 for 1.5.3 following successful completion of the 3-day counselling course

*   There is no requirement for evidence of course transcripts to be submitted for a rating of 2

Table 2. Guidelines for Knowledge Competency Benchmarks in:

- Complimentary Areas to Sport & Exercise Psychology (1.4)

0	**N/A**
1	**Minimal coverage** – It is expected that candidates engage in, for example, personal study/development through selected journal/book readings set by and discussed with supervisor **AND** Interview an individual who fulfils a role that is complimentary to sport and exercise psychology to better understand their role, associated demands and to how they may supplement the work of a sport and exercise psychologist To claim the competence rating of 1, a minimum of 1 reflection (500-750 words) of a reading relating to a 'complimentary area to sport and exercise psychology' should be submitted along with 1 role analysis interview reflection (500-750 words)
2	**Limited coverage** – It is expected that candidates engage in, for example, personal study/development through selected journal/book readings set by and discussed with supervisor **AND** Interview individuals who fulfil roles that are complimentary to sport and exercise psychology to better understand their role, associated demands and to how they may supplement the work of a sport and exercise psychologist To claim the competence rating of 2, across the SEPAR journey a minimum of 2 reflections (500-750 words) of readings relating to a 'complimentary area to sport and exercise psychology' should be submitted along with 2 role analysis interview reflections (500-750 words)
3	**Moderate coverage** – It is expected that candidates engage in, for example, personal study/development through selected journal/book readings set by and discussed with supervisor **AND** Interview individuals who fulfil roles that are complimentary to sport and exercise psychology to better understand their role, associated demands and to how they may supplement the work of a sport and exercise psychologist To claim the competence rating of 3, across the SEPAR journey, a minimum of 3 reflections (500-750 words) of readings relating to a 'complimentary area to sport and exercise psychology' should be submitted along with 3 role analysis interview reflections (500-750 words)
4	**Thorough coverage** – It is expected that candidates engage in, for example, personal study/development through selected journal/book readings set by and discussed with supervisor **AND** Interview individuals who fulfil roles that are complimentary to sport and exercise psychology to better understand their role, associated demands and to how they may supplement the work of a sport and exercise psychologist To claim the competence rating of 4, across the SEPAR journey, a minimum of 4 reflections (500-750 words) of readings relating to a 'complimentary area to sport and exercise psychology' should be submitted along with 4 role analysis interview reflections (500-750 words)
5	**Full competence** – to achieve a rating of 5, candidates are required to evidence ongoing knowledge development. To claim the competence rating of 5, relevant CPD certification (e.g., workshop attendance) should be completed in addition to the requirements for the rating of a 4

Note: Candidates who have completed a BUES course are able to claim a rating of 2 on the initial (3 month) competence profile.

3.3   Skills

The competency themes for the *Skills* category, as well as the specific *skills-based competencies* and their related sub-topics are detailed in **Annex B**. Assessing the level of competence in these areas should be made based on the benchmark statements detailed in Table 3.

3.3.1   Communication and Presentation Skills

The competencies in this theme refer to *specialist and non-specialist audiences* that include:

- academics, other researchers, and/or consultants;
- communicating with students;
- communicating with athletes, coaches and sport science support staff;
- communicating with stakeholders (e.g., performance directors, parents);
- other sport audiences or exercisers and exercise related audiences (e.g., the public).;
- engagement with media (magazines, radio, newspapers, TV).

Candidates must demonstrate an awareness of how effective communication can be affected by culture, age, ethnicity, gender, religious beliefs, nationality, sexuality and socio-economic status. Thus, it is expected that candidates are able to demonstrate evidence of communicating in different formats across a range of audiences.

3.3.2   Needs Analysis

A starting phase for a consultant working with a new client is commonly referred to as *Sport Analysis* or *Needs Analysis*. This essentially means the understanding on the consultant's part of the performance-related demands of that particular sport or exercise context, and its psychological demands in particular. Candidates are required to show that they appreciate the specific psychological demands of the various contexts within which they work, the potential negative psychological responses, and ultimately the skills and strategies that may pertain most to developing positive psychological responses in the performer or participant.

In addition, candidates should be able to demonstrate the negotiation skills required to assess the needs of the request for support and make appropriate decisions about whether they are able to support the client (in line with the BASES Code of Conduct). For example, during the candidate's initial contacts with a client or organisation, developing a clear set of roles and responsibilities as a practitioner is important and should help the candidate to clarify their roles and responsibilities within a contract.

The core workshop on *Ethics in Professional Practice* will also contribute to the development of competence in this section.

3.3.3   Understanding and use of Research

Candidates are expected to access and make sense of the best available literature in the field and synthesise the information in attempts to develop the most appropriate interventions based on the needs of their clients. Engaging in *evidence-based practice* is a fundamental aspect of the competent practitioner and so candidates are required to develop and understand the evidence-base in the field and through *client needs*, *practitioner expertise*, and *relevant research* underpinned their work.

3.3.4   Intervention Design and Consultancy Skills

Candidates are expected to develop a number of skills related to successful client intake, relationship building, needs analysis, intervention design and implementation and practice evaluation. It is important that candidates can demonstrate these competencies across a range of consultancy contexts (e.g., one-to-one work, group-based work, educational settings) and with different client groups (e.g., male/female athletes, junior/senior athletes, team/individual sport and disabled athletes). Inherent to the development of such consultancy skills are those associated with counselling skills.

The core workshop on *Counselling Skills* will also contribute to the development of competence in this section.

3.3.5 Evaluation in Professional Practice

The systems of monitoring and evaluation of applied work are key elements of the individual and team/group intervention process, particularly if the work is long-term and progressive. Practitioners need to be aware of the effects of their work and to monitor changes as their work takes its course. In addition, the evaluation of work by key stakeholders (e.g., client, coach, parents) is important both during and at the end of a performance phase or period of consultation. Within the exercise context this may involve physical activity/ fitness assessments, assessment of behavioural change, use of validated physical activity recall questionnaires, and objective PA measurement techniques (devices).

The candidate / supervisor team needs to ensure this competency develops through experience of individual and group case work. Ideally, the candidate should become proficient in applying single-case design methods to their consultations. Single case design systems allow changes (i.e., cognitive, behavioural, social or otherwise) to be monitored closely over time and build in the importance of validation/evaluation from the client and significant others. Further, candidates may use a variety of qualitative and quantitative methods to monitor and evaluate the effectiveness of intervention and case work, as well as a range of consultancy skills (e.g., observation of client behaviours, interview skills).

The core workshop on *Case Study Development* will also contribute to the development of competence in this section.

APEC candidates:
Given that APEC candidates will have extensive skills competence via the completion of prior relevant professional qualifications, it is accepted that they will be able to claim a rating of 4 across this category. However, when completing the **APEC Initial competence document**, APEC candidates and their supervisor, are requested to observe their professional 'honour code' and note for action any competencies that may not be appropriate for a rating of a 4, and instead identify where further reflections / CPD / action is warranted. If this is the case, any documentation provided can, if deemed appropriate, cross-reference to more than one competency. With the SEPAR being a year-long supervision programme candidates should endeavour, where appropriate, to develop that competency further by setting appropriate goals and actions plans to move the level of competency to a 5.

Table 3. Guidelines for Skills Competency Benchmarks:

0	**No coverage**
1	**Minimal coverage** of competency development with evidence of application across two relevant contexts
2	**Limited coverage** of competency development with evidence of application across four relevant contexts
3	**Moderate coverage** of competency development with evidence of application across six relevant contexts **A rating of 3 can only be claimed once the mid-point case study has been submitted**
4	**Thorough coverage** of competency development with evidence of application across eight relevant contexts **A rating of 4 can only be claimed once the final case studies have been submitted**
5	**Full competence** demonstrated through extensive experience with evidence of application across ten relevant contexts in addition to the completion of both final case studies

3.4 Self-Development and Management

The competency themes for the *Self-Development and Management* category, as well as the specific *self-development and management-based competencies* and their related sub-topics are detailed in **Annex C**. Assessing the level of competence in these areas should be made based on the benchmark statements detailed in Table 4.

The core workshops on *Safeguarding*, *Ethics in Professional Practice*, *Reflective Practice* and *Counselling Skills* will significantly contribute to the development of competence across this category and candidates are encouraged to use workshop reflections as examples of evidence.

3.4.1 Defining a Personal Approach to Sport & Exercise Psychology

The fundamental importance of professional philosophy in shaping all aspects of applied work and its multi-layered structure (i.e., personal core beliefs and values, theoretical paradigm, models of practice and the consultant roles, intervention goals, and intervention techniques) is a key facet of the SEPAR. Candidates are expected to demonstrate an understanding and application of their professional practice philosophy as well as how this develops over the SEPAR. This should be evidenced through the SEPAR Professional Philosophy Report Templates. It is expected that candidates seek to gain congruence between their values, theoretical paradigm and their behaviours, especially when working in the different contexts in which they may find themselves (e.g., working as part of an NGB, working in private practice). Linked to this, and in line with the BASES and HCPC codes of conduct, as well as those from other relevant bodies (e.g., AASP), candidates must demonstrate an understanding of the legal and ethical boundaries of the profession and of their practice. As part of this, candidates are advised to develop and evidence a suitable referral network to facilitate the timely and appropriate referral of clients with whom the candidate is unable to support.

NOTE - competency 3.1.1 "*state and justify their own philosophical approach to practice*" is the only competency in this category not to use the benchmark statements detailed in Table 4.

Instead, this competency is met through the production of 3 x 500-word reflections on the candidate's philosophy using the designated SEPAR Professional Philosophy Report Template.

The competency is **not rated on a scale of 0-5** but instead the candidate needs to indicate completion of a reflections template at the initial (3 month)-, mid-, and final submission points. Candidates must provide a reflection and statement regarding their practice philosophy, how this might influence practice, and how they plan to ensure congruence between philosophy and behaviour. This approach allows candidates to demonstrate the evolution of their practice philosophy across the SEPAR period and thus detail their personal and professional development.

3.4.2 Development of Own Practice

A significant aspect of the SEPAR focuses on helping candidates to develop the autonomy and independence required to move into professional practice upon completion of the programme. Key to this is the development is the requirement for candidates to demonstrate a critical understanding of themselves, their practice and their ongoing training needs. For instance, the ongoing reflection and evaluation of work by the candidate him/herself and a relevant peer (e.g., supervisor), is viewed as an essential element of practitioner training. Candidates are expected to employ appropriate reflective techniques as an ongoing process throughout SEPAR, and it is expected that they will use different approaches to reflective practice to consider the development of many aspects of the overall competency profile. To facilitate this, several reflective practice models are provided through the SEPAR templates to be used at the

candidate's/supervisor's discretion. There are other approaches that can also be considered to enable candidates to be creative with their reflective practices to suit their learning and development needs.

3.4.3 Ensuring Professional Compliance and Duty of Care

The knowledge and understanding of ethics in sport and exercise psychology is tested by the application of ethical principles when a certain situation or dilemma arises. Consequently, the candidate is expected to log and reflect upon those instances where knowledge of ethical principles is applied directly to work and practice.

Examples of the in-vivo 'ethical tests' that candidates may face include:
- when an issue presents and the candidate feels that it is outside of their competence and needs to make a referral.
- when contacted by the press to give an insight into why a certain professional celebrity 'choked' in a match or is working on weight loss issues;
- approaches to confidentiality when pressured by a coach;
- choosing not to socialise with the team;
- maintaining lack of involvement in team selection;
- being aware of the appropriate course of action if a personal relationship develops are additional.

Protection of the public is also of paramount importance for sport and exercise psychologists. During the SEPAR process candidates must ensure that they are aware of health and safety regulations, child protection policies, and equity issues ensuring that the people with whom they work are treated with care and consideration.

In addition, candidates are expected to know, understand and reflect upon the BASES and HCPC codes of conduct, as well as those from other relevant bodies (e.g., AASP). Indeed, candidates must demonstrate that they have been compliant with these codes through different forms of evidence (e.g., client feedback, reflective practice, case studies, case formulations, core workshop attendance or CPD).

3.4.4 Management of Resources, Risks, Self and Others

As part of the SEPAR process, candidates are expected to be able to effectively manage the resources (e.g., physical, mechanical, human) at their disposal in attempts to ensure an effective service (e.g., one that achieves its goals). As part of this, they are expected to consider the wider benefits of the services they offer (e.g., client well-being, personal well-being) and ensure that the potential risks (e.g., negative impact of interventions, client conflict, safety when lone working) are appropriately managed.

As a way of evidencing these things, candidates are expected to provide evidence of case conceptualisations and concept mapping to detail bespoke intervention design based on the needs of the client and how appropriate outcomes were achieved in recognition of the resources available.

APEC candidates:
Given that APEC candidates will have extensive self-development and management competence via the completion of prior relevant professional qualifications, it is accepted that they will be able to claim a rating of 4 across this category. However, when completing the **APEC Initial competence document**, APEC candidates and their supervisor, are requested to observe their professional 'honour code' and note for action any competencies that may not be appropriate for a rating of a 4, and instead identify where further reflections / CPD / action is warranted. If this is the case, any documentation provided can, if deemed appropriate, cross reference to more than one competency. With the SEPAR being a year-long supervision

programme candidates should endeavour, where appropriate, to develop that competency further by setting appropriate goals and actions plans to move the level of competency to a 5.

Table 4. Guidelines for Self-Development and Management Category Benchmarks

0	**No coverage**
1	**Minimal coverage** of competency development with evidence of application within two applied sport and/or exercise contexts **For the following, a rating of 1 can only be claimed if at least 1 source of evidence:** 3.3.1 – relates to reflections on data protection issues 3.3.2 – refers to issues associated with duty of care (to self or others) 3.3.4 – considers ethical and moral issues (either reflections or responses to what-ifs) 3.4.2 – shows completion of 2 risk assessments for ensuring safe lone working
2	**Limited coverage** of competency development with evidence of application across four applied sport and/or exercise contexts **For the following, a rating of 2 can only be claimed if at least 2 sources of evidence:** 3.3.1 – relate to reflections on data protection issues 3.3.2 – refer to issues associated with duty of care (to self or others) 3.3.4 – consider ethical and moral issues (either reflections or responses to what-ifs) 3.4.2 – show completion of 2 risk assessments for ensuring safe lone working
3	**Moderate coverage** of competency development with evidence of application across six applied sport and/or exercise contexts **For the following, a rating of 3 can only be claimed if at least 3 sources of evidence:** 3.3.1 – relate to reflections on data protection issues 3.3.2 – refer to issues associated with duty of care (to self or others) 3.3.4 – consider ethical and moral issues (either reflections or responses to what-ifs) 3.4.2 – show completion of 2 risk assessments for ensuring safe lone working
4	**Thorough coverage** of competency development with evidence of application across eight applied sport and/or exercise contexts **For the following, a rating of 4 can only be claimed if at least 4 sources of evidence:** 3.3.1 – relate to reflections on data protection issues 3.3.2 – refer to issues associated with duty of care (to self or others) 3.3.4 – consider ethical and moral issues (either reflections or responses to what-ifs) 3.4.2 – show completion of 2 risk assessments for ensuring safe lone working
5	**Full competence** demonstrated through extensive experience with evidence of application across ten relevant contexts in addition to the evidence requirements for a rating of 4

3.5   Experience

The competency themes for the *Experience* category, as well as the specific *experience competencies* and their related sub-topics are detailed in **Annex D**. Assessing the level of competence in these areas should be made based on the benchmark statements detailed in Table 5 – this is only for 4.1.1. A range of *considerations for experience* have been included for each competency in Table 6 to provide the candidate with the level and breadth of experiences they are required to develop across the course of the SEPAR.

Importantly, competency 4.1.1 "*Competitive/practical experience as a sport performer and/or exercise participant/exercise contexts*" is the only competency in this category not to use the full 0-5 rating scale (see Table 5); instead, a 0-3 rating scale is used.

Developing skills and experience in a range of sports or exercise contexts (e.g., active, sedentary, medical conditions, and age groups), is important to the SEPAR. It is a process for developing *sport and exercise psychologists* as opposed to *sport-specific psychologists*, or *exercise psychologists* with experience of only one sample population.

Throughout the SEPAR process it is essential that the candidate gains experience of working with a range of populations throughout the training experience. One of the categories of experiences that the SEPAR expects the candidate to develop is that of working within a sport science / sports medicine or health and exercise support team. Emerging roles for a sport psychology or exercise psychology consultant not only include working *through* the coach / health care professional, but also *with* the coach / health care professional. In addition, support staff in the allied professions are not immune to needing psychological support at times.

Working in an integrated fashion with other sport / exercise, science / medical personnel (e.g., fitness coach / dietician / physiotherapist) can ensure a more interdisciplinary service for the individual, particularly with respect to lifestyle management, goal setting plans and rehabilitation programmes. By encouraging such diverse experiences within sport and/or exercise, it is hoped that the following will be achieved:

(a) appreciation to the diverse landscape of sport and exercise environments, as well as the social, cultural, and political factors that shape these environments; and

(b) demonstration of an ability to work in a range of sport and exercise environments with clients of different demographics. Thus, the programme encourages the development of well-rounded practitioners who are able to integrate and work successfully into sport and/or exercise environments.

APEC candidates:
Given that APEC candidates will have extensive experience related competence via the completion of prior relevant professional qualifications, it is accepted that they may well be able to claim a rating of 4 for some of the competence across this category at the point of completing the initial (3-month) competence profile. As such, the number of 'claimed' hours can be unlimited at the point of entry, so long as they can be substantiated by 'supervisor confirmation' and by having received appropriate supervision from a suitably qualified supervisor (e.g., from an individual on the HCPC register or equivalent). Further, and as a note of caution, although the hours in Table 6 equate to 440, the note underneath details that whilst a rating of 4 is seemingly achieved, to fully achieve the HCPC requirements for the SEPAR, there would need to be evidence of the full hour count (minimum of 3200) recorded in the appropriate log templates.

Table 5. Guidelines for Experience Category Benchmarks – 4.1.1

0	**No, or minimal competitive/practical experience** as a sport performer and/or exercise participant/exercise contexts
1	**Limited coverage** - Some experience of competitive sport, but less than 1 year of experience of regular, structured sport participation, or less than 1 years of regular exercise participation
2	**Sufficient coverage** - Some experience of competing at a range of sports, or in one sport/activity for over at least 2 years, or at least 2 years of regular exercise participation
3	**Full coverage** - Experience of competing at a range of sports, or in one sport/activity for over at least 3 years, or at least 3 years of regular exercise participation

Table 6: Guidelines for Experience Category Benchmarks – Practitioner Experiences*

	Competency	Competency Rating					
		0	**1**	**2**	**3**	**4**	**5**
4.1.2	Experience of insights into stakeholder (e.g., parents, family members, sponsors) demands	0 hours	10 hours of experience	20 hours of experience	30 hours of experience	40 hours of experience	Over 40 hours of experience
4.2.1	Experience of working with practitioners in the disciplines of sport science and/or allied health professions (e.g., doctors; nutritionists)	0 hours	10 hours of experience	20 hours of experience	30 hours of experience	40 hours of experience	Over 40 hours of experience
4.2.2	Experience of working as part of a multidisciplinary team to support athletes	0 hours	10 hours of experience	20 hours of experience	30 hours of experience	40 hours of experience	Over 40 hours of experience
4.2.3	Experience of coaching, team leader and/or management roles	0 hours	10 hours of experience	20 hours of experience	30 hours of experience	40 hours of experience	Over 40 hours of experience
4.3.1	Experience of working as a practitioner with a range of sport and/or exercise types	No client work	Work with one team/group or one individual sport	Work with one team/group and one individual sports	Work with two sports in one setting and one in the other	Work with three sports in one setting and two in the other	Work with four sports in one setting and three in the other
4.3.2	Experience of working as a practitioner with a range of age groups, genders, and special populations	No client work	Work across junior or senior athletes or one gender of client	Work across junior and senior athletes or different genders of client.	Work across both junior and senior athletes and different genders of client.	Work across both junior and senior athletes and different genders of client plus one special population	As previous, plus work with another special population.
4.3.3	Experience of working as a practitioner with clients on a one-to-one basis	0 hours	30 hours of direct contact	60 hours of direct contact	90 hours of direct contact	120 hours of direct contact	Over 120 hours of direct contact
4.3.4	Experience of working as a practitioner with clients in group and/or team settings	0 hours	30 hours of direct contact	60 hours of direct contact	90 hours of direct contact	120 hours of direct contact	Over 120 hours of direct contact
4.3.5	Integrated sport or exercise psychology support to coaches and/or exercise leaders	0 hours	10 hours of experience	20 hours of experience	30 hours of experience	40 hours of experience	Over 40 hours of experience

*The hours marked in the table are 'direct contact' hours

Note: Candidates must achieve 2700 hours consulting hours (900 hours of direct contact, 900 hours of planning, and 900 hours of reflection). To achieve a competency rating of 4 in all competencies, it is expected that candidates seek to achieve more than the minimum required hours in one or more of the competencies to achieve the minimum amount of consulting hours.

Annex A: Knowledge Competencies

1. KNOWLEDGE (17 competencies)			
Theme		**Competency (Candidates should know and understand the key concepts associated with the scientific knowledge base in …)**	**Sub-Topics for Consideration**
Sport & Exercise Psychology	1.1.1	The Nature of Sport and Exercise Psychology	**Related topics include:** History of sport and exercise psychology, understanding and using sport and exercise psychology, understanding of sport and exercise psychology governance (BASES/FEPSAC/BPS/AASP), the relationship between sport and exercise psychology and other sport science disciplines.
	1.1.2	Motivation, Confidence and Participation for Sport, Physical Activity and Exercise	**Related topics include:** Achievement goal theory (including motivational climate), competence motivation theory, self-determination theory (intrinsic/ extrinsic motivation), constructs of control, attribution theory, and self-efficacy theory, the Sport Commitment model, and burnout in sport.
	1.1.3	Group and Team Based Theories	**Related topics include:** Group dynamics; group structure, group cohesion, group productivity, leadership in sport and exercise groups, social loafing, group identity, social identity theory, role clarity/ ambiguity, role overload, collective efficacy, cliques, social support, collaborative coping.
	1.1.4	Gender, Diversity and Cultural Competence	**Related topics include:** Cultural context of sport and exercise, athlete lifespan, gender, race, ethnicity, socio-economic status, sexuality, scholarship in sport and exercise psychology.
	1.1.5	Contemporary Topics in Sport and Exercise Psychology*	**Related topics include:** Mental toughness, resilience, grit, performance psychology, developing life skills, psycho-social factors and talent identification, impression formation and body-language; self-presentation and impression motivation, expectancy effects, using sport and/or exercise psychology in varying occupational domains (e.g., military, arts, business), music and video interventions, Personality-Trait-Like Individual Differences (e.g., perfectionism, optimism, narcissism, trait emotional intelligence), career transitions, psychological contracts, performance thriving, growth, sedentary behaviour, high-intensity interval exercise.
	1.1.6	Mental Health	**Related topics include:** The role of physical activity in the promotion of good mental health and wellbeing (self-esteem, affect, stress, cognitive function, enjoyment, quality of life), prevention and treatment of poor mental health (anxiety, depression, substance abuse, schizophrenia and other mental illnesses), mechanisms by which physical activity influences mental health, understanding referral points and roles of critical others as a sport and exercise psychologist, mental health literacy, theories of psychopathology and aetiology of mental disorders, Green space/Blue space exercise and mental health.
Sport Psychology (Sport and Sport & Exercise Psychologists Only)	1.2.1	Performance Enhancement	**Related topics include:** Stress and the stress process in sport, arousal and anxiety theories including the notion of directional interpretations, stress management and stress inoculation, concentration and attentional style, emotional regulation, goal setting, imagery, self-talk, relaxation, self-confidence, coping (adaptive and maladaptive strategies), distraction theories and choking, emotional contagion and labour, using metaphors, Acceptance-Commitment Therapy (ACT), Rational-Emotive-Behaviour Therapy (REBT), Nudge theory, motivational interviewing.
	1.2.2	Psychomotor Learning and Sport Performance	**Related topics include:** Cognitive and perceptual processes (e.g., information processing, memory, attention, anticipation, visual perception and motor action), motor learning theories and skill acquisition factors (e.g., schema theory of motor learning, specificity and variability of learning, movement skills, stages of skill development, skill acquisition strategies, practice), developmental factors influencing motor control and learning, motor control, dynamical systems, expert/novice difference and expertise.
	1.2.3	Understanding of Special Issues in Sport Psychology	**Related topics include:** Injury and rehabilitation, career transitions, working with athletes and carers of athletes who have physical and mental disabilities, working with young and adolescent individuals, youth sport and sport parenting, gender issues in sports, working with elite athletes, working with officials.

	1.2.4	Coaching Psychology	**Related topics include:** Coaching pedagogy, coaching behaviour, the role of the coach and coach-athlete relationships, leadership and coaching styles, understanding coaching environments, enhancing coach performance, working 'through' coaches, coach efficacy and competence, coach and athlete expectations, working with coach-athlete relationships.
Exercise Psychology (Exercise and Sport & Exercise Psychologists Only)	1.3.1	Epidemiology of Physical Activity and Health	**Related areas include:** The evidence for the current physical activity recommendations, prevalence of physical inactivity in a local, regional, national and international context, public health policy and practice, behavioural epidemiology framework, energy expenditure continuum, measurement of physical activity/sedentary behaviour the epidemiological relationship between physical activity and mental health
	1.3.2	Physical Activity Promotion Strategies	**Related topics include:** Models of behaviour change (e.g., trans theoretical model, social-cognitive models, theory of planned behaviour, HAPA, COM-B, dual process theories), PA determinants (e.g., correlates, barriers, social ecological model), measurement of psychological/wellbeing outcomes, designing and evaluating effective interventions for increasing physical activity using appropriate frameworks (e.g., behaviour change wheel, logic models), influencing PA promotion strategies in different settings (e.g., schools & higher education, workplace, GP referral schemes, communities, NHS), motivational interviewing
	1.3.3	Special Populations in Physical Activity and Exercise	**Related topics include:** Gender issues in physical activity and exercise, clinical populations (e.g., cancer, depression, HIV, obesity, osteoporosis, diabetes, pregnancy), older adults, children and young people, low socio-economic status groups, families, ethnic and underrepresented groups, disabled people, disordered eating, body dysmporhia, exercise dependence.
Complimentary Areas to Sport & Exercise Psychology	1.4.1	The Sport Sciences and Allied Professions	Sport and exercise psychologists are expected to be cognisant of disciplines outside of sport and exercise psychology. These may include generic areas such as physiology, biomechanics, sociology, coaching, nutrition, physiotherapy/massage, performance analysis, performance lifestyle and, strength and conditioning that cover knowledge areas associated with, for example: planning and periodisation of training; physiological bases of sports/performance/participation (e.g., preparation, and recovery); injury and rehabilitation; neuropsychology of performance; performance psychophysiology.
Issues in Professional Practice	1.5.1	Current Issues in the Professional Practice of Sport & Exercise Psychology*	**Related topics include:** Societal perceptions of sport and exercise psychologists, use of titles, barriers to entry, requirements for private practice (including requisite insurance, tax and business affairs), client/consultant contracts, reporting poor practice/whistleblowing, working with the media and management of social media, working ethically, set-up and management of a business.
	1.5.2	Frameworks for Applied Sport & Exercise Psychology	Related topics include: Psychodynamic, behavioural, cognitive, humanistic, ecological systems.
	1.5.3	Approaches to Counselling	Candidates should gain a knowledge and critical appreciation of counselling approaches as well as experience of counselling in a sporting or exercise/ health context', related topics include: psychodynamic approaches and the role of defence mechanisms; the humanistic school of counselling (e.g., client-centred therapy, self-actualisation and peak experiences, transactional analysis); learning approaches (e.g., operant and classical conditioning, behaviour modification, social learning); and cognitive therapies (e.g., rational-emotive behaviour therapy, personal construct theory and repertory grids, unhelpful thinking patterns and motivational interviewing).

*The indicative content of these competencies will be updated every 5 years to ensure that the programme attends to the most up-to-date theoretical and practical knowledge base.

Annex B: Skill Competencies

2. SKILLS (23 competencies)			
Theme		**Competency (Candidates should be able to …)**	**Comments and Related Areas**
Communication and Presentation Skills	2.1.1	Demonstrate the ability to communicate effectively using verbal and non-verbal approaches with specialist and non-specialist audiences via presentations	**Related areas include:** Presenting at conferences, presentations to athletes, coaches, parents/carers, funding bodies/panels; ability to use PowerPoint/visual graphics effectively in presentations. Candidates should also be able to select, move between and use appropriate forms of verbal and non-verbal communication.
	2.1.2	Demonstrate the ability to communicate effectively using verbal and non-verbal approaches with specialist and non-specialist audiences via verbal reports	**Related areas include:** Providing verbal reports to athletes, parents/carers, coaches, funding bodies/organisational leads. Candidates should also be able to select, move between and use appropriate forms of verbal and non-verbal communication.
	2.1.3	Demonstrate the ability to communicate effectively with specialist and non-specialist audiences via written reports	**Related areas include:** Providing written reports to athletes, parents/carers, coaches, funding bodies/organisational leads.
	2.1.4	Demonstrate the ability to communicate effectively using verbal and non-verbal approaches with specialist and non-specialist audiences via creative/non-standard methods	**Related areas include:** infographics, video graphics, recorded video clips, webinars, online training modules, Braille, English as second language, Makaton or British Sign Language
Needs Analysis	2.2.1	Assess the performance-related demands of the particular sport or exercise context	Candidates should demonstrate the ability to conduct appropriate and accurate needs analyses of the demands of different sporting and exercise contexts.
	2.2.2	Assess organisational structure to inform evaluation	**Candidates should consider:** culture, nature of evaluation, expectation, time, nature of interaction, number of participants, ambient variables/ environmental conditions that may influence the psychological demands/intervention design/delivery of services
	2.2.3	Understand the requirements of team member audits/intake interviews	**Candidates should consider:** the use of effective questioning and interpersonal skills; In-depth team profiling (i.e., repertory grid techniques, performance profiling); Behavioural observations (e.g., communication skills) in training and competition or exercise contexts; Video analysis; Psychological questionnaires/ inventories; Relevant competition statistics or other objective scores/ measures relevant in the exercise context; Third party observations and feedback (i.e., interview information from coach, parent, partner, peer) Informal chats / observations of group behaviour.
	2.2.4	Identify clients' expectations, needs and requirements in order to appropriately negotiate the priorities of the client	Candidates should consider using a range of approaches to gain a thorough understanding of client needs and expectations that then inform intervention design. In addition, candidates should be able to demonstrate the negotiation skills required to assess the needs of the request for support and make appropriate decisions about whether they are able to support the client.
Understanding and use of Research	2.3.1	Justify decisions made for consultancy from that of a research informed practice position through case formulation	Candidates must demonstrate appropriate engagement in research-informed, evidence-based practice. In addition, candidates should demonstrate the application of key concepts of sport and/or exercise psychology to achieve client outcomes, as well as appropriate management of ethical issues (e.g., gaining informed consent and assent).
	2.3.2	Offer a research overview to	Candidates must demonstrate appropriate engagement in research-informed, evidence-based practice.

		client/athlete/coach/parent in an appropriate format to justify practice	
Intervention Design	2.4.1	Select appropriate interventions based on needs analysis outcomes or intervention	Candidates should consider a range of interventions, such as: psychological skills training, REBT, CBT, ACT, MCT, motivational interviewing, managing a particular career transition and/or injury, counselling, developing a periodised psych plan and how particular interventions fit into a macro level of planning and delivery.
Consultancy Skills	2.5.1	Discuss and explain the rationale for, the use of sport and exercise science interventions	Candidates should be able to demonstrate an understanding of how to adapt explanations delivered to clients/athletes, allied practitioners, parents/carer, coaches and other stakeholders.
	2.5.2	Negotiate roles and responsibilities in relation to client and/or stakeholder needs	Candidates should be able to demonstrate an understanding of, and ability to negotiate their roles within the boundaries of their ethical and moral practice, as well as within the framework of their practice philosophies.
	2.5.3	Recognise the need to use interpersonal skills to encourage active participation of service users in consultancy sessions	**Related areas include:** setting awareness, active listening, motivating participants, use of resources, awareness of client preferences
	2.5.4	Apply technical frameworks in action in order to achieve agreed client outcomes	**Related areas include:** Psychodynamic, behavioural, cognitive, humanistic, ecological systems.
	2.5.5	Work effectively with other professionals, support staff and others (e.g., medical team) as part of a multidisciplinary team	Candidates are expected to apply themselves in multidisciplinary teams supporting the performance development of athletes and/or teams.
	2.5.6	Build and sustain relationships with a range of clients and stakeholders	Candidates should demonstrate the ability to develop and sustain relationships with clients, stakeholders, and colleagues.
	2.5.7	Use counselling skills to optimise the consultancy process	Candidates should consider active listening, reflection, mirroring, and motivational interviewing.
	2.5.8	Demonstrate a logical and systematic approach to problem solving	Candidates should consider their professional judgement and decision making and be able to provide evidence of their approach to problem solving through appropriate evaluation.
Evaluation in Professional Practice	2.6.1	Understand requisite elements to offer a single case design/single case study	Candidates are expected to provide evidence of case conceptualisations and concept mapping to detail bespoke intervention design based on the needs of the client.
	2.6.2	Select elements of evaluating intervention effectiveness appropriate to the agreed outcomes	**Candidates should consider:** across baseline, within intervention, conclusion and follow up; related areas could include, stages of change, objective methods, psychometrics, and parent/coach evaluation. In addition, candidates should demonstrate the ability to conduct unstructured to structured behavioural observations of the client in different contexts (e.g., training, competition) to assess whether they are able to integrate the support offered into practice (e.g., is the support having an impact?).
	2.6.3	Select and assess elements of consultant effectiveness appropriate to the role, consultancy expectations and service deliverables	**Related areas include:** assessment of consultant skills and qualities, quality of delivery.
	2.6.4	Demonstrate the need for ongoing monitoring and evaluation in order to revise intervention plans where necessary	Candidates are expected to utilise and explore the benefits of a range of evaluation approaches (e.g., engagement metrics, client feedback forms, reflective practice, performance measures, psychometric measures, feedback) to assess the effectiveness of their work and to strive to improve their effectiveness.

Annex C: Self-Development and Management Competencies

3. SELF-DEVELOPMENT AND MANAGEMENT (15 competencies)			
Theme		**Competency (Candidates should be able to …)**	**Comments and Related Areas**
Defining a Personal Approach to Sport and Exercise Psychology activities	3.1.1	State and justify their own philosophical approach to practice	Candidates should be able to make a clear statement about their philosophical approach to applied sport and exercise psychology that goes beyond a statement of their technical model for support (e.g., CBT), as well as their values and beliefs about sport and/or exercise. Candidates should also demonstrate an understanding of how this changes over time and how it impacts upon practice.
	3.1.2	Demonstrate an appreciation of the different contexts in which they may function (e.g. Sport vs. Exercise; Insider [NGB] vs. Outsider [Private Practice])	Candidates are expected to demonstrate an understanding of the variability in their roles and responsibilities given the context in which they are working, as well as the nature and expectations of these different roles.
	3.1.3	Know the limits of their own practice and when to seek advice or refer to another professional	**Related areas include:** BASES code of conduct, HCPC standards of proficiency, HCPC Standards of Conduct, Performance and Ethics, AASP Ethical Principles and Standards, the process of referral, developing and evidencing an appropriate referral network.
	3.1.4	Be able to practice within the legal and ethical boundaries of their profession	**Related areas include:** BASES code of conduct, HCPC standards of proficiency, HCPC Standards of Conduct, Performance and Ethics, AASP Ethical Principles and Standards.
Development of Own Practice	3.2.1	Analyse their own strengths and weaknesses and identify areas for personal development	Candidates should demonstrate the ability to engage in personal needs analysis and goal setting for their own personal and professional development. Related areas include: performance profiling, gap analysis (BASES SEPAR competency profile), goal setting, goal striving (action planning), and SWOT analysis.
	3.2.2	Understand the value of reflection on practice and evidence engagement in the process	Candidates are expected to reflect on their practice in a systematic and formal manner throughout the SE process. Evidence of engagement is required, which can be provided via a number of routes, such as: written reflection, journaling, video/audio reflection, documented reflective conversations, documented group reflection, blogs.
	3.2.3	Demonstrate a commitment to, and engagement with, professional development through continuing advancement of own knowledge, understanding and competence	Candidates are expected to complete a range of formal and informal CPD activities. Formal CPD includes: 6 core BASES SEPAR workshops and 2 optional workshops. Informal CPD may involve the candidate participating in a professional development group. In addition, candidates should appropriately map a plan of action for the development of the competencies required by the SEPAR.
Ensuring Professional Compliance and Duty of Care	3.3.1	Maintain records appropriately and in line with data protection requirements	**Related areas include:** Data Protection Act 1998, 2018, BASES code of conduct, HCPC standards of proficiency, HCPC Standards of Conduct, Performance and Ethics, AASP Ethical Principles and Standards, and may include business management (e.g., tax, maintenance of website, legal systems marketing and associated paperwork)
	3.3.2	Promote and implement robust policies and protocols relating to health, wellbeing, safety and security of themselves and their clients	**Related areas include:** candidates use of own coping strategies, managing emotional labour, reflective practice, candidate use of social support, managing and implementing the BASES and HCPC codes of conduct, implementing ethical and moral standards in practice.
	3.3.3	Promote and ensure compliance with all relevant regulatory requirements and quality standards	**Related areas include:** BASES code of conduct, HCPC standards of proficiency, HCPC Standards of Conduct, Performance and Ethics, AASP Ethical Principles and Standards.

	3.3.4	Demonstrate an understanding and compliance with relevant codes of conduct (e.g., BASES, HCPC) to ensure ethical and safeguarding principles are applied in practice	**Related areas include:** BASES code of conduct, HCPC standards of proficiency, HCPC Standards of Conduct, Performance and Ethics, AASP Ethical Principles and Standards.
	3.3.5	Understand the principles of duty of care, professional standards, quality control and quality assurance	**Related areas include:** BASES code of conduct, HCPC standards of proficiency, HCPC Standards of Conduct, Performance and Ethics, AASP Ethical Principles and Standards.
Management of resources, risks, self and others	3.4.1	Demonstrate the achievement of desired outcomes with the effective management of resources and risks	Candidates are expected to provide evidence of case conceptualisations and concept mapping to detail bespoke intervention design based on the needs of the client and how appropriate outcomes were achieved in recognition of the resources available.
	3.4.2	Effectively manage resources and risks to ensure the wellbeing of self and others	**Related areas include:** candidates use of own coping strategies, managing emotional labour, reflective practice, candidate use of social support, managing and implementing the BASES and HCPC codes of conduct, implementing ethical and moral standards in practice, risk assessments for ensuring safe lone working.
	3.4.3	Demonstrate effective leadership through the ability to guide, influence, inspire and empathise with others	**Related areas include:** application of leadership styles, demonstration of effective communication, systematic evaluation of practice, application of counselling skills, and application of professional philosophy into practice, interpersonal skills, and confidence in working with others.

Annex D: Experience Competencies

4. EXPERIENCE (10 competencies)			
Theme		**Competency**	**Considerations for Experience**
Sport and/or Exercise Participation	4.1.1	Competitive/practical experience as a sport performer and/or exercise participant/exercise contexts	Candidates are not expected to have been or aspire to be World Class athletes or fitness fanatics. It is an empathy for competitive sport or exercise that is sought.
	4.1.2	Experience of insights into stakeholder (e.g., parents, family members, sponsors) demands	Candidates are encouraged to have engaged with a number of different stakeholders involved in sport and/or exercise. The aim here is to understand the demands experienced by different stakeholders in order to make sense of the wider context of sport and/or exercise.
Allied Professions	4.2.1	Experience of working with practitioners in the disciplines of sport science and/or allied health professions (e.g., doctors; nutritionists)	Candidates are expected to demonstrate engagement with other disciplines of sport science and the allied health professions in order to develop an understanding of the roles and responsibilities of others. In addition, gaining experience of integrating sport and/or exercise psychology into wider athlete support programmes should be demonstrated.
	4.2.2	Experience of working as part of a multidisciplinary team to support athletes	
	4.2.3	Experience of coaching, team leader and/or management roles	Candidates are encouraged to have engaged in coach and/or sport and physical activity leader roles either directly (e.g., through formal position) or indirectly (e.g., through shadowing) in order to gain an understanding of the roles and demands that those fulfilling such positions experience.
The Sport and/or Exercise Psychologist	4.3.1	Experience of working as a practitioner with a range of sport and/or exercise types	Throughout these experiences candidates are expected to demonstrate the ability to apply ethical issues, negotiate roles and responsibilities, apply frameworks for practice (e.g., contact, entry, needs analysis, intervention design, application, monitoring, evaluation, and exit), and use of a range of intervention strategies and technical models of practice.
	4.3.2	Experience of working as a practitioner with a range of age groups, genders, and special populations	
	4.3.3	Experience of working as a practitioner with clients on a one-to-one basis	
	4.3.4	Experience of working as a practitioner with clients in group and/or team settings	
	4.3.5	Integrated sport or exercise psychology support to coaches and/or exercise leaders	