

KSA Preparation for the University of Reading Feedback from the University Assessor 2014-5

This document should be read as a supplement to the BABCP guidelines for assembling and assessing KSA portfolios

(www.babcp.com/Accreditation/CBP/KSA.aspx).

You will also be able to download the most up-to-date template forms here.

REFERENCES – the University of Reading requires full references for every criterion 1-13 (not counter-signed self-statements). When instructing your referees, use the document available on the BABCP website and highlight the need for them to include at least two illustrative examples in most cases.

Criterion 1 – Life stages and human development

- Show your knowledge within the statement. As well as naming some key theories show that you can name the key theorists and say a little about the main points of the theory too.
- If you can, talk not only about the theoretical knowledge that you have gained but also any reflections on this theory from your experiences of working with different client groups. Have you applied this knowledge in practice? Do you have any good examples you can illustrate this with? Has this led you to any deeper reflection about the theory – either its strengths or weaknesses?
- Evidence should include university transcripts, certificates from any relevant CPD days undertaken etc. There should be a mixture that includes more than just undergraduate teaching.

Criterion 2 – Health and social care approaches

- Show your knowledge within the statement. As well as naming some of the legislation, policies, service models etc. listed in the BABCP guidelines, show your understanding of what they are by summarising a few key points for each one.
- Have you applied this knowledge in practice? Do you have any good examples you can illustrate this with to show you really understand its relevance to healthcare? Has this led you to any deeper reflection about the use of these policies, legislation etc. in practice?
- Evidence might include NHS mandatory training days, teaching from professional-level CPD etc.

Criterion 3 – Psychopathology/ Diagnostic skills

- **You need more than undergraduate teaching to demonstrate that you meet this criterion: at least three days of training at PG certificate level or professional equivalent training**
- Show your knowledge in the statement with clear explanations about the main classification systems and types of psychopathology, your understanding of how diagnostic criteria work in these systems, and brief descriptions of the tools you are familiar with.
- Have you applied this knowledge in practice? Do you have any good examples you can illustrate this with?
- Evidence of some critical reflection is particularly helpful here. What are the strengths and limits of your knowledge? What awareness do you have of the full process of diagnosis and assessment? What part do tools play in this? In what ways are these helpful or unhelpful?

Criterion 4 – Models of therapy

- **You need more than undergraduate teaching to demonstrate that you meet this criterion: at least three days of training at PG certificate level or professional equivalent training AND in four different substantive theoretical models (see the list on the BABCP guidance).**
- **Sub-categories of a particular approach all count as the same. For example, mindfulness-based cognitive therapy, REBT and ACT all fall under the theoretical framework of Cognitive and Behavioural therapies.**
- It can really help the assessor to structure the statement according to the theoretical model rather than a narrative of your learning history. It could also help you to stay focused on demonstrating your knowledge of each theory in turn.
- Name the model and give a brief overview of how you have developed your knowledge in this area.
- Show your knowledge within the statement. As well as naming theories show that you can name the key theorists and say a little about the main points of their theories too, and the implications for treatment.
- You must give illustrative examples to fulfil this statement. Have you applied this knowledge in practice? If you haven't done the formal therapy itself, how has it helped your thinking to understand someone's difficulties from this perspective? Was there an indirect effect on your work that you could describe and use as an example?
- Evidence should include training certificates, and can helpfully include evidence of self-directed study to supplement weaker knowledge of one or two models if there is a good discussion of the learning points.

Criterion 5 – Competency in key relationship skills

- Pay attention to the bold paragraph in the BABCP guidelines, which helps you to identify some examples of key psychotherapeutic relationship skills
- Show that you understand the importance of these skills - this could be done quite explicitly by naming the skills and talking about why they are important for therapy work
- Give examples that show the assessor you have proven some competence in practicing these skills. For example: Is there a time that your use of active listening really helped in your clinical work? What did you do and what was the effect? How has building trust with a client helped your clinical work? What ways did you foster it? What was the effect? Etc.

Criterion 6 – Maintain and manage records and reports

- Pay attention to the bold paragraph in the BABCP guidelines, which directs you to write about some particular aspects of record management
- Show that you have acquired these skills – reference the training you have received and the key skills policies and legislation covered
- Demonstrate your understanding by explicitly setting out the principles involved in good record management, and the key contents of the relevant legislation and policy documents
- Have you applied these skills in practice? Give some examples.
- Evidence is likely to include workplace mandatory training, and can also include job descriptions or person specifications

Criterion 7 – Communication with services and colleagues

- Pay attention to the bold paragraph in the BABCP guidelines and examples below it to guide you
- Show that you have acquired these skills – reference the training you have received and the key skills you have learned
- Using a number of examples, demonstrate how you have successfully applied these in practice. What communication skills were you using? Who were you communicating with? What helpful impact has this had?

Criterion 8 – Awareness of risk

- Pay attention to the bold paragraph in the BABCP guidelines. This talks about a number of risk areas – not just risk of suicidality. Please write about a breadth of areas.
- You might usefully structure your statement according to the different risk areas, to aid clarity for the assessor.

- Show that you have acquired these skills – reference the training you have received and the key skills you have learned.
- Give examples that show your awareness of risk and/or the ability to assess risk and/or how you have helpfully responded to risk – across the risk areas mentioned in the guidelines
- Evidence may include mandatory and induction training.

Criterion 9 – Comprehension of research

- Pay attention to the bold paragraph and examples in the BABCP guidelines
- Undergraduate level research teaching and projects are relevant
- Describe the types of research concepts and methods you have learnt about
- Give some clear examples of your use of critical skills in understanding research e.g. detail the assignments, presentations or papers you have done
- Demonstrate your ability to reflect critically in the statement if you can – outline what you learnt or the argument you were investigating using the research, talk about your findings and how they related to wider scholarship
- Do you have any examples of using research in your clinical practice you can also talk about e.g. a journal club at work, service-initiatives to use research to inform practice?

Criterion 10 – Commitment to ethical principles

- Pay attention to the bold paragraph in the BABCP guidelines which gives examples of some ethical principles and the relationships that they might be relevant in
- Show that you have acquired the knowledge required to practice ethically through training courses at professional or certificate level – this could be explicit sessions on ethics or sessions that have relevant to ethical issues such as equality and diversity, confidentiality etc.
- Show your understanding of the principles in the statement by describing what you think they are
- Demonstrate your use of these in practice with illustrative examples of working through dilemmas in a reflective way alone and/or with the help of an experienced colleague or supervisor.
- It can be particularly clear if you describe the process of working through the dilemma not just the outcome – what were the issues that made it a dilemma for you? What were both sides of the dilemma and which ethical principles felt in conflict with each other? How did you reach a decision to choose a particular course of action?
- Note the bottom paragraph – these type of illustrative examples are mandatory for this criterion to be passed (both in your statement and your referee's)

Criterion 11 – Fitness to practice and suitable at a personal level

- Pay close attention to the paragraphs in the BABCP guidelines. These contain explicit instructions about what is supposed to be included in the referee's statement and what is supposed to be included in your own statement. These two things are different!
- Each ability the applicant is asked to confirm is best demonstrated using a combination of concrete examples and reflective writing

Criterion 12 – Self-evaluation and self-reflection

- Pay attention to the Reference paragraph in the BABCP guidelines. This gives examples of what both the reference and the statement are asked to demonstrate e.g. awareness of own values and internal processes.
- Be reflective in your writing in this criterion! This should not just be a description of evidence. You need to show the skill in the writing itself.

Criterion 13 – Has enquiring mind and is receptive to the scientist practitioner approach

- Pay attention to the Reference paragraph in the BABCP guidelines. This gives examples of what both the reference and the statement are asked to demonstrate e.g. an evidence-based approach to identifying problems and finding solutions, ongoing involvement in and contribution to the evidence-base
- Don't be afraid to be explicit about confirming the qualities the statement asks you about. You might then say why or how you have come to develop these attitudes and practices.
- This may be another place to talk about how you weave use of evidence into your practice e.g. journal clubs, ongoing purposeful reading of professional journals, articles, books etc. as well as an involvement in small or large scale research and audit relating to evidence-based practice