



## **Sport & Exercise Psychology Accreditation Route Candidate Handbook<sup>1</sup>**

### **Contents**

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#### **1.0 The Sport and Exercise Psychology Accreditation Route**

- 1.1 Introduction
- 1.2 Aims and Learning Outcomes

#### **2.0 Qualification Requirements and Guidance**

- 2.1 Portfolio Submissions
  - 2.1.1 Initial (3-month) Submission
  - 2.1.2 Mid-Point Submission
  - 2.1.3 Final Submission
  - 2.1.4 Guidance on Developing and Submitting Portfolios

#### **3.0 Competence and Evidence**

- 3.1 The SEPAR as a Holistic Process
- 3.2 Reflective Practice
  - 3.2.1 Types of Reflection
  - 3.2.2 Themed Reflections
  - 3.2.3 Single Reflections (Ongoing Reflective Practice)
- 3.3 Accurately Rating the Level of Competence
- 3.4 Knowledge
  - 3.4.1 Rating Knowledge for the Initial Portfolio Submission
  - 3.4.2 Accumulating Knowledge Throughout SEPAR
  - 3.4.3 Rating Knowledge for the Mid-point and Final Submissions
  - 3.4.4 Calculating 'Notional' CPD Hours for Knowledge Ratings
  - 3.4.5 Evidencing CPD and Knowledge Accumulation
- 3.5 Skills
  - 3.5.1 Communication and Presentation Skills
  - 3.5.2 Needs Analysis
  - 3.5.3 Understanding and use of Research
  - 3.5.4 Intervention Design and Consultancy Skills
  - 3.5.5 Evaluation in Professional Practice
- 3.6 Self-Development and Management
  - 3.6.1 Defining a Personal Approach to Sport & Exercise Psychology Activities
  - 3.6.2 Development of Own Practice
  - 3.6.3 Ensuring Professional Compliance and Duty of Care
  - 3.6.4 Management of Resources, Risks, Self and Others
- 3.7 Experience
  - 3.7.1 Backdating Application/Consultancy Hours from Prior Experience

## [Annex A](#) – Knowledge Competencies

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<sup>1</sup> August 2023

[Annex B](#) – Skill Competencies

[Annex C](#) – Self-Development and Management Competencies

[Annex D](#) – Experience Competencies

[Annex E](#) – Workshop Competencies

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## **Tables**

[Table 1](#). Benchmarking Initial Ratings for 1.4

[Table 2](#). Number of Notional CPD Hours Required to Achieve Each Knowledge Competency Level

[Table 3](#). Types of Evidence Required for Different CPD Activities

[Table 4](#). Guidelines for Skills Competency Benchmarks

[Table 5](#). Guidelines for Self-Development and Management Category Benchmarks

[Table 6](#). Guidelines for Experience Category Benchmarks – 4.1.1

[Table 7](#). Guidelines for Experience Category Benchmarks – Sport Experiences

## **Figures**

[Figure 1](#). SEPAR Submission Process Flowchart

[Figure 2](#). Holistic and Interactive Model of SEPAR Competencies

**SEPAR templates** (all available on [CASES SEPAR webpage](#))

## **Essential documents for portfolio submissions:**

### **All timepoints**

1. SEPAR Practice Log ([new log](#) for each submission)
2. SEPAR CPD and Supervision Log ([new log](#) for each submission)
3. SEPAR Dissemination and Citizenship Log ([new log](#) for each submission)
4. SEPAR Observation Log ([new log](#) for each submission)
5. SEPAR Core Workshops Log ([cumulative log](#) across all submissions)
6. SEPAR Themed Reflection
7. SEPAR Single Reflection Templates (candidates can choose which to use):

- a. SEPAR Reflective Practice Template 1
  - b. SEPAR Reflective Practice Template 2
  - c. SEPAR Reflective Practice Template 3
  - d. SEPAR Reflective Practice Template 4
  - e. SEPAR Reflective Practice Template - Unstructured
- 8. SEPAR CPD Reflection Sheet
  - 9. SEPAR Observation Form
  - 10. SEPAR Quarterly Review Report
  - 11. SEPAR Therapeutic Risk Assessment

### **Initial submission**

- 12. SEPAR Initial Submission Checklist
- 13. SEPAR Initial Competency Profile - Knowledge
- 14. SEPAR Initial Competency Profile - Skills
- 15. SEPAR Initial Competency Profile - Self
- 16. SEPAR Initial Competency Profile – Experience
- 17. SEPAR Action Plan (initial and mid-point)
- 18. SEPAR Professional Philosophy Reflection – Initial
- 19. SEPAR Backdated Hours Log (if applicable)

### **Mid-point submission**

- 20. SEPAR Mid-point Submission Checklist
- 21. SEPAR Mid-point Competency Profile - Knowledge
- 22. SEPAR Mid-point Competency Profile - Skills
- 23. SEPAR Mid-point Competency Profile - Self
- 24. SEPAR Mid-point Competency Profile – Experience
- 25. SEPAR Action Plan (initial and mid-point)
- 26. SEPAR Professional Philosophy Reflection – Mid-point
- 27. SEPAR Case-study – Mid-point template
- 28. SEPAR Client Reference Template

### **Final submission**

- 29. SEPAR Final Submission Checklist
- 30. SEPAR Final Competency Profile - Knowledge
- 31. SEPAR Final Competency Profile - Skills
- 32. SEPAR Final Competency Profile - Self
- 33. SEPAR Final Competency Profile – Experience

- 34. SEPAR Action Plan (final)
- 35. SEPAR Professional Philosophy Reflection – Final
- 36. SEPAR Case-study – Final template
- 37. SEPAR Client-Practitioner Relationship Case study - Final template
- 38. SEPAR Client Reference Template

**Optional documents that can be used as candidates wish:**

- 39. SEPAR Psychological Demands Analysis Sheet (relates to competency 2.2.1)
- 40. SEPAR Monitoring and Evaluation Sheet (relates to competencies 2.6.1-2.6.4)

## **1.0 The Sport and Exercise Psychology Accreditation Route**

### **1.1 Introduction**

The purpose of the CASES 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.

This document provides guidance on development and evaluation of competencies for candidates going through the CASES SEPAR route, and outlines core requirements for completion of the SEPAR. It is a key resource that candidates should draw upon throughout to guide their SEPAR journey. It should be read in conjunction with the following sources of information:

SEPAR Qualification Handbook	This provides information about governance and structure of the SEPAR, and the processes candidates go through from enrolment to completion, including information on the review process and potential outcomes at each submission point.
SEPAR Practice Placement Handbook	This outlines information about the applied consultancy element of the SEPAR, including roles and responsibilities of candidates and supervisors, essential requirements whilst on placement, and considerations related to ethics, health and safety and safeguarding.
SEPAR Portfolio Guidance Video	This video outlines key requirements for portfolio submissions and talks candidates through the process of developing and evidencing competencies. It is essential all candidates are familiar with the guidance in this video.
<i>For APEC candidates only:</i>	
SEPAR APEC Handbook	This provides additional information specific to APEC candidates (supplementary to the information provided in the candidate, qualification and practice placement handbooks).

### **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 CASES 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>  
<https://www.hcpc-uk.org/education/resources/education-standards/>

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<sup>2</sup>:

1. Demonstrate and evidence the minimum required level of competence across the standards of proficiency framework;
2. Evidence of engagement in minimum of **3200** hours of activity (minimum 400 days), made up of 2700 hours application/consulting, 275 hours CPD and supervision, and 225 hours dissemination and citizenship:

### **a. Application / consulting – 2700 hours (minimum 338 days)**

Candidates need to accumulate 2700 hours<sup>3</sup> (including direct contact, planning, and reflection), of which **at least 900 hours** should be 'direct contact' with clients. Direct contact includes any activities where candidates are interacting with clients in their role as a trainee sport and exercise psychologist, either in person or virtually. Depending on the context/s candidates work in, clients could include athletes/service users, family members, other practitioners, managers or commissioners. Therefore, the 900 contact hours might be made up of a range of activities, including (but not limited to) 1-to-1s, group workshops, multidisciplinary team meetings, "on duty" hours (e.g., pitch-side support, travel or meals with the team) or contact activities undertaken as a means of generating client activity (e.g., intake calls, meetings with potential collaborators).

It is noted that the ratio of planning and reflection hours will vary for different activities. For example, if someone is presenting the same workshop to six different groups of people, it would be expected that planning for the first workshop takes much longer than for the later workshops.

The final ratio of hours will therefore vary between candidates (e.g., one candidate might have 700 hours planning, 1000 hours contact, 1000 hours reflection; another might have 1200 hours planning, 900 hours contact, 600 hours reflection). The important thing is that candidates have at least 900 contact hours, and that the total comes to at least 2700 hours.

All application/consulting hours should be recorded on the SEPAR Practice Log.

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<sup>2</sup> Candidates on the APEC route should refer to the SEPAR APEC Handbook for specific requirements for points 3, 4, 5 and 7.

<sup>3</sup> It is possible for candidates to backdate up to 50 hours of prior applied experience, as long as this was undertaken post-MSc and supervised by a HCPC-registered practitioner psychologist. These should be recorded on the SEPAR Backdated Hours Log. See section 3.7.1 for further details.



For each practice experience, candidates should record the actual amount of time spent in planning, contact and reflection on their practice log (e.g., 0 hours planning, 1 hour workshop, 30 mins reflection).

**b. CPD and supervision – 275 hours (minimum 34 days)**

Candidates need to complete a minimum of 275 hours of CPD and supervision throughout the SEPAR process (starting from either 1 February or 1 August when the candidate started SEPAR). Activities may include, but are not limited to:

- Individual and group supervision - it is expected that a minimum of 50 hours is spent with the supervisor (inclusive of supervision and observations) over the duration of the SEPAR. It is recommended supervisors meet individually with candidates at least once per month, which must include a quarterly review every 3 months (documented on the SEPAR Quarterly Review Report).
- Formal training courses, workshops, webinars & conferences (including SEPAR core workshops)
- Reading academic or professional practice books (i.e., targeted at professionals)
- Reading academic or professional practice journal articles (including CASES & BPS publications, or similar publications from scientific organisations)
- Observing others or being observed
- Listening to podcasts / watching documentaries / reading popular non-fiction books, web articles, blogs or magazine articles on relevant topics (i.e., targeted at lay public)
- Interviewing other professionals
- Planning for teaching sessions or workshops (e.g., through undertaking reading / research to inform content)
- Reflecting on applied practice

All CPD and supervision hours should be recorded on the SEPAR CPD and Supervision log.

When calculating the 275 hours, candidates may include time spent reflecting within this total, as long as this is evidenced through an appropriate reflection.

**c. Dissemination and citizenship – 225 hours (minimum 28 days)**

Candidates need to complete a minimum of 225 hours of dissemination and citizenship activity throughout SEPAR (starting from either 1 February or 1 August when the candidate started SEPAR). Dissemination and citizenship activities may fall into either of the following categories:

- i. Activities (paid or voluntary) that involve transferring knowledge about the field of sport and exercise psychology to others (outside of contracted sport and exercise psychology consultancy/applied work).
- ii. Voluntary activities to increase awareness and/or engagement for groups who wouldn't otherwise access sport and exercise psychology.

Example dissemination and citizenship activities include (but are not limited to):

- Writing blogs or for magazines
- Writing for academic or professional publications
- Appearing on podcasts
- Conference or event presentation

- Teaching in schools, colleges or universities
- Training for other practitioners
- Doing free talks about sport and exercise psychology to encourage young people into a career in this area
- Doing free talks to introduce sport and exercise psychology to potential clients
- Providing pro bono psychology support for sports or exercise clubs in socio-economically deprived areas

All dissemination and citizenship hours should be recorded on the SEPAR Dissemination and Citizenship Log.

When calculating the 225 hours, candidates may include time spent planning (where appropriate). Candidates may also include time spent reflecting, as long as this is evidenced through an appropriate reflection.

It is recognised that certain activities (e.g., training other practitioners) may count as either application/consultancy or dissemination and citizenship. Hours cannot be double-counted, therefore when this occurs candidates must record the hours **on one log only** (either their practice log or their dissemination and citizenship log, whichever they and their supervisor feel is most appropriate).

3. Be observed in practice (live or via video) by their SEPAR supervisor<sup>4</sup> across a range of activities (including both application/consultancy and dissemination and citizenship).

As well as assessing and assuring candidates' fitness to practise, a central purpose of observations throughout SEPAR is to provide a formative development opportunity for candidates in which they engage in shared reflection with their supervisor on an applied practice situation. Reflection should be critical in nature and might include, for example, review of technical skills and delivery, reflection on decision-making or potential ethical issues, or reflection on the client-practitioner relationship.

As a minimum, evidence of the following engagement with observation must be submitted across the SEPAR programme<sup>5</sup>:

- i. **The SEPAR supervisor must undertake at least five planned and documented observations (live or pre-recorded) of the candidate** that demonstrates a diverse range of skills relevant for their practice and includes interactions both with individual clients and in group settings. These situations might include, but aren't limited to:
  - Undertaking an intake interview/needs analysis (organisational or individual)
  - Undertaking a collaborative case formulation with a client
  - Delivering intervention techniques
  - Using a particular modality or type of counselling approach
  - Talking about endings with a client
  - Research interview to ask for feedback
  - Giving a verbal report to a client
  - Focus group with multidisciplinary stakeholders
  - Facilitating an interactive group workshop
  - Doing a presentation in a multidisciplinary team meeting
  - Chairing a meeting/webinar

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<sup>4</sup> Candidates may also be observed by additional supervisors and are encouraged to submit reflections/feedback from these observations as part of their evidence portfolio. It must be noted however that the SEPAR requirements for observation relate specifically to observations conducted with the SEPAR supervisor.

<sup>5</sup> Role-plays may be used for observations where appropriate, however it is essential that supervisors observe candidates with at least one "real" 1-to-1 client during SEPAR.

- ii. **The candidate must undertake at least one planned and documented observation of the SEPAR supervisor** engaging in an applied practice activity.
- iii. **The SEPAR supervisor is expected to undertake continual informal observation of the candidate to support candidate development across SEPAR.** Supervisors are encouraged to use opportunities where they are working in the same space (virtually or in-person) with the candidate to informally observe the candidate's professional behaviour in a variety of contexts, and to reflect with the candidate on an ongoing basis to facilitate their growth as a practitioner. It must be evident from the portfolio submissions that these reflective discussions have taken place, e.g., through reflective comments on SEPAR Quarterly Review Reports, within the SEPAR Supervisor Reports, or within candidate reflections elsewhere.

Candidates must record each formal observation (i. and ii. above, including where the candidate observes their supervisor) on the SEPAR Observation Log, and submit evidence of a post-observation reflective meeting with their supervisor. This evidence can either be submitted:

- on the SEPAR Observation Form (candidates must evidence at least some use of these forms, and are encouraged to use them where possible during SEPAR); or
- in the form of a recorded audio or video discussion with their supervisor (as long as all client names and details are anonymised, or permission is sought prior to submission).

**Note:** Whilst the above outlines the minimum necessary observations to complete SEPAR, it is emphasised that observation is a crucial part of trainee development and opportunities for observation (either supervisor of candidate, or candidate of supervisor) should be sought wherever possible.

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. These should all be completed in the first half of SEPAR, **prior to submission of the mid-point portfolio**<sup>6</sup>:
  - a) Introduction to SEPAR workshop<sup>7</sup>
  - b) CASES Safeguarding workshop
  - c) CASES Ethics in Professional Practice workshop
  - d) CASES Reflective Practice workshop
  - e) CASES Mid-point Case Study workshop
  - f) CASES Practice Philosophy workshop
  - g) CASES Equity, Diversity, and Inclusivity in Sport & Exercise Psychology workshop
  - h) CASES Mental Health in Sport and Exercise units

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<sup>6</sup> If a candidate cancels within 7 days of a workshop, then a fee will be charged on rebooking (See section 3 of the Qualification handbook)

<sup>7</sup> Date for introductory workshop will be provided within one month of starting SEPAR. Candidates must view the SEPAR Portfolio Guidance video as a pre-requisite to attending this workshop.

- i) CASES Counselling Skills course (run over 4 part-days)

**Note:** If an additional core workshop is added whilst a candidate is part-way through SEPAR, they will also be required to complete this prior to SEPAR completion.

### **Specific information regarding the Mid-point Case study workshop**

i) Candidates will be allocated a date for the Mid-point Case Study workshop on which they are expected to attend. Candidates will be given at least 3 months' notice of when the workshop will be held and it will be timed to take place approx. 4 weeks prior to the candidate's expected mid-point submission date. It is **essential** that candidates make the workshop a priority and prepare for it fully in readiness for their mid-point submission. Cancellation of this workshop will not be looked upon favourably by reviewers.

ii) The aim of the workshop is to allow SEPAR Candidates to prepare and deliver a presentation based on a case study of delivery, to peers and a SEPAR Accredited Supervisor as Facilitator. The workshop will contribute to the development of a number of competence areas across the profile (see [Annex E](#)).

You will be expected to include feedback from this workshop within your mid-point submission profile.

Time is set aside in the workshop for general discussion on topics arising from each presentation in a supportive environment with no more than 6 candidates and one SEPAR Approved Supervisor nominated by CASES in attendance. Candidates will slideshare their presentations. Recording will occur for their presentations and questions/feedback will take place (subject to request and relevant permissions). It is not necessary to complete your written case study prior to attendance and engagement in the case study workshop. Indeed, your written case may be informed by your attendance at the case study workshop and feedback received.

It is recommended that Supervisors encourage their candidates to do a 'dry run' of their presentation and are aware of the case being put forward for discussion and information disclosed.

iii) Should the session facilitators feel that specific feedback regarding an ethical/safeguarding concern should be raised then both the Supervisor and Candidate will be contacted under separate cover. This will detail the nature of concern and suggestions for how this could be documented as being further considered/addressed within the portfolio for mid-point and/or final submission. There will be an expectation that Supervisor and Candidate acknowledge receipt of this correspondence.

## **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<sup>8</sup>

Having been admitted to the SEPAR, candidates are required to attend the Introduction to SEPAR workshop 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 SEPAR submission checklist
- A brief (no longer than 5 minutes) video in which the candidate introduces themselves and outlines what the focus for the first 6-9 months of the SEPAR will be;
- Initial (3-month) competence profiles for knowledge, skills, self-development and management and experience – with clear signposting to where evidence for the ratings can be found in the portfolio of evidence;
- Action plan
- A portfolio of evidence – to evidence the claimed ratings across the initial (3-month) competence profile (SEPAR templates are available for the reporting of a number of activities and should be used as part of the evidence portfolio);
- A practice log (even if zero activity)
- A CPD and supervisor-activity log (even if zero activity);
- A dissemination and citizenship log (even if zero activity);
- An observation log (even if zero activity);
- A core workshops log;
- A professional philosophy reflection (initial);
- A supervisor report form (must be completed and signed by the supervisor)

**Reviewers will only consider the portfolio when everything on this list has been submitted.**

Candidates wishing to claim backdated practice hours (see Section 3.7.1) will also need to submit a backdated hours log.

### **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 candidate's 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:

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<sup>8</sup> Applicants for APEC will complete the 'Initial competence document' one month after enrolment – see SEPAR APEC Handbook

- 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.

### 2.1.2 Mid-Point Submission

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 for completion prior to the final submission. On receipt of the mid-point reviewer feedback, candidates will also have a mid-point e-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 brief (no longer than 5 minutes) video in which the candidate introduces their portfolio and provides a succinct verbal reflection on the key learning and development that has taken place since the initial (3-month) submission, plus an outline of plans for developing competencies within the second half of SEPAR;
- 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 Mid-point Case Study Template;
- At least 1 formal Client Reference Template.
- Quarterly review reports

### The mid-point e-meeting

The mid-point e-meeting is an hour-long session that takes place after reviewer feedback has been provided following the mid-point review. The meeting provides an opportunity for candidates to engage with their review team, to talk through their practice development, to provide information to the processes that they work through within their work (e.g., intervention development and delivery), and to identify areas for development for the remainder of the SEPAR.

Supervisors are encouraged to join the e-meeting as this can be helpful in reflecting with the candidate afterwards. They will however not take any part in the meeting (unless specifically asked a question by the reviewers) and will be asked to turn their camera off during the main session so as not to distract the candidate. They may also be asked to leave the meeting when the candidate is asked to talk about supervision, to ensure the candidate feels able to speak freely or raise any concerns they may have.

### 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 (ratings of 4) has been achieved across all areas **and** all 7 requirements outlined on p.5-8 of this handbook have been met, 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 brief (no longer than 5 minutes) video in which the candidate introduces their portfolio and provides a succinct meta-reflection of the key SEPAR reflections;
- 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
- Quarterly review reports

**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.

### 2.1.4 Guidance on Developing and Submitting Portfolios

The portfolio is the candidate's key opportunity to evidence who they are as a practitioner, how they have developed and what they have learned over the SEPAR period. As candidates receive high quality, tailored feedback from reviewers after each submission, it is also an excellent learning and development opportunity. As such, portfolio submission should not be viewed as a paperwork exercise, and rather seen as an essential component of the candidate's training and development process.

It is crucial to remember that reviewers can only assess what they see in front of them. Each portfolio will require substantial work on the part of the candidate, with support of the supervisor, in collating the appropriate evidence and organising this in a user-friendly format for reviewers. The SEPAR Portfolio Guidance video is available to support candidates and supervisors with this process on the [CASES SEPAR page](#). **It is essential all candidates, and their supervisors, view this video guidance prior to preparing their initial portfolio, and again revisit it throughout SEPAR<sup>9</sup>.**

The time it takes to prepare each portfolio is not to be underestimated. Candidates are strongly encouraged to view portfolio development as an ongoing process that is built into their week-to-week workload. By reflecting frequently, always looking for opportunities to collect evidence, and preparing documents as they go along, candidates can make the process more meaningful and avoid the pressure that can build around submission deadlines.

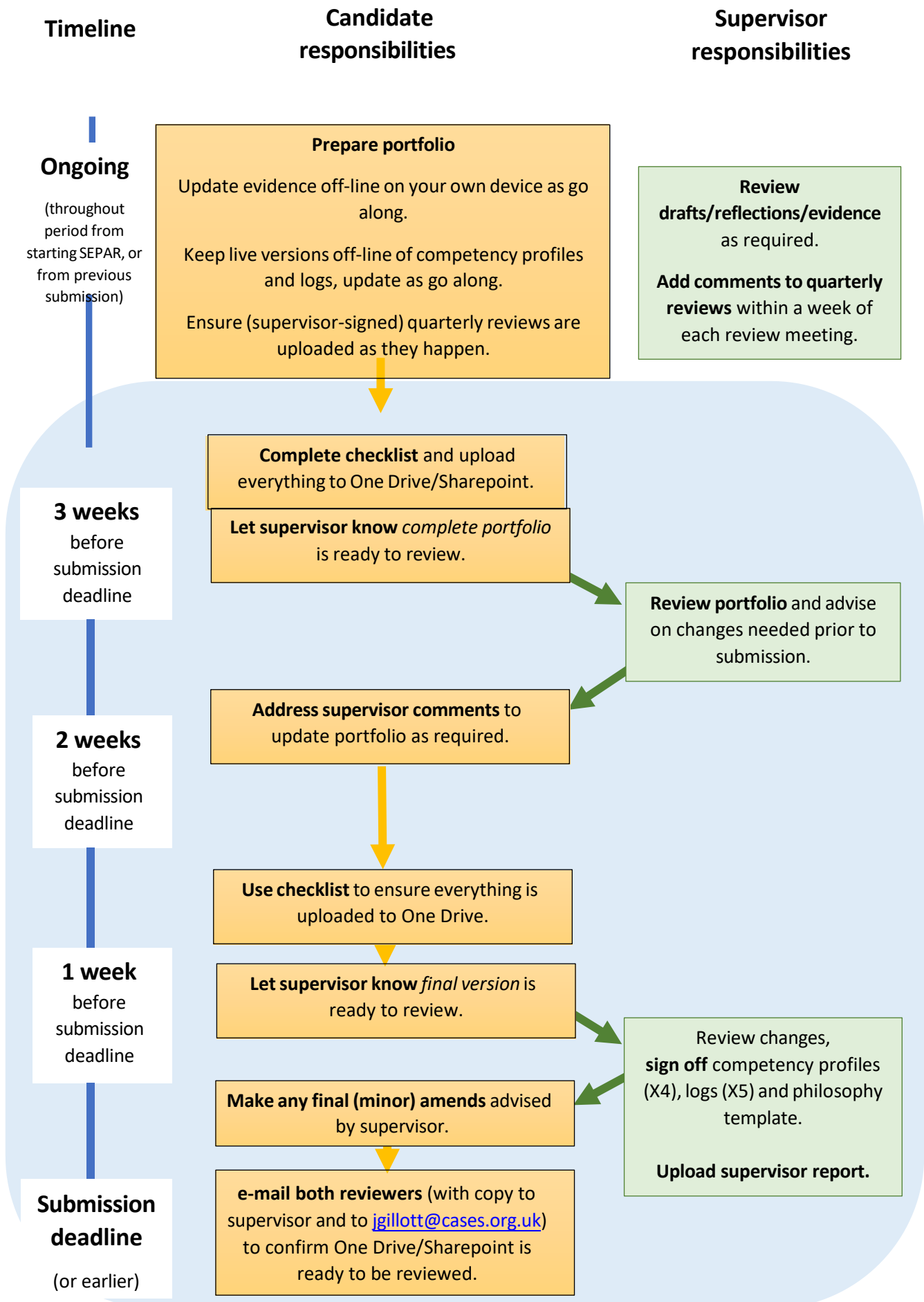
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<sup>9</sup> Reviewers are also required to view the SEPAR Portfolio Guidance Video to ensure they are aware of what is expected of candidates.

Candidates need also to be aware that prior to submitting their portfolio it must be reviewed and signed off by their supervisor (after which supervisors may ask candidates to make further changes). This review process may take several weeks, therefore it is recommended candidates submit their complete portfolio to their supervisor *3 weeks prior to the deadline*. This is essential to allow supervisors time to review their portfolio, and ensure candidates have time to make further amendments to the portfolio, as required, prior to the deadline date.

Figure 1 outlines a suggested process to facilitate production of a high quality portfolio that is submitted in good time for the deadline dates (either 1 May or 1 November). Crucially, it is the candidate's responsibility to ensure everything on the SEPAR Submission Checklist is included in their portfolio, as failure to do so could result in a resubmission and a fee of £350. Candidates are referred to the SEPAR Qualification Handbook (Section 2.7) for an outline of the consequences of submitting incomplete portfolios or of not meeting the required standards at each submission point.





**Figure 1. SEPAR Submission Process Flowchart**

Requests for extensions of any kind should be submitted to the SEPAR Officer as soon as it is realized one is

required, but with **a minimum of one week** prior to the submission deadline date.

### **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* (see Annexes A to D for details of these competencies). These represent Miller's (1990) prism of clinical competence (adapted by Mehey & Burns, 2012<sup>10</sup>) 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 CASES 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 [CASES Code of Conduct](#). See [Annex E](#) for how the SEPAR core workshops map to individual competencies.

#### **Differences in competency requirements between pathways**

The majority of competencies are the same regardless of whether candidates are on the *sport and exercise psychology*, *sport psychology only* or *exercise psychology only* pathways (with the main difference being the settings within which candidates will acquire their experience).

There are however a few specific differences to note:

- Candidates on the *exercise psychology only* pathway do not need to do knowledge competencies 1.2.1 to 1.2.4.
- Candidates on the *sport psychology only* pathway do not need to do knowledge competencies 1.3.1 to 1.3.3
- The requirements for experience competency 4.3.1 differ for *sport and exercise psychology*, *sport psychology only* and *exercise psychology only* candidates (see Table 7 in Section 3.7)

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 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:

- Delivery preparation material (e.g., consultancy notes, presentation resources);
- Qualification/attendance certificates;
- Video evidence of practical service delivery (e.g., workshops, one-to-one consultancy);
- Intervention resources (e.g., needs analysis interview outlines, intervention plans, session outlines, worksheets, diagrams or models);
- Evidence of client work (e.g., case notes, formulation diagrams)
- Reflective practice (e.g., audio recordings, journal entries);
- Client contracts;
- Role play / simulated practice;

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<sup>10</sup> 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

- Client / peer / supervisor feedback (including from both SEPAR supervisors and additional supervisors such as placement mentors);
- Research (e.g., peer-reviewed manuscripts, professional practice articles);
- Evidence of podcast/vodcast/vlog type activities;
- Evidence of webinar / e-format delivery;
- Media engagement.

#### **Important Note on Client Confidentiality.**

When submitting client data within the portfolio, it is crucial to respect confidentiality and adhere to data protection protocols. This means clients can only be identified if they have given explicit permission for their details to be shared, and if this permission is made clear to reviewers.

**Where possible, candidates should remove all identifiable client details prior to submitting portfolios.** This can be done by giving clients a number (e.g., Client 1, Client 2) or pseudo-initials (i.e., fictional initials, such as GT, HY), and by ensuring any identifiable information within case notes, meeting minutes etc. is redacted.

Some types of evidence may require the candidate to be identified (e.g., recordings of sessions, client references). In these cases it is essential the candidate seeks specific, informed consent from the client for their identifiable information to be shared with the SEPAR review team. In gathering informed consent, candidates must ensure clients understand exactly what information will be shared, how the information will be used, how long it will remain on the One Drive/Sharepoint and who will have access to it.

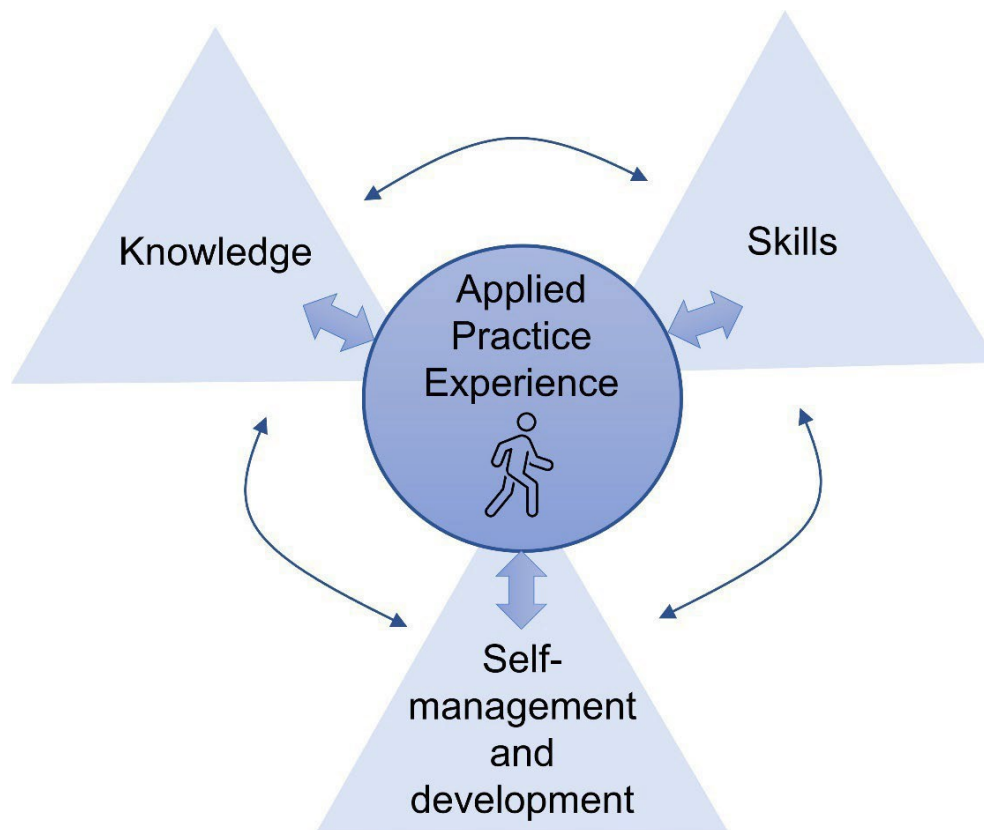
If a client providing a reference is the same client a candidate has included in their case study, candidates should explain to clients the risk associated with including their name on the reference (i.e., their details within the case study may also be identifiable to reviewers, if it is obvious from what the client has said that they are the same individual).

If any identifiable client details are included within the portfolio, candidates should make clear within their submission that informed consent has been sought.

### **3.1 The SEPAR as a Holistic Process**

The four SEPAR competency areas are not distinct entities. Rather they are interacting components that, if approached from a holistic perspective, will allow candidates to develop the requisite competencies to practice as autonomous, ethical, evidence-informed sport and exercise psychologists.

Figure 2 provides a visual illustration of how the four competency areas fit together. As can be seen, applied practice is at the heart of the SEPAR journey. It is through experience that candidates build their knowledge, develop their skills, and learn how to be an ethical and professional practitioner. Importantly however, this relationship is bi-directional. Not only is experience crucial for developing the other competency areas, but knowledge, skills, and self-management and development are crucial for enhancing applied practice.



**Figure 2. Holistic and Interactive Model of SEPAR Competencies**

Take the hypothetical example below, which demonstrates how a candidate's knowledge, skills, self-management and development and experience competencies interact in both directions to enhance their development.

*A candidate is offered a job as a sport and exercise psychologist working with a local disability sports programme.*

*Before starting:*

*To prepare for the **experience**, the candidate undertakes additional CPD to develop their **knowledge** of disability sport and physical activity, through reading several academic papers and book chapters, as well as speaking to a colleague who has experience in this area. As well as 1-to-1 work with athletes, the candidate's role will involve delivering an outreach programme to enhance participation in disability sport, therefore they will need **skills** to give presentations and interact with a range of stakeholders. The candidate will also need the **self-management and development** to understand the context they're going to work in, to work within their professional boundaries and to ensure the health and safety of themselves and their clients.*

*3 months into the role:*

*Through the **experience** the candidate gains in the role, the candidate develops their **knowledge** of the barriers disabled athletes face, and of different physical and intellectual disabilities and how these affect athletes. They also learn new **skills**, in*

*presenting to client groups they have not worked with before. The candidate is often confronted with situations where they have to make a decision about which course of action would have their clients' best interests at heart. They reflect regularly on their decision-making process, both in a journal and with their supervisor, which in turn enhances their **self-management and development**.*

As the outer part of the model shows, this bi-directionality also extends to interrelations between knowledge, skills and self, as outlined in the examples below:

- **Knowledge / Skills:** If a candidate wishes to conduct a case formulation, they need the knowledge of how to execute it. Then as the candidate practices case formulation (e.g., in role-plays and/or applied practice), they further build their knowledge and understanding of what case formulation looks like in practice.
- **Knowledge / Self-management and development:** In order to be an ethical practitioner, a candidate needs knowledge of ethical theory and regulatory codes of conduct (e.g., HCPC, CASES). Yet it is only through reflecting on the application of these in specific situations that candidates will develop an ethical understanding of what this means in practice (thus further enhancing knowledge).
- **Skills / Self-management and development:** Practicing needs analysis interviews in a safe environment (e.g., group supervision) can replicate scenarios in applied practice, in doing so allowing candidates to reflect on "what if" scenarios and build their ethical and professional understanding. As this understanding grows, candidates become more confident in their delivery and their needs analysis skills continue to develop.

### **3.2 Reflective Practice**

*The reflective practitioner strives to uncover personal meaning in situations and deliberately seeks to construct better ways of being among and for those they work with.*

(Wagstaff, Miller & Quartiroli, 2023, p.32 in Cropley et al., 2023  
*Reflective Practice in the Sport and Exercise Sciences*: Routledge<sup>11</sup>)

Reflective practice forms the backbone of SEPAR. Across the course of their training and beyond, candidates will engage in reflection with supervisors, with peers and individually. It is the *documentation* of the learning that occurs through this reflection that provides reviewers with evidence of the candidate's personal and professional growth.

Reflective practice is a complex process that involves:

- purposely observing or thinking through a situation (e.g., moment in applied practice) or concept (e.g., newly acquired knowledge).
- asking questions about the meanings behind the situation/concept.
- drawing learning from the situation/concept that leads to personal and professional growth.

This process is fundamental to the development of sport and exercise psychologists.

It is recognised that candidates will arrive at SEPAR with varied prior experiences of reflective practice. As such, it is expected that candidates' reflective skills will develop over the course of the training (supported by the reflective practice core workshop). Thus, the standard of critical

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<sup>11</sup> Recommended text for reflective practice: Cropley, B., Knowles, Z., Miles, A., & Huntley, E. (2023). *Reflective Practice in the Sport and Exercise Sciences*: Routledge.

reflection in the initial submission may be less developed than where we would expect a candidate to be at the final.

There is no “right” or “wrong” way to do reflection. Candidates are encouraged to experiment with different formats for documenting their regular reflections (e.g., in writing, voice-notes, creative illustrations such as infographs or diagrams) to identify what feels most meaningful for them.

Regardless of the format of reflections (written, voice-notes or creative), reviewers will be looking for evidence of:

1. The candidates’ ability to look inwards, get to know their self, and question their own attitudes, biases and values (and the implications of these for their practice as a trainee sport and exercise psychologist).
2. The candidates’ ability to think critically and challenge assumptions about the world around them (within the context of sport and exercise psychology practice).
3. The changes that occur as a result of the reflection (this might be changes in values, attitudes, behaviours).

### 3.2.1 Types of Reflection

There are two types of reflections that will be used as evidence throughout the SEPAR process. Reviewers will expect to see both of these in candidate portfolios:

1. **Themed written reflections** (on the SEPAR Themed Reflection Template) that draw on multiple forms of CPD and varied experiences. Themed reflections are one of the main ways of evidencing development across knowledge, skills, self and experience competencies. See section 3.2.2.
2. **Examples of single reflections** (written, voice-notes, or creative illustrations) that draw on distinct experiences (e.g., a critical moment in applied practice) or CPD (e.g., a single workshop or paper) and demonstrate engagement with a range of different models of reflection (see SEPAR Reflective Practice Templates). See section 3.2.3.

### 3.2.2 Themed Reflections

Given the interactive nature of the competencies (see section 3.1), an important way to evidence learning is through *themed reflections*. Rather than relying only on single reflections about separate events, candidates are encouraged to evidence competency through meaningful, themed reflections that integrate learning from a variety of activities.

Themed reflections should use the SEPAR Themed Reflection Template and are expected to include some references to academic/professional practice literature to demonstrate the candidate’s ability to draw connections between theory and practice.

To demonstrate knowledge accumulation, it is expected a themed reflection would mostly be based on CPD activities (see section 3.4.5), although it might also draw upon applied experiences and how these feed into the topic of reflection. For example, a candidate might write a themed knowledge reflection on disability sport and physical activity, which would contribute to competencies 1.2.3 (Understanding of Diverse Issues in Sport Psychology) and 1.3.3 (Diverse Populations in Physical Activity and Exercise). In this reflection, they would reference learning from the various journal articles and books they have read, as well as reflecting on the knowledge they have accumulated through their applied practice and how this

relates to their academic learning, before reflecting on key learning points for their practice and future knowledge development.

To demonstrate skills, self-management and development or experience competencies, a themed reflection might integrate activities from all four competency areas. For example, a candidate might write a reflection on managing risk when working with disability athletes. The reflection might draw on their experiences of working with 1-1 clients (4.3.3) from a diverse population (4.3.2), including factors to consider during the needs analysis (2.2), consultancy skills (2.5) and evaluation (2.6) phases, whilst also reflecting on policies for promoting the health and wellbeing of clients (3.3.2) and managing associated risk (3.4.2). To add further depth, the candidate might reference an academic book chapter about working with disabled populations (1.2.3, 1.3.3).

Candidates are encouraged to be critical in their reflection and move beyond basic description of events. This might include asking themselves questions such as:

- Are there contradictions or similarities in my experiences, and how might I explain these?
- Has this made me question any of my previous assumptions?
- How credible and/or relevant are the various sources of knowledge, and what might make it biased?
- What new understanding or learning points might I take forward to enhance my practice?

(plus for applied experiences)

- Why are people behaving as they do?
- Why do I think and behave as I do?
- What am I learning about myself or about sport and exercise psychology?

*NB A themed reflection may either focus on one competency (but draw on several different CPD sources and/or experiences) or it may synthesise learning across several different competencies. It is possible therefore that the same themed reflection might provide evidence for more than one competency. This is encouraged, as long as the content of the reflection is clearly relevant to the competencies claimed, and the narrative within the competency profile clearly outlines what activities have been undertaken in relation to each competency.*

### 3.2.3 Single Reflections (Ongoing Reflective Practice)

As well as themed reflections, candidates are encouraged to submit examples of their ongoing reflective practice (examples should be selected on the basis of whichever competency/ies candidates want to provide evidence for). Candidates should use the SEPAR Reflective Practice Templates to document these reflections (or SEPAR CPD Reflection Template if the reflection involves a CPD activity), and are encouraged within the early stages of SEPAR to try out different templates to see which reflective models work best for them for different situations. For example, candidates might find some of the more structured reflective practice templates helpful to prompt their analysis of critical moments in applied practice, whereas the unstructured template may be more helpful to develop their thinking around a particular issue or if candidates want to create diagrams or pictures to illustrate their learning. As candidates move through SEPAR they will likely develop their own preferences.

Candidates are strongly encouraged to build regular opportunities to reflect within their working week, and completion of single reflections forms the basis of this ongoing, personal, reflective practice. Single reflections are primarily for the candidate's own learning, and there is no expectation that they share every single reflection with reviewers (in fact, this is highly



discouraged). This can make reflection more meaningful, as it allows candidates to feel freer to express themselves in writing or reflecting out loud. It is their choice what to share / not to share within their portfolios. Therefore they can reflect authentically, without filters and without the worry of how someone else will interpret what they are saying, or whether they are meeting reviewer requirements. From this, real learning and development can take place, and SEPAR is designed to provide this opportunity within a safe environment.

As the candidate is then building their evidence portfolio for each submission, they can *select examples* from their already completed bank of reflections. Candidates should choose examples that:

- a) provide evidence for the knowledge, skills, self or experience competency/ies of interest; and
- b) that demonstrate their ability to look inwards, think critically, and change as a result of the reflection (see section 3.2 above).

For example, if a candidate wants to demonstrate their ability to know the limits of their own practice and to seek advice (competency 3.1.3), they might submit a reflection from a situation where a client presented with mental health concerns, in which they reflected on their initial feelings and thoughts, their discussions with their supervisor that encouraged them to challenge their initial assumptions, and their decision processes in determining what action to take. Finally, they would reflect on what they learned through this for their future practice.

Single reflections can be written, voice-notes (~3-5 minutes) or creative illustrations. If using voice notes or creative illustrations to reflect, candidates are encouraged to use a reflective practice model to structure the reflection (e.g., by drawing on the questions from a SEPAR Reflective Practice Template).

NB There is no requirement for single reflections to include references to academic literature, although candidates are encouraged to bring this in where relevant.

### **3.3 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 3.4 to 3.7.

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

**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).

### **3.4 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**.

The ‘knowledge’ category is for candidates to rate their competence regarding ‘what they know’ and ‘how they understand key concepts’ (i.e., the ‘knowing’). To demonstrate this understanding, candidates are encouraged to reflect on theoretical concepts and research evidence within the context of their practice. For example, after detailing their understanding of a concept, candidates might reflect how this knowledge challenges their previous assumptions, might draw links to or examples from the context/s they work in, or might consider how this knowledge could influence their approach. This category is not however about the process of applying knowledge in practice (i.e., the ‘doing’, which is documented in the skills, self-management and development and experience sections).

For a practitioner to be effective, it is essential for them to evidence a comprehensive underpinning knowledge-base. This will be done through:

- self-evaluating where their knowledge is when they begin SEPAR, and providing evidence for this as outlined in section 3.4.1 below (initial portfolio submission)
- engaging in a variety of activities throughout SEPAR to further develop knowledge and evidence this as outlined in section 3.4.2 below (mid-point and final portfolio submissions)

Whilst knowledge accumulation should be an ongoing process, it is expected that the first 6-9 months of SEPAR is weighted heavily towards development of knowledge competencies (particularly any areas where there are gaps).

#### **3.4.1 Rating Knowledge for the Initial Portfolio Submission**

##### **Sections 1.1, 1.2, 1.3 and 1.5**

Although SEPAR candidates will have wide-ranging undergraduate educational experiences (e.g., Sport and Exercise Science, Sport and Exercise Psychology, Psychology), they will all be coming to SEPAR with a relevant MSc Sport and/or Exercise Psychology degree (or equivalent). It can therefore be assumed candidates starting SEPAR have a relatively ‘standardised’ baseline knowledge. On the basis of their MSc qualification (regardless of individual variability in topics studied etc.), candidates can automatically claim a rating of 2 for the initial knowledge submission for all competencies within 1.1, 1.2, 1.3 and 1.5. **There is no requirement to submit transcripts or evidence to support ratings of 2 for these competencies** (since this has already been provided at the enrolment stage).

Where candidates have acquired knowledge that takes them over and above what might be expected on a standard MSc course, they might feel a rating of 3 (or higher) is appropriate for the initial submission. **It is important if claiming a 3 (or higher) appropriate evidence is provided.**

Examples of additional knowledge (and evidence) that would constitute an initial rating of 3 might include:

- Completing a literature review or research dissertation on a topic (submit assignment for evidence)
- Attending a formal course outside of, or post-completion of, the MSc that includes  $\geq 5.5$  hours of contact and/or study time (submit course outline and certificate for evidence)

- A highly specialist module where  $\geq 75\%$  of the module addresses a particular subtopic (submit module outline and transcript for evidence)
- Further CPD through reading, podcasts etc., since completion of MSc (submit themed reflection for evidence, with references as appropriate)
- First authoring a peer-reviewed publication on a topic (submit publication as evidence)
- Teaching relevant topics at secondary or further education level

Examples of additional knowledge (and evidence) that might constitute an initial rating of 4 or higher might include:

- Teaching higher education courses on a topic that requires extensive reading and planning (submit course outline and example lectures as evidence)
- PhD or other post-MSc research (submit PhD proposal or thesis, study outline/s or themed reflections as evidence)
- Writing a book or multiple peer-reviewed publications on a topic (submit reference/s as evidence)
- Any combination of multiple post-MSc activities that infers expertise on a particular topic

#### Section 1.4 only

Initial ratings for 1.4.1 (Complementary Areas to Sport and Exercise Psychology) will depend on a candidate's prior education and experiences.

The competency refers to knowledge *of what other disciplines do*. This does not necessarily require psychologists to have knowledge *of the discipline itself* (although if candidates have studied other disciplines such as physiology or nutrition, it is accepted this also gives them some understanding of what other disciplines do). The emphasis is on networking and interaction with other disciplines to understand their roles, as well as reading about working in multidisciplinary teams.

Table 1 provides guidance for benchmarking initial ratings for 1.4, specific to candidates from a sport and exercise science or psychology background respectively, with examples of evidence for each rating.

**For candidates who have studied sport and exercise science at undergraduate or MSc level**, it would be reasonable to claim a baseline rating of 2 (undergraduate only *or* MSc only) or 3 (undergraduate *plus* MSc). It is important to submit the relevant degree certificate/s as evidence, as reviewers may not otherwise be aware of candidates' undergraduate education.

**For candidates whose undergraduate and MSc studies have been psychology-specific**, their knowledge of complementary disciplines may be limited and a baseline rating of 0 might be more appropriate (unless other knowledge-building activities have been undertaken).

**Table 1. Benchmarking Initial Ratings for 1.4** (Complementary Areas to Sport and Exercise Psychology)

Sport and Exercise Science education		Psychology-specific education	
0	n/a	0	No knowledge of what complementary areas to sport and exercise psychology do
1	n/a	1	Limited knowledge. Acquired $\geq 5.5$ hours CPD in learning what other disciplines do, gained through any combination of

Sport and Exercise Science education		Psychology-specific education	
			<p>reading, short course/s, interviewing or observing others</p> <p>OR</p> <p>Worked in another role complementary to sport and exercise psychology (e.g., coaching) for <math>\geq 1</math> year</p>
			<p><b>Example evidence:</b></p> <p><i>Reflections (from reading, interviews or observations), course outline and certificate, job description / CV</i></p>
2	<p>Studied several disciplines as part of an undergraduate course (e.g., physiology, biomechanics, strength &amp; conditioning) OR MSc course</p>	2	<p>Moderate knowledge.</p> <p>Acquired <math>\geq 11</math> hours CPD in learning what other disciplines do, gained through any combination of reading, short course/s, interviewing or observing others</p> <p>OR</p> <p>Worked in another role complementary to sport and exercise psychology (e.g., coaching) for <math>\geq 2</math> years</p>
	<p><b>Example evidence:</b></p> <p><i>Degree certificate</i></p>		<p><b>Example evidence:</b></p> <p><i>Reflections (from reading, interviews or observations), course outline and certificate, job description / CV</i></p>
3	<p>Studied several disciplines as part of both an undergraduate course AND an MSc course</p> <p>OR</p> <p>Specialised in another discipline through degree (e.g., physiology pathway, research dissertation, or placement)</p> <p>OR</p> <p>Additional course/CPD (e.g., reading, interviewing others) in another discipline (beyond degree) including <math>\geq 5.5</math> hours of contact and/or study time</p> <p>OR</p> <p>Worked in another role complementary to sport and exercise psychology (e.g., coaching) for <math>\geq 1</math> year</p>	3	<p>Detailed knowledge.</p> <p>Acquired <math>\geq 11</math> hours CPD in learning what other disciplines do AND worked in another sport and exercise discipline role (e.g., coaching) for <math>\geq 1</math> year</p> <p>OR</p> <p>Acquired <math>\geq 16.5</math> hours CPD in learning what other disciplines do, gained through any combination of reading, short course/s, interviewing or observing others</p> <p>OR</p> <p>Worked in another role complementary to sport and exercise psychology (e.g., coaching) for <math>\geq 3</math> years</p> <p>OR</p> <p>Managed a team of multidisciplinary staff in a sport and exercise setting for <math>\geq 1</math> year</p>
	<p><b>Example evidence:</b></p> <p><i>Degree certificates, dissertation, placement case study, course outline and certificate</i></p>		<p><b>Example evidence:</b></p> <p><i>Reflections (from reading, interviews or observations), course outline and certificate, job description / CV</i></p>
4	<p>Thorough knowledge.</p> <p>Worked in several other roles complementary to sport and exercise psychology (e.g., coaching, nutrition) covering a period <math>\geq 4</math> years</p> <p>OR</p> <p>Managed a team of multidisciplinary staff in a sport and exercise setting for <math>\geq 4</math> years</p> <p>OR</p>	4	<p>Thorough knowledge.</p> <p>Worked in several other roles complementary to sport and exercise psychology (e.g., coaching, nutrition) covering a period <math>\geq 4</math> years</p> <p>OR</p> <p>Managed a team of multidisciplinary staff in a sport and exercise setting for <math>\geq 4</math> years</p> <p>OR</p>

Sport and Exercise Science education		Psychology-specific education	
	Taught or researched (higher education) about what other areas related to sport and exercise psychology do		Taught or researched (higher education) about what other areas related to sport and exercise psychology do
	<b>Example evidence:</b> <i>Job descriptions/CV, staffing structure and service description, course outlines, example lectures, publications</i>		<b>Example evidence:</b> <i>Job descriptions/CV, staffing structure and service description, course outlines, example lectures, publications</i>
5	Full competence and recognised expertise in what other disciplines do, gained through managing others, teaching, publishing papers, undertaking a PhD or holding substantive employment in another discipline	5	Full competence and recognised expertise in what other disciplines do, gained through managing others, teaching, publishing papers, undertaking a PhD or holding substantive employment in another discipline
	<i>Course outlines, example lectures, list of publications, PhD thesis, CV, invited talk transcripts/recordings</i>		<i>Course outlines, example lectures, list of publications, PhD thesis, CV, invited talk transcripts/recordings</i>

### 3.4.2 Accumulating Knowledge Throughout SEPAR

All forms of CPD will contribute to knowledge accumulation in some respect. For some activities this knowledge will be focused on the ‘know what’ of key psychological concepts relevant to sport and exercise psychology (competencies 1.1, 1.2 and 1.3). For other activities the knowledge accumulated will be focused on the ‘know how’ of skills or self-development and management competencies (competencies 1.4 and 1.5).

Whilst it is recommended candidates divide their CPD time across a diverse range of activities (see Section 2.0 for examples), it is important to remember SEPAR is a postgraduate training pathway through which candidates are training to become evidence-informed practitioners. As such, it is expected that a substantial proportion of knowledge is accumulated through independent reading including academic research, theoretical sources and professional articles such as case study or discussion papers.

As CASES members, candidates have free access to the *Case Studies in Sport and Exercise Psychology* (CSSEP) journal, which is considered essential reading for SEPAR candidates. Candidates can access CSSEP via the Member Login area of the CASES website (Resources section).

Candidates are also reminded that, in addition to the SEPAR core workshops, CASES provides an ongoing programme of CPD events (listed in the [“events”](#) section of the website) and resources (“resource library” in the Member Login area). It is recommended in particular that candidates attend the annual CASES Psychology Division Day, which is free to members and includes highly relevant content for SEPAR trainees (candidates might also be interested in the multidisciplinary CASES division days for “Sport and Performance” and “Physical Activity for Health”).

Candidates with an interest in exercise psychology are directed towards the [Applied Psychologists In Physical Activity Network \(APPAN\)](#) for further CPD opportunities. The network organises monthly free CPD/networking sessions and aims to provide a community for education, support and shared practice in the field of applied physical activity and exercise psychology. To join the network, e-mail [APPANcommunity@gmail.com](mailto:APPANcommunity@gmail.com)

To ensure sufficient time is spent developing academic and professional knowledge, the following guide might be useful for breaking down CPD hours:

Reading peer-reviewed journal articles (research, theory & professional practice) – 30%

SEPAR core workshops – 20%

Other formal training, workshops etc. – 10%

Individual supervision – 10%

Observation – 5%

Other (group supervision, podcasts, books etc.) – 25%

### 3.4.3. Rating Knowledge for the Mid-point and Final Submissions

For each 1-point increase beyond the initial submission rating (2 in most cases), candidates are expected to demonstrate the equivalent of a *notional* 5.5 hours of CPD. Table 2 provides a summary of the amount of *notional* CPD hours required for each competency level, depending on the candidate's starting point in each competency.

These notional figures are calculated to enable a candidate starting at the minimum level (e.g., who starts with a 2 across all knowledge competencies, and a 0 in 1.4.1) to reach full competence across most competencies by their final SEPAR submission.

**Table 2. Number of Notional CPD Hours Required to Achieve Each Knowledge Competency Level**

		Competency level				
		1	2	3	4	5
		Limited knowledge	Moderate knowledge	Detailed knowledge	Thorough knowledge	Full competence
Initial portfolio starting point	0*	5.5 hours	11 hours	16.5 hours	22 hours	27.5 hours
	1*	-	5.5 hours	11 hours	16.5 hours	22 hours
	2	-	-	5.5 hours	11 hours	16.5 hours
	3	-	-	-	5.5 hours	11 hours
	4	-	-	-	-	5.5 hours
	5	-	-	-	-	-

\*competency 1.4.1 only

#### **Notes**

**For candidates who start with higher initial scores**, it is possible they may reach full competence on all knowledge competencies before they have fulfilled their 275 CPD hours. In this case, it is important they continue to complete the remainder of the 275 hours (as measured on the CPD and Supervision Log) to fulfil the CPD requirement for completion of SEPAR.

**For competency 1.5.3**, candidates will be able to claim a rating of 5 following successful completion of the Counselling Skills course (and submission of a CPD reflection template).

#### 3.4.4 Calculating 'Notional' CPD Hours for Knowledge Ratings

The figures in Table 2 are notional and should be used as a guide only. This is because most CPD activities contribute to multiple competencies, therefore knowledge ratings based only on "hours spent" may not be meaningful.

For example, if a candidate spends 6 hours reading and reflecting on a series of papers about burnout and career transitions in female athletes, this content is relevant to competencies 1.1.2, 1.1.4, and 1.1.5.

The candidate then might write a reflection to review the knowledge they have gained and what they have learned from this in relation to their practice, also bringing in learning from a related podcast they listened to. In this reflection, they refer specifically to each competency topic (i.e., burnout, gender, career transitions).

Through this process, it is viable that the candidate has increased their knowledge from a 2 (moderate knowledge) to a 3 (detailed knowledge) in all three of these competencies. Yet the total amount of hours taken may be different than the notional 16.5 hours required to increase three knowledge competencies by 1-point.

Therefore, instead of calculating knowledge ratings based on hours spent, candidates need to provide a meaningful demonstration of their improved knowledge in each competency. From this more qualitative perspective, a 1-point shift in their development might be evidenced through any *one* of the following:

- a themed reflection where the topic is *central to the competency*, and draws on *multiple sources* of CPD (e.g., 3-4 research articles, or 2 articles plus a podcast)  
OR
- a certificate, overview of content and CPD reflection template from a relevant workshop lasting 3-4 hours  
OR
- a certificate and overview of content from a relevant workshop lasting 5-6 hours  
OR
- a themed reflection of the planning process and articles read in preparing a workshop/lecture on a relevant topic, plus slides from the workshop/lecture

Alternatively, if competency has been achieved through multiple shorter activities, a 1-point shift in development might be evidenced through *any combination* of the following (to add up to a notional 5.5 hours):

- a themed reflection where the topic is touched on but is not central to the competency
- a single reflection that only draws on one source of CPD (e.g., one academic paper)
- a certificate and overview of content from a workshop lasting 1-2 hours
- a CPD reflection template from a workshop lasting 1-2 hours
- slides from a workshop/lecture that the candidate delivered but without reflection on the planning process

**Note:** The idea of 'notional' CPD hours applies only to calculations for *knowledge competency ratings*. When calculating the required 275 hours for completion of SEPAR, candidates should base this on actual hours spent in CPD activities, and record these actual hours on the CPD and supervision log. E.g., in the example above, the candidate wrote a themed reflection that is sufficient for a 1-point jump in knowledge competencies 1.1.2, 1.1.4 and 1.1.5 (equivalent to 5.5 notional hours per competency, therefore 16.5 notional hours overall). The candidate may however have only spent 11 *actual hours* doing this reading and writing the reflection. They would therefore record 11 hours on their CPD and supervision log.

it is possible some candidates may reach full competence on all knowledge competencies before they have fulfilled their 275 CPD hours. In this case, it is important they continue to complete the remainder of the 275 hours (as measured on the SEPAR CPD and Supervision Log) to fulfil the CPD requirement for completion of SEPAR.

### 3.4.5 Evidencing CPD and Knowledge Accumulation

All CPD and supervision hours should be documented on the SEPAR CPD and Supervision Log, and supported by appropriate evidence (see Table 3 for guidance on evidence that is required for each activity).

For most types of CPD activity (e.g., reading, SEPAR core workshops, podcasts, interviewing others), reflections are required to evidence knowledge accumulation. The majority of these reflections should be “themed” (see section 3.2.2), in that they draw on a number of different activities (rather than writing a single reflection for every article read, for instance).

For other activities (e.g., supervision, non-SEPAR workshops), candidates can evidence their participation with documents such as course outlines and certificates or supervisor-signed documents (see Table 3). They should also submit reflections for any hours they wish to claim reflecting on these activities.

When reflecting on different sources of knowledge, it is important candidates are critical in their reflection. This can be achieved by asking themselves ‘how credible and/or relevant is this source of knowledge, and what might make it biased?’ For example, if listening to a podcast in which presenters are sharing their opinions – Are those opinions grounded in any evidence? How knowledgeable and experienced are the presenters? How might their background influence their views? Or if reading a research article - How relevant is it to the context they are working in? e.g., is the population and setting similar, or are there things about the study that might make it difficult to transfer to an applied setting?

**Table 3. Types of Evidence Required for Different CPD Activities**

(NB Evidence submitted should all be on [SEPAR templates](#))

CPD Activity	Evidence required	Additional evidence required if counting reflective hours  (NB this evidence is in addition to the evidence required in column 1)
<b>Individual supervision</b>	Candidates must submit the following <b>three forms of evidence</b> : 1. Supervisor signature on CPD and supervision log ( <i>1 per portfolio submission</i> ) 2. Supervisor report ( <i>1 per portfolio submission</i> ) 3. Supervisor-signed quarterly review forms ( <i>1 for every quarterly review meeting that has occurred since the previous submission</i> )	If counting reflective hours, it is essential to also include one of the following:  - Themed reflection that makes reference to the supervision - SEPAR CPD Reflection Template
<b>Group supervision</b>	Candidates must submit the following <b>two forms of evidence</b> : 1. Supervisor signature on CPD and supervision log ( <i>1 per portfolio submission</i> ) 2. Supervisor report ( <i>1 per portfolio submission</i> )	If counting reflective hours, it is essential to also include one of the following:  - Themed reflection that makes reference to the group session - SEPAR CPD Reflection Template



CPD Activity	Evidence required	Additional evidence required if counting reflective hours  (NB this evidence <u>is in addition to</u> the evidence required in column 1)
<b>SEPAR core workshops</b>	Candidates must submit the following <b>one form of evidence</b> :  1. SEPAR CPD Reflection Template ( <i>1 per workshop</i> )	N/A – reflection hours can already be counted (i.e., in writing the SEPAR CPD Reflection Template).  <i>It is possible (but not essential) that themed reflections mentioning SEPAR core workshops may be submitted as additional evidence.</i>
<b>Other courses, workshops or webinars</b>	Candidates must submit the following <b>two forms of evidence</b> :  1. Certificate or e-mail confirming attendance 2. Programme of content, brief overview or link to event page so reviewers can see what the workshop entailed	If counting reflective hours, it is essential to also include one of the following:  - Themed reflection that makes reference to the CPD event - SEPAR CPD Reflection Template
<b>Independent reading</b>	Candidates must submit <b>one of the following forms of evidence</b> :  1. Themed reflection (use SEPAR Themed Reflection Template) that references the article/book and reflects critically on learning. <u>This is the recommended type of reflection</u> , as it allows candidates to synthesise learning from several CPD activities and develop a deeper, critical understanding.  OR ( <i>seminal articles only</i> ) 2. Single reflection (use SEPAR CPD Reflection Template). These types of reflection are recommended <u>only</u> for seminal articles (e.g., original theoretical papers, controversial studies/discussion papers or in-depth systematic reviews in a key area), where the candidate feels writing a deeper, focused reflection will be helpful.	N/A – as the evidence for this activity involves writing reflections, reflection hours can already be counted.
<b>Observing others or being observed</b>	<u>For observations with their SEPAR supervisor:</u> Candidates must submit the following <b>two forms of evidence</b> :  1. SEPAR Observation Form ( <i>1 per observation</i> ) 2. SEPAR Observation Log ( <i>1 per portfolio submission</i> )  <u>For observation involving others:*</u> Candidates must submit the following <b>one form of evidence</b> :  1. Single reflection (choose from SEPAR Reflective Practice Templates)  <i>*NB observations with others who are not their SEPAR supervisor can count towards the 275 CPD hours, but <u>cannot</u> count towards the observation requirements for completion of SEPAR (see Section 2.0).</i>	N/A – as the evidence for this activity involves writing reflections, reflection hours can already be counted

CPD Activity	Evidence required	Additional evidence required if counting reflective hours  (NB this evidence <u>is in addition to</u> the evidence required in column 1)
Other (e.g., podcasts, documentaries, interviewing others)	<p>Candidates must submit the following <b>one form of evidence</b>:</p> <ol style="list-style-type: none"> <li>1. Reflection (either themed or single) that references the specific CPD activity and reflects critically on learning</li> </ol> <p><i>Depending on the type of activity, this may either be a single reflection or a themed reflection that covers several different CPD activities.</i></p>	N/A – as the evidence for this activity involves writing reflections, reflection hours can already be counted

## 3.5 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 4.

### 3.5.1 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.

### 3.5.2 Needs Analysis

A starting phase for a consultant working with a new client is commonly referred to as *Needs Analysis* or *Needs Assessment*. This essentially means the understanding on the consultant's part of the psychological demands of that particular sport or exercise context, and an assessment of the client's specific needs and what they hope to achieve through the consultancy. 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 athlete or client.

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 CASES 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.

### 3.5.3 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 integrate this as appropriate within their practice.

One particular area that candidates are expected to draw on theoretical and research knowledge is in case formulation, which involves working collaboratively with clients to make sense of their presenting issues, and to inform the development of a targeted intervention and/or therapeutic support.

### 3.5.4 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.

### 3.5.5 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. This may include gathering feedback not only from clients, but also from key stakeholders such as coaches, service managers, support staff or parents.

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. Candidates may use a variety of qualitative (e.g., open-ended feedback, interviews) and quantitative methods (e.g., psychometric questionnaires, performance metrics) 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, informal feedback in sessions etc.).

**Table 4. Guidelines for Skills Competency Benchmarks:**

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

\*The term “context” is intended to be used flexibly to suit each candidate’s SEPAR journey. Contexts can refer to different sports or types of physical activity, different settings (e.g., community, healthcare, education, sports organisation, independent practice, multidisciplinary team), different populations (e.g., gender, age, ethnicity, health), different formats of delivery (e.g., online, in-person), or different size groups (e.g., individual, family groups, teams).

It is important candidates make clear on their competency profile how they have interpreted “context” to justify their rating, e.g., if rating themselves a 2, it is important to say what four contexts they have applied that particular skill in.

Simulated role-plays may be an important context within which candidates develop their skills, during the first 6-9 months of SEPAR in particular. Role plays can however only be counted for a maximum of two of the eight contexts in meeting the threshold rating of 4, regardless of multiple variations in the context in which the role-plays were undertaken (e.g., online, in-person, different simulated client types etc.).

### **3.6 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 5.

The self-development and management competencies will be developed mainly through applied experiences, but also through reading, core workshops and other CPD activities (candidates are encouraged to use SEPAR CPD Reflection Templates to provide evidence linked to competencies). These experiences should be supported by regular critical reflection with peers and supervisors to enhance experiential learning.

#### **3.6.1 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.

In the spirit of ongoing learning, there will be many occasions where candidates will need to reflect on 'who they think they are right now'. The best example of this being the philosophical approach reflections (Professional Philosophy Report template – Initial) where candidates will likely have little insight to their values and views, and instead be a product of the learning environment they have experienced. As they progress through SEPAR, there will be a natural growth and refining of positions, values, and approaches and this can be evidenced in the mid-point and final 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 CASES 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 5.

Instead, this competency is met through the production of 3 x reflective statements 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.

### 3.6.2 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 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 themselves 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 they will use different approaches to reflective practice to consider the development of many aspects of the overall competency profile (see section 3.2). To facilitate this, several reflective practice models are provided through the SEPAR Reflective Practice 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.

### 3.6.3 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, but are not limited to:

- when an issue presents and the candidate feels 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.

Protection of the public is also of paramount importance for sport and exercise psychologists. During the SEPAR process candidates must ensure 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 CASES 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).

### 3.6.4 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. Candidates are encouraged to make use of the SEPAR Therapeutic Risk Assessment to facilitate this process.

**Table 5. Guidelines for Self-Development and Management Category Benchmarks**

0	<b>No coverage</b>
1	<p><b>Minimal coverage</b> of competency development with evidence of application within two applied sport and/or exercise contexts*</p> <p><b><u>For 3.3.1, 3.3.2, 3.3.4 - a rating of 1 can only be claimed if at least 1 source of evidence:</u></b></p> <p>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)</p> <p><b><u>For 3.4.2, a rating of 1 can only be claimed if:</u></b>  Two therapeutic risk assessments are submitted (from different contexts)</p>
2	<p><b>Limited coverage</b> of competency development with evidence of application across four applied sport and/or exercise contexts</p> <p><b><u>For 3.3.1, 3.3.2, 3.3.4 - a rating of 2 can only be claimed if at least 2 sources of evidence:</u></b></p> <p>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)</p> <p><b><u>For 3.4.2, a rating of 2 can only be claimed if:</u></b>  Four therapeutic risk assessments are submitted (from different contexts)</p>
3	<p><b>Moderate coverage</b> of competency development with evidence of application across six applied sport and/or exercise contexts</p> <p><b><u>For 3.3.1, 3.3.2, 3.3.4 - a rating of 3 can only be claimed if at least 3 sources of evidence:</u></b></p> <p>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)</p> <p><b><u>For 3.4.2, a rating of 3 can only be claimed if:</u></b>  Six therapeutic risk assessments are submitted (from different contexts)</p>
4	<p><b>Thorough coverage</b> of competency development with evidence of application across eight applied sport and/or exercise contexts</p> <p><b><u>For 3.3.1, 3.3.2, 3.3.4 - a rating of 4 can only be claimed if at least 4 sources of evidence:</u></b></p> <p>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)</p> <p><b><u>For 3.4.2, a rating of 4 can only be claimed if:</u></b>  Eight therapeutic risk assessments are submitted (from different contexts)</p>
5	<p><b>Full competence</b> demonstrated through extensive experience with evidence of application across ten applied sport and/or exercise contexts</p> <p><b><u>For 3.3.1, 3.3.2, 3.3.4 - a rating of 5 can only be claimed if at least 5 sources of evidence:</u></b></p> <p>3.3.1 – relate to reflections on data protection issues</p>

	<p>3.3.2 – refer to issues associated with duty of care (to self or others)</p> <p>3.3.4 – consider ethical and moral issues (either reflections or responses to what-ifs)</p> <p><b>For 3.4.2, a rating of 5 can only be claimed if:</b>  Ten therapeutic risk assessments are submitted (from different contexts)</p>
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\*The term “context” is intended to be used flexibly to suit each candidate’s SEPAR journey. Contexts can refer to different sports or types of physical activity, different settings (e.g., community, healthcare, education, sports organisation, independent practice, multidisciplinary team), different populations (e.g., gender, age, ethnicity, health), different formats of delivery (e.g., online, in-person), or different size groups (e.g., individual, family groups, teams).

It is important candidates make clear on their competency profile how they have interpreted “context” to justify their rating, e.g., if rating themselves a 2, it is important to say what four contexts they have demonstrated that particular competency in.

## 3.7 **Experience**

**Note:** Candidates should consult the SEPAR Practice Placement Handbook for information about application/consultancy activities, including how to gain applied experiences and key roles, requirements and ethical considerations whilst on placement.

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 for 4.1.1 should be made based on the benchmark statements detailed in Table 6. For all other competencies, candidates should refer to Table 7, in which a range of *considerations for experience* have been included for each competency 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 6); instead, a 0-3 rating scale is used.

Developing skills and experience in a range of sports or exercise contexts 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. 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.

### 3.7.1 Backdating application/consultancy hours from prior experience

Accumulation of the 2700 SEPAR application/consultancy hours can start as soon as the candidate's SEPAR DBS check is complete.

Some candidates may however already be in roles for which they are accumulating relevant sport and exercise psychology practice (and have an existing DBS with their current employer), or may have accumulated relevant applied experience since completing their MSc.

In this instance, candidates are able to backdate **up to 50 hours** (to include planning, contact and reflection) from before **the date they receive an authorisation e-mail to say their SEPAR DBS check is complete and they can now start applied practice.**

Any backdated hours would count towards the target of 2700 hours. For example, if a candidate backdates 42 hours (15 planning, 20 contact, 7 reflection) they would need to accumulate 2658 hours (at least 880 of which must be contact) throughout the remainder of SEPAR.

In order to be eligible, backdated hours must:

- be completed post-MSc
- involve the application of sport and/or exercise psychology
- be supervised by a HCPC-registered Practitioner Psychologist (may or may not be the SEPAR supervisor, and can be from any domain of psychology, e.g., sport and exercise, clinical, occupational, health etc.)
- be logged on the SEPAR Backdated Hours Log, which must be signed off by your SEPAR supervisor and any previous supervising HCPC Practitioner Psychologists (if applicable)

It is noted that some candidates may have more than 50 hours prior experience that is relevant. In this case, candidates may reflect their higher experience level in their initial experience competency ratings (e.g., if a candidate previously had  $\geq 60$  hours of experience working with teams in a sport psychology setting they might rate themselves a 2 for competency 4.3.4). The candidate would however be able to backdate only 50 hours towards their total of 2700 hours. This means candidates who come with some experience in a particular competency might reach a rating of 5 part-way through SEPAR, but would need to continue gathering experience until they have the required 2700 hours.

**Table 6. Guidelines for Experience Category Benchmarks – 4.1.1**

0	<b>No, or minimal competitive/practical experience</b> as a sport performer and/or exercise participant/exercise contexts
1	<b>Limited coverage</b> - 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	<b>Sufficient coverage</b> - 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	<b>Full coverage</b> - 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 7: Guidelines for Experience Category Benchmarks – Practitioner Experiences\***

		Competency Rating					
	Competency	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	<i>Sport psychology only:</i> Work with one team/group or one individual sport  <i>Exercise psychology only:</i> Work in one exercise setting  <i>Sport and exercise psychology:</i> Work with either one sport or in one exercise setting	<i>Sport psychology only:</i> Work with one team/group and one individual sports  <i>Exercise psychology only:</i> Work in two exercise settings  <i>Sport and exercise psychology:</i> Work in one sport and one exercise setting	<i>Sport psychology only:</i> Work with two sports in one setting and one in the other  <i>Exercise psychology only:</i> Work in three exercise settings  <i>Sport and exercise psychology:</i> Work in three settings (at least one sport, one exercise)	<i>Sport psychology only:</i> Work with three sports in one setting and two in the other  <i>Exercise psychology only:</i> Work in five exercise settings  <i>Sport and exercise psychology:</i> Work in five settings (at least two sport, two exercise)	<i>Sport psychology only:</i> Work with four sports in one setting and three in the other  <i>Exercise psychology only:</i> Work in seven exercise settings  <i>Sport and exercise psychology:</i> Work in seven settings (at least three sport, three exercise)
4.3.2	Experience of working as a practitioner with a range of age groups, genders, and diverse 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 diverse population	As previous, plus work with another diverse 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
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\*The hours marked in the table are 'direct contact' hours (see Section 2.0)

**Note:** These hours provide the minimum threshold to achieve competency ratings of 4. Candidates must however achieve 2700 application/consulting hours (including 900 hours of direct contact) to complete SEPAR, which will mean candidates need to accumulate more than the minimum required hours in one or more of the competencies.

## 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	<b>Related topics include:</b> History of sport and exercise psychology, understanding and using sport and exercise psychology, understanding of sport and exercise psychology governance (CASES/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	<b>Related topics include:</b> 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	<b>Related topics include:</b> 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	<b>Related topics include:</b> 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*	<b>Related topics include:</b> 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	<b>Related topics include:</b> 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	<b>Related topics include:</b> 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	<b>Related topics include:</b> 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 Diverse Issues in Sport Psychology	<b>Related topics include:</b> 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	<b>Related topics include:</b> 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.
<b>Exercise Psychology (Exercise and Sport &amp; Exercise Psychologists Only)</b>	1.3.1	Epidemiology of Physical Activity and Health	<b>Related topics include:</b> 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	<b>Related topics include:</b> 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	Diverse Populations in Physical Activity and Exercise	<b>Related topics include:</b> 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 dysmorphia, exercise dependence.
<b>Complimentary Areas to Sport &amp; Exercise Psychology</b>	1.4.1	The Sport Sciences and Allied Professions	Sport and exercise psychologists are expected to have knowledge of what other disciplines related to sport and exercise psychology 'do', e.g., physiology, strength and conditioning, coaching, physiotherapy, nutrition, sports management, public health, personal training, GPs, secondary care etc. This may include understanding aspects of the discipline itself (as it relates to sport and exercise), as well as understanding training, areas of knowledge, working practices and challenges faced by professionals working in these areas (to enhance understanding about collaborative practice and multidisciplinary team working).
<b>Issues in Professional Practice</b>	1.5.1	Current Issues in the Professional Practice of Sport & Exercise Psychology*	<b>Related topics include:</b> 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, safeguarding, reflective practice, set-up and management of a business.
	1.5.2	Frameworks for Applied Sport & Exercise Psychology	<b>Related topics include:</b> 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	<b>Related areas include:</b> 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	<b>Related areas include:</b> 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	<b>Related areas include:</b> 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	<b>Related areas include:</b> 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	<b>Candidates should consider:</b> how factors in the organisational structure might influence the client's needs or might influence the kind of intervention that can be delivered. In organisational settings this might include factors such as culture, management approaches, available time with client/s, accessibility of resources, seasonal and environmental conditions etc. In independent practice, this might include factors such as potential need for other disciplinary input, available time and capacity, fee structures and client ability to pay etc.
	2.2.3	Understand the requirements of team member audits/intake interviews	<b>Candidates should consider:</b> qualitative approaches might include interviews, focus groups, informal observations and chats, creative or reflective methods, exploratory diaries, genograms or timelines; quantitative approaches might include performance profiling, video analysis/coded observations, questionnaires, analysis of statistics. Candidates should consider involvement of stakeholders in the needs analysis where appropriate (e.g., coaches, parents, family members).
	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 should demonstrate the ability to develop psychological formulations that draw on theory, research and/or explanatory models as appropriate for the candidate's philosophical approach. Formulations should be developed collaboratively with clients and revised as appropriate in the light of ongoing intervention, discoveries or changing client needs.

	2.3.2	Offer a research overview to client/athlete/coach/parent in an appropriate format to justify practice	Candidates must be able to explain to clients how evidence and theory underpins their psychological formulation and their intervention approach.
<b>Intervention Design</b>	2.4.1	Design appropriate interventions based on psychological case formulation	Candidates should demonstrate the ability to design appropriate interventions and/or therapeutic support that draws on formulation and takes the client's perspective and other contextual factors into account. Candidates should consider different modalities (e.g., CBT, REBT, ACT, MI, humanistic counselling, narrative therapy etc.) and endeavour to seek congruence with their philosophical approach.
<b>Consultancy Skills</b>	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/carers, 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	<b>Related areas include:</b> 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	Candidates should demonstrate competence in the application of intervention techniques aligned with therapeutic modalities of choice (e.g., CBT, REBT, ACT, MI, humanistic counselling, narrative therapy etc.) in a way that is congruent with their theoretical paradigm (e.g., Psychodynamic, humanistic, cognitive-behavioural etc.).
	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.
<b>Evaluation in Professional Practice</b>	2.6.1	Understand requisite elements to offer a single case design/single case study	Candidates should demonstrate the ability to design an evaluation for a single client that considers both quantitative elements (e.g., pre-post measures) and qualitative elements (e.g., open-ended feedback). Candidates should consider both the evaluation of outcomes (i.e., whether the intervention has met its objectives) and process (i.e., delivery factors that influence whether the intervention has met its objectives).
	2.6.2	Select elements of evaluating intervention effectiveness appropriate to the agreed outcomes	<b>Candidates should consider:</b> 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	<b>Related areas include:</b> 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	<b>Related areas include:</b> CASES 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	<b>Related areas include:</b> CASES 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 (CASES 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 CASES 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	<b>Related areas include:</b> Data Protection Act 1998, 2018, CASES 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	<b>Related areas include:</b> candidates use of own coping strategies, managing emotional labour, reflective practice, candidate use of social support, managing and implementing the CASES 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	<b>Related areas include:</b> CASES 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., CASES, HCPC) to	<b>Related areas include:</b> CASES code of conduct, HCPC standards of proficiency, HCPC Standards of Conduct, Performance and Ethics, AASP Ethical Principles and Standards.

		ensure ethical and safeguarding principles are applied in practice	
	3.3.5	Understand the principles of duty of care, professional standards, quality control and quality assurance	<b>Related areas include:</b> CASES code of conduct, HCPC standards of proficiency, HCPC Standards of Conduct, Performance and Ethics, AASP Ethical Principles and Standards.
<b>Management of resources, risks, self and others</b>	3.4.1	Demonstrate the ability to assess and manage strategic resources and risks to maximise effectiveness	Candidates are expected to demonstrate how they manage resources and risks to maximise their effectiveness as sport and exercise psychology practitioners. Includes strategic planning and prioritisation, workload management, consideration of contextual influences, cost-benefit analysis and decision making, risk and contingency planning, adaptability.
	3.4.2	Demonstrate the ability to assess and manage therapeutic resources and risks to ensure the wellbeing of self and others	<b>Related areas include:</b> ability to assess client risk (e.g., risk to self, risk to others, risk of harm from others to self, social isolation, social media behaviour, age or vulnerability), practitioner risk (e.g., competence, capacity, mental and physical health, risks of lone-working), relationship risk (e.g., conflict of interest, presence of transference/countertransference), intervention risk (e.g., physical risks of sport/exercise, interactions of strategies with client vulnerabilities), environmental risk (e.g., safety hazards, weather, cyber-risk, organisational pressures) and take steps to minimise and mitigate risk to ensure the wellbeing of self (e.g., supervision, self-care, reflective practice, coping strategies, social support) and others (e.g., safeguarding protocols, CASES and HCPC codes of conduct, implementing ethical and moral standards in practice).
	3.4.3	Demonstrate effective leadership through the ability to guide, influence, inspire and empathise with others	<b>Related areas include:</b> 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
<b>Sport and/or Exercise Participation</b>	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.
<b>Allied Professions</b>	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.
<b>The Sport and/or Exercise Psychologist</b>	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, formulation, 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 diverse 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	

## Annex E: Workshop Competencies

### SEPAR Competency Mapping of the CASES Core Workshops

The following tables show how the current programme of CASES Core Workshops map to the SEPAR Competencies.

- CASES believe that those boxes shaded **Green** indicate that the relevant workshop contributes to **a large extent** to the identified SEPAR Competency.
- CASES believe that those boxes shaded **Orange** indicate that the relevant workshop contributes to **some extent** to the identified SEPAR Competency.

#### Knowledge Competencies 1. KNOWLEDGE (17 competencies)

Theme	Competency (Candidates should know and understand the key concepts associated with the scientific knowledge base in ...)		Reflective Practice	Professional Ethics	Safeguarding	Case Study	Counselling Skills	Practice Philosophy	Equality, Diversity & Inclusion
<b>Sport &amp; Exercise Psychology</b>	1.1.1	The Nature of Sport and Exercise Psychology							
	1.1.2	Motivation, Confidence and Participation for Sport, Physical Activity and Exercise							
	1.1.3	Group and Team Based Theories							
	1.1.4	Gender, Diversity and Cultural Competence			?				
	1.1.5	Contemporary Topics in Sport and Exercise Psychology							
	1.1.6	Mental Health							
<b>Sport Psychology (Sport and Sport &amp; Exercise Psychologists Only)</b>	1.2.1	Performance Enhancement							
	1.2.2	Psychomotor Learning and Sport Performance							
	1.2.3	Understanding of Special Issues in Sport Psychology							
	1.2.4	Coaching Psychology							
<b>Exercise Psychology (Exercise and Sport &amp; Exercise Psychologists Only)</b>	1.3.1	Epidemiology of Physical Activity and Health							
	1.3.2	Physical Activity Promotion Strategies							
	1.3.3	Special Populations in Physical Activity and Exercise							
<b>Complimentary Areas to Sport &amp; Exercise Psychology</b>	1.4.1	The Sport Sciences and Allied Professions	If Non-SEPAR candidates are present						
<b>Issues in Professional Practice</b>	1.5.1	Current Issues in the Professional Practice of Sport & Exercise Psychology							
	1.5.2	Frameworks for Applied Sport & Exercise Psychology							
	1.5.3	Approaches to Counselling							

## 2. SKILLS (23 competencies)

Theme	Competency (Candidates should be able to ...)		Reflective Practice	Professional Ethics	Safeguarding	Case Study	Counselling Skills	Practice Philosophy	Equality, Diversity & Inclusion
<b>Communication and Presentation Skills</b>	2.1.1	Demonstrate the ability to communicate effectively using verbal and non-verbal approaches with specialist and non-specialist audiences via presentations							
	2.1.2	Demonstrate the ability to communicate effectively using verbal and non-verbal approaches with specialist and non-specialist audiences via verbal reports							
	2.1.3	Demonstrate the ability to communicate effectively with specialist and non-specialist audiences via written reports							
	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							
<b>Needs Analysis</b>	2.2.1	Assess the performance-related demands of the particular sport or exercise context							
	2.2.2	Assess organisational structure to inform evaluation							
	2.2.3	Understand the requirements of team member audits/intake interviews							
	2.2.4	Identify clients' expectations, needs and requirements in order to appropriately negotiate the priorities of the client							
<b>Understanding and use of Research</b>	2.3.1	Justify decisions made for consultancy from that of a research informed practice position through case formulation							
	2.3.2	Offer a research overview to client/athlete/coach/parent in an appropriate format to justify practice							
<b>Intervention Design</b>	2.4.1	Select appropriate interventions based on needs analysis outcomes or intervention							
<b>Consultancy Skills</b>	2.5.1	Discuss and explain the rationale for, the use of sport and exercise science interventions							
	2.5.2	Negotiate roles and responsibilities in relation to client and/or stakeholder needs							

	2.5.3	Recognise the need to use interpersonal skills to encourage active participation of service users in consultancy sessions							
	2.5.4	Apply technical frameworks in action in order to achieve agreed client outcomes							
	2.5.5	Work effectively with other professionals, support staff and others (e.g., medical team) as part of a multidisciplinary team							
	2.5.6	Build and sustain relationships with a range of clients and stakeholders							
	2.5.7	Use counselling skills to optimise the consultancy process							
	2.5.8	Demonstrate a logical and systematic approach to problem solving							
<b>Evaluation in Professional Practice</b>	2.6.1	Understand requisite elements to offer a single case design/single case study							
	2.6.2	Select elements of evaluating intervention effectiveness appropriate to the agreed outcomes							
	2.6.3	Select and assess elements of consultant effectiveness appropriate to the role, consultancy expectations and service deliverables							
	2.6.4	Demonstrate the need for ongoing monitoring and evaluation in order to revise intervention plans where necessary							

### 3. SELF-DEVELOPMENT AND MANAGEMENT (15 competencies)

Theme	Competency (Candidates should know and understand the key concepts associated with the scientific knowledge base in ...)		Reflective Practice	Professional Ethics	Safeguarding	Case Study	Counselling Skills	Practice Philosophy	Equality, Diversity & Inclusion
<b>Defining a Personal Approach to Sport and Exercise Psychology activities</b>	3.1.1	State and justify their own philosophical approach to 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])							
	3.1.3	Know the limits of their own practice and when to seek advice or refer to another professional							
	3.1.4	Be able to practice within the legal and ethical boundaries of their profession							
<b>Development of Own Practice</b>	3.2.1	Analyse their own strengths and weaknesses and identify areas for personal development							
	3.2.2	Understand the value of reflection on practice and evidence engagement in the process							
	3.2.3	Demonstrate a commitment to, and engagement with, professional development through continuing advancement of own knowledge, understanding and competence							
<b>Ensuring Professional Compliance and Duty of Care</b>	3.3.1	Maintain records appropriately and in line with data protection requirements							
	3.3.2	Promote and implement robust policies and protocols relating to health, wellbeing, safety and security of themselves and their clients		Knowledge and awareness of need for policies but not evidence of demonstrating, promoting and implementing policies					
	3.3.3	Promote and ensure compliance with all relevant regulatory requirements and quality standards							
	3.3.4	Demonstrate an understanding and compliance with relevant codes of conduct (e.g., CASES, HCPC) to ensure ethical and safeguarding principles are applied in practice							
	3.3.5	Understand the principles of duty of care, professional standards, quality control and quality assurance							
<b>Management of resources, risks, self and others</b>	3.4.1	Demonstrate the achievement of desired outcomes with the effective management of resources and risks							
	3.4.2	Effectively manage resources and risks to ensure the wellbeing of self and others							
	3.4.3	Demonstrate effective leadership through the ability to guide, influence, inspire and empathise with others							

#### 4. EXPERIENCE (10 competencies)

Theme	Competency		Reflective Practice	Professional Ethics	Safeguarding	Case Study	Counselling Skills	Practice Philosophy	Equality, Diversity & Inclusion
<b>Sport and/or Exercise Participation</b>	4.1.1	Competitive/practical experience as a sport performer and/or exercise participant/exercise contexts							
	4.1.2	Experience of insights into stakeholder (e.g., parents, family members, sponsors) demands							
<b>Allied Professions</b>	4.2.1	Experience of working with practitioners in the disciplines of sport science and/or allied health professions (e.g., doctors; nutritionists)							
	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							
<b>The Sport and/or Exercise Psychologist</b>	4.3.1	Experience of working as a practitioner with a range of sport and/or exercise types							
	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							