

Guidelines for Referees providing KSA References

First of all, thank you for agreeing to provide a Reference for this KSA portfolio. This document provides guidance for Referees who have been asked to provide References for Applicants/Candidates applying for BABCP Provisional Accreditation, or who are training on a BABCP Accredited Level 2 Post-Graduate Cognitive Behavioural Psychotherapy course.

Applicants/Candidates will provide you with document *KSA4 - Reference*, in which they will have already completed the top section, including their Name, the relevant Criterion Category, and the Criterion Item Number and Name.

The Reference should be completed electronically, printed, signed, and returned to the Applicant/Candidate.

Please complete in full your personal details, including those of your professional relationship to the Applicant/Candidate.

For the Criterion identified, please provide a Reference which attests to the evidence you have of how the Applicant/Candidate meets the Criteria, answering the specific points for the individual Criterion detailed below. Where requested, please provide illustrative examples.

Please note, that we may contact you to ask for additional information.

Two examples of References are provided below, followed by a breakdown of the individual criterion and the specific points related to each criterion that you have been asked to provide.

Thank you for providing your Reference.

If you have any difficulties, or wish to seek any further assistance in completing this Reference, please do not hesitate to contact BABCP Accreditation team on 0161 705 4304 or email accreditation@babcp.com.

The Lead Organisation for CBT in the UK

British Association for Behavioural
& Cognitive Psychotherapies



KSA 4 - REFERENCE

Applicant/Candidate Name	Sally Peterson
KSA Criterion Category	SKILLS
Criterion Item Number & Name	9. COMPREHENSION OF RESEARCH
Referee Name	Harry Smith
Position	Specialist Therapy Services Lead, Psychological Services, Named PCT
E-mail Address	harry.smith@anyemail.com
Telephone Number	07700 901234 / 020 7946 0123
Professional Relationship to Applicant/Candidate	
I was Sally's direct Line Manager from 2009 to January 2012, when she was employed in the PCT as a Psychology Assistant. We were both members of the same peer supervision group for two years during that period. We remain in contact as colleagues working in the same Trust	
Reference Attesting to Criterion	
<ul style="list-style-type: none">• Please refer to <i>Guidelines for Referees Providing KSA References</i> document for specific information required for your Reference; the Applicant/Candidate should provide this to you• References should be typed in Word, (not handwritten), printed and signed, and provided to the Applicant/Candidate	
<p>Sally was employed as a Psychology Assistant following graduation from her BSc in Psychology, where she had undertaken relevant research projects - evidence of specific qualifications and relevant training modules were verified prior to employment. During her employment with us, Sally additionally received in-house training in research skills and statistical analysis, including SPSS training.</p> <p>Sally was involved in the service's restructuring programme, which redefined the Secondary Care Service into speciality areas. The Specialist Therapy Service was set up to cater for Secondary Care clients with psychosis and personality disorders, providing Psychodynamic Therapy, Cognitive Analytic Therapy, and Dialectical Behaviour Therapy.</p> <p>Part of this project required analysis of the existing services in terms of client numbers and populations, sources of and processes for referral, service resources including administrative staff, clinical professionals, and physical working locations and resources, and costs and budgets. Sally played a large role in this analysis, which involved liaison with all existing services and many employees, reference to relevant research articles on service delivery projects, and attendance at, and presentation of information at regular review meetings involving senior management.</p> <p>Sally developed and demonstrated a high level of understanding of research material and its application within the project, for example tracking down and citing a similar project undertaken by X Trust, and an ability to translate information into meaningful language for its recipients.</p> <p>Sally's contribution to the project was invaluable and demonstrated an ethical approach.</p>	
Referee Signature	Harry Smith

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KSA 4 - REFERENCE

Applicant/Candidate Name	Mika Segal
KSA Criterion Category	ATTITUDES
Criterion Item Number & Name	13. SELF EVALUATION AND REFLECTION
Referee Name	Martin Harris
Position	Clinical Director, Counselling Services, Named Charity
E-mail Address	martin.harris@anyemail.com
Telephone Number	07700 901234 / 020 7946 0123
Professional Relationship to Applicant/Candidate	
I provided Clinical Supervision to Stuart from 2010-2011 when he was a Counsellor for our service. I was also his Line Manager.	
Reference Attesting to Criterion	
<ul style="list-style-type: none"> • Please refer to <i>Guidelines for Referees Providing KSA References</i> document for specific information required for your Reference; the Applicant/Candidate should provide this to you • References should be typed in Word, (not handwritten), printed and signed, and provided to the Applicant/Candidate 	
<p>Mika was employed as a Counsellor, initially during his second year of Counselling training, and after qualification. He worked for between 2 and 3 days per week providing Counselling for clients presenting with depression, anxiety, low self-esteem, relationship issues and work related issues. He used an integrative approach.</p> <p>One of Mika's strengths in his clinical practice was his ability to reflect on his approach both in terms of the effectiveness of interventions, and also his personal style. He made excellent use of Supervision giving weight to self reflection and developed a style of open and honest, and constructive awareness of his impact on the counselling relationship.</p> <p>Mika is from a Jewish background, and our clients were drawn from a predominantly Christian and secular population. Mika was informed by his religious beliefs in respect of human well-being, but was always careful to set aside his own values and approached clients with an open and non-critical approach to their own beliefs and values. On one occasion he was working with a client who asked if Mika would pray with him. Mika made use of Supervision to explore the appropriateness of such an activity within the counselling process; he was significantly concerned with 'leakage' of any prejudice he had for his own beliefs, where they were in contrast with the client's.</p> <p>Mika reflected in Supervision on one of his clients who he found 'irritating'; he felt this was impacting on his ability to provide effective counselling. During exploration, Mika was able to identify that the client's attitudes reminded him of a significant person from his childhood who had been a source of distress. He took the decision to explore with and understand why the client had developed these attitudes, and as a result developed a deeper relationship with the client which provided an environment that was more open and constructive. Mika also later reflected that he had learned something about his relationship with the significant person from his childhood, and felt more resolved about the issue.</p>	
Referee Signature	Martin Harris

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<p>Knowledge</p> <p>1. Life Stages & Human Development</p>	<p>Knowledge of life stages and human development, including understanding life-span development cycles during infancy, childhood, adolescence, adulthood and old age</p> <p>Reference</p> <ul style="list-style-type: none"> • Please provide a Reference attesting to what evidence you have of the Applicant/Candidate’s acquisition of learning about life stages and human development
<p>Knowledge</p> <p>2. Health & Social Care Approaches</p>	<p>Knowledge of the delivery and legislation of health and social care through statutory and non-statutory bodies both national and local</p> <p>For example:</p> <ul style="list-style-type: none"> • Mental Health Act/Mental Capacity Act • National Services Framework/New Horizons • NICE Guidelines • Social care policies • Human rights legislation • Data protection, access rights and confidentiality laws • Statutory and non-statutory codes of conduct • Variations of available services, for example IAPT, stepped care models • Models of service delivery <p>Reference</p> <ul style="list-style-type: none"> • Please provide a Reference attesting to what evidence you have of the Applicant/Candidate’s exposure to and developed awareness of key and current legislation, including at least two illustrative examples of the application of this knowledge
<p>Knowledge</p> <p>3. Psychopathology/ Diagnostic Skills</p>	<p>Demonstrate an accurate understanding of psychopathology and problem definitions</p> <p>For example:</p> <ul style="list-style-type: none"> • Working knowledge of systems of classification, diagnostic criteria and tools, for example DSM, ICD, diagnostic and symptom report questionnaires <p>Reference</p> <ul style="list-style-type: none"> • Please provide a Reference attesting to what evidence you have of the Applicant/Candidate’s acquisition of learning about psychopathology, diagnostic criteria and tools, and the proven understanding and application of this knowledge through at least two illustrative examples

<p>Knowledge</p> <p>4. Models of Therapy</p>	<p>Knowledge of a variety of theoretical models of intervention</p> <p>For example:</p> <ul style="list-style-type: none"> • Understanding the historical context and implications for intervention of at least four of the following substantive theoretical models • Cognitive/ Behavioural, including Roth & Pilling Competences Framework • Biological • Pharmacological • Psychodynamic • Humanistic / Person Centred • Systemic and family <p>Reference</p> <ul style="list-style-type: none"> • Please provide a Reference attesting to what evidence you have of the Applicant/Candidate's acquisition of learning about a variety of theoretical models, and the proven understanding and application of this knowledge through at least two illustrative examples
<p>Skills</p> <p>5. Competency in Key Relationship Skills</p>	<p>Evidence of proven understanding of the importance of, and competency in the application of key psychotherapeutic relationship skills, such as active listening, warmth, empathy, trust, and rapport building</p> <p>Reference</p> <ul style="list-style-type: none"> • Please provide a Reference attesting to what evidence you have of the Applicant/Candidate's acquisition of key relationship skills, and the proven understanding and application of the knowledge and skills through at least two illustrative examples
<p>Skills</p> <p>6. Maintain & Manage Records and reports</p>	<p>Evidence of the acquisition of skills for maintaining and managing formal and informal records and reports and other professional documents, and understanding and skills necessary to comply with legislative guidance, for example data protection and freedom of information matters</p> <p>Reference</p> <ul style="list-style-type: none"> • Please provide a Reference attesting to what evidence you have of the Applicant/Candidate's acquisition of skills for maintaining and managing formal and informal records and reports and other professional documents, and understanding necessary to comply with legislative guidance. Also attest to the Applicant/Candidate's proven understanding and application of the knowledge and skills through at least two illustrative examples

Skills

7. Communication with Services & Colleagues

Ability to maintain effective and appropriate communications with internal and external interested parties, including other professionals at all levels, and non-professionals

For example:

- Ability to communicate both orally and in writing making adjustments to suit target audience, for example speaking without ‘jargon’ to non-professionals
- Ability to use common language when dealing with other professionals
- Ability to maintain focus on relevant areas of interest so as to facilitate processes helpfully

Reference

- Please provide a Reference attesting to what evidence you have of the Applicant/Candidate’s ability to communicate effectively at all levels, with internal and external parties, to maintain focus on relevant areas of interest so as to facilitate processes helpfully, demonstrated by at least two illustrative examples

Skills

8. Awareness of Risk

Demonstrate a high level of awareness of potential risks to and from clients, based on an ability to assess the probability of self-harm, suicide, hostility, neglect, violence, exploitation, and of child protection and vulnerable adult issues, with a commensurate knowledge of their responsibility to respond to these

Reference

- Please provide a Reference attesting to what evidence you have of the Applicant/Candidate’s acquisition of knowledge of potential risks to and from clients, and of child protection and vulnerable adult issues, demonstrating a commensurate knowledge of the Applicant/Candidate’s responsibility to respond to these, by providing at least two illustrative examples

<p>Skills</p> <p>9. Comprehension of Research</p>	<p>Demonstrate critical skills in reading, analysing and discussing published research studies, understanding of the implications of research and its application in the development of knowledge and practice in helping and psychotherapeutic roles</p> <p>Reference</p> <ul style="list-style-type: none"> • Please provide a Reference attesting to what evidence you have of the Applicant/Candidate’s acquisition of knowledge of the implications of research, its application in the development of knowledge and practice, and critical skills in reading, analysing and discussing published research studies. Also attest to the Applicant/Candidate’s proven understanding of and involvement with the application of the knowledge and skills through an illustrative example
<p>Skills</p> <p>10. Commitment to Ethical Principles</p>	<p>Practice in an ethically appropriate manner through interpersonal, professional and academic relationships with clients and colleagues, for example in respect of laws, rights, legislation, honesty and integrity, confidentiality, dignity, equality and diversity, fairness and respect, exploitation, boundaries etc.</p> <p>Reference</p> <ul style="list-style-type: none"> • Please provide a Reference attesting to what evidence you have of the Applicant/Candidate’s acquisition of knowledge of ethically appropriate conduct , and the applicant/candidate’s proven understanding of and skill in the application of this knowledge by providing at least two illustrative examples of the Applicant/ Candidate successfully working through ethical dilemmas
<p>Attitudes</p> <p>11. Fitness to Practice and Suitable at a Personal Level</p>	<p>Evidence of personal suitability to working in a helping role</p> <p>Reference</p> <ul style="list-style-type: none"> • Please provide a Reference attesting to what evidence you have of the Applicant/Candidate’s fitness to practice and suitability to be working in a helping role, including for example CRB checks completed, no criminal convictions or professional judgements against them that would exclude them from working in a professional capacity, a statement that the applicant/candidate has a reasonable standing within the professional community, with this clearly evidenced by giving illustrative examples that the Applicant/Candidate is able to appropriately form, maintain and end helping relationships, in a way which holds to appropriate professional boundaries

Attitudes

12. Self Evaluation
and Reflection

Capacity to reflect on and evaluate own values, priorities etc.

Reference

- Please provide a Reference attesting to what evidence you have that the Applicant/Candidate exercises self-reflective capacity within their work, giving consideration to their awareness of their own values and internal processes, significance of prejudices, impact on others, personal skills and attributes and their limiting impact where appropriate, evidenced by giving at least two illustrative examples of the Applicant/Candidate acting in a self-reflective way, or with self-awareness, in their work

Attitudes

13. Has enquiring mind and is
Receptive to Scientist
Practitioner Approach

**Receptive to scientist practitioner approach and empiricism,
including identifying problems and finding and applying
evidence-based solutions**

Reference

- Please provide a Reference attesting to what evidence you have that within the Applicant/Candidate's practice they demonstrate curiosity and a spirit of enquiry in collaborative working which has emphasis on an evidence-based approach to both identifying problems and finding and applying solutions to them, not only terms of drawing from evidence-bases commonly used within mental health, but their ongoing involvement in, and contribution to, the development of the evidence-base with other practitioners and professionals, evidenced by at least two illustrative examples