



The British Association of
Sport and Exercise Sciences

SEPAR Portfolio Guidance

August 2023



Content



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1. Overview of SEPAR portfolio process
2. Rating your competencies
3. Putting together the portfolio submission
4. Providing evidence
5. 10 top tips

**To be viewed in
conjunction with:**

- Candidate handbook
- Qualification handbook
- Practice placement handbook

PLUS for supervisors/reviewers:

- Supervisor handbook
- Reviewer handbook

1. Overview of SEPAR portfolio process

FAIRNESS



PROFESSIONALISM



HONESTY



RESPONSIBILITY



EXCELLENCE

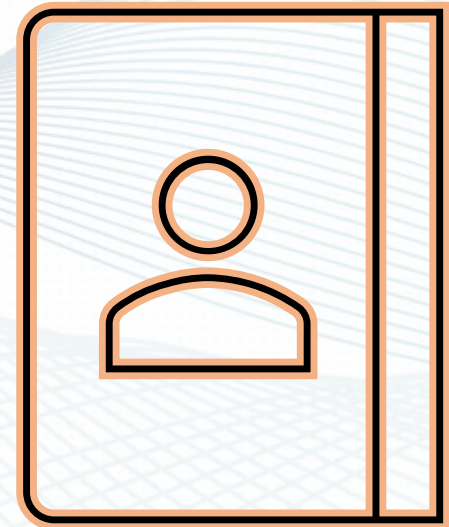


SEPAR Completion Criteria

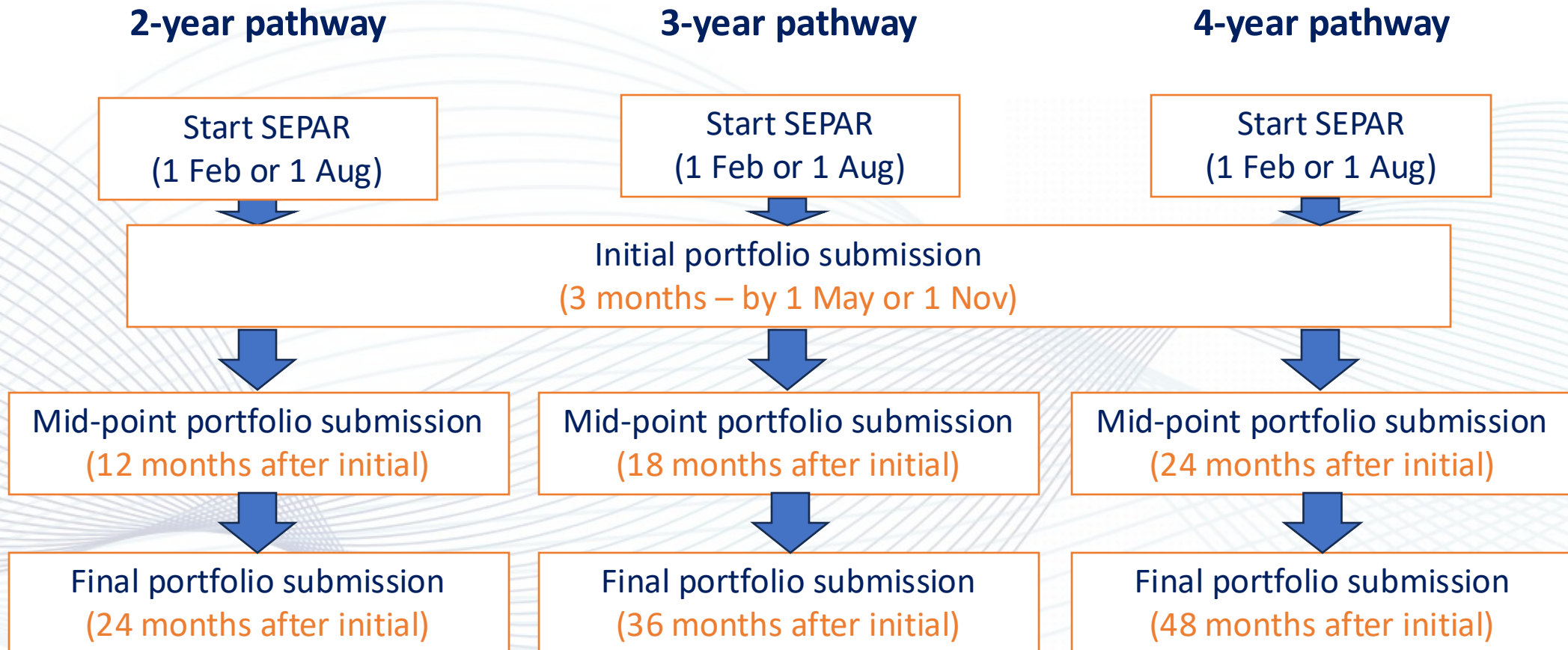
1. Demonstrate competence in knowledge, skills, self-development and management, experience
2. 2700 hours application/consulting, 275 hours CPD/supervision, 225 hours dissemination/citizenship
3. Be observed in practice
4. Complete initial, mid-point and final evidence portfolios
5. Three case studies
6. Three client references
7. Attend BASES core workshops (currently intro plus 8 workshops)

The portfolio is THE documented record to demonstrate your competency as a sport and exercise psychologist (in training).

Reviewers can only evaluate what they see in your portfolio.

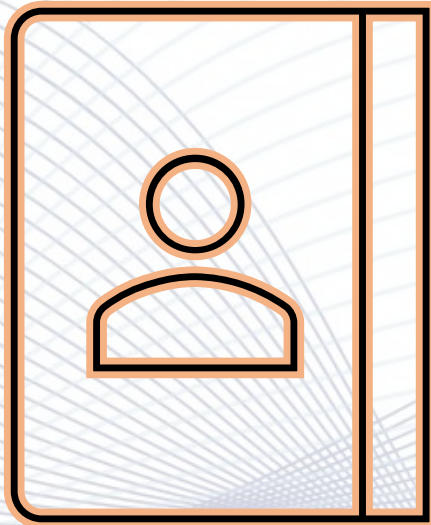


The SEPAR process



All on SEPAR webpage:

https://bases.org.uk/spage-professional_development-separ.html



Standard documents across portfolios

- Introductory video
- Supervisor report
- Quarterly review reports
- Professional philosophy reflection
- Logs:
 - Practice
 - Dissemination and citizenship
 - CPD and supervision
 - Observation
 - Core workshops
- Competency profiles (knowledge, skills, self-management and development, experience)
- Action plan
- Portfolio of evidence

PLUS for mid-point / final submissions

- Cover letter
- Case studies (1 at mid, 2 at final)
- Client references (1 at mid, at least 2 at final)

Submission process



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Candidate
responsibilities

Supervisor
responsibilities

Ongoing

Prepare portfolio
Upload evidence, competence profile and logs **as go**

Review documents as required

3 weeks before
deadline

Complete checklist, upload everything to One Drive
for supervisor to review

Review portfolio and advise on
changes needed

2 weeks before
deadline

Address supervisor comments & ensure everything
is complete

1 week before
deadline

Ask supervisor to review **final version**

Review changes, sign-off documents
and upload supervisor report

Submission
deadline (or earlier)

Make any final (minor) amends, then e-mail **both
reviewers (cc supervisor)** to let them know
portfolio is ready

Reviewer roles

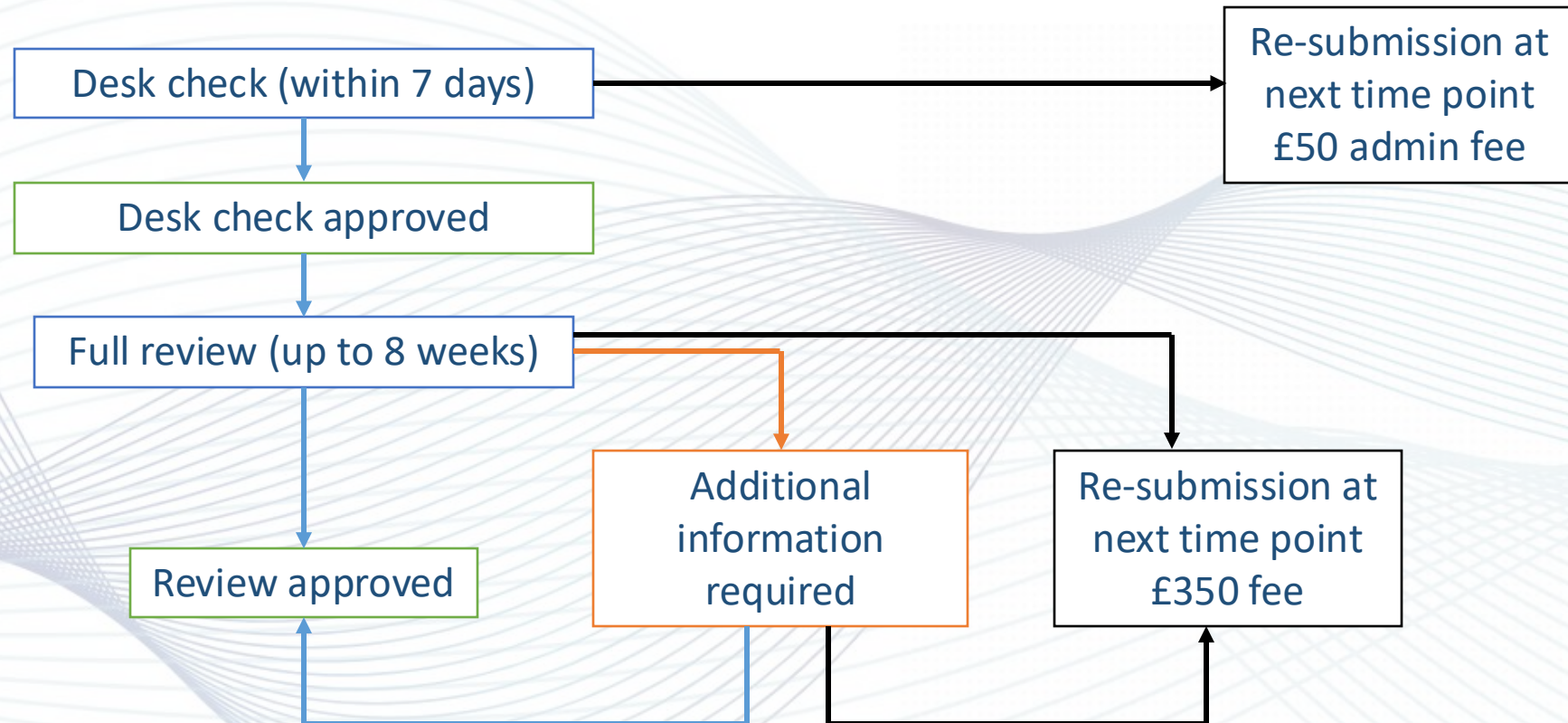


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- 2 reviewers
- Collaborative, formative support – constructive feedback and signposting to help your development
- Assessment of competency and whether you are on track
- Eligibility to complete SEPAR and apply for HCPC registration

Potential review outcomes

See SEPAR
Qualification
Handbook
for further
detail



2. Rating your competencies

FAIRNESS



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Competency ratings



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- Scale of 0-5 (0 = no competence, 5 = full competence)
- Unless otherwise stated, the minimum expected standard to pass through the SEPAR process in all competencies is **a rating of 4**
- Candidates should strive to achieve ratings of 5 where possible

Knowledge competencies – initial

1.1, 1.2, 1.3 & 1.5

- 2s by default (no evidence required)
- 3s if, e.g.,:
 - Dissertation/lit review
 - Formal course
 - Post-MSc CPD
 - Single publication
 - Teaching (secondary / further education)
- 4s or higher if (very rare):
 - Teaching (higher education)
 - PhD or post-MSc research
 - Writing books or multiple publications

1.4 (Complementary Areas to Sport & Exercise Psychology)

- 2 if undergraduate or MSc S&E Science (submit certificate) / 0 if neither
- See table in handbook for rating non-degree knowledge

Knowledge competencies – mid/final

“Notional CPD hours”

		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	-	-	-	-	-

Why hours are “notional” only



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Imagine...

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 competencies by 1 point.



Demonstrating knowledge meaningfully



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A 1-point shift in knowledge through either:

One of:

- a themed reflection where the topic is central to the competency, and draws on multiple sources of CPD

OR

- a certificate, overview of content and CPD reflection sheet from a workshop lasting 3-4 hours

OR

- a certificate and overview of content from a 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

A combination of (to add up to 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 sheet from a workshop lasting 1-2 hours
- slides from a workshop/lecture that the candidate delivered but without reflection on the planning process

Skills competencies

Table 4. Guidelines for Skills Competency Benchmarks:

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

Self development and management competencies



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

0	No coverage
1	<p>Minimal coverage of competency development with evidence of application within two applied sport and/or exercise contexts*</p> <p>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:</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>For 3.4.2, a rating of 1 can only be claimed if: Two therapeutic risk assessments are submitted (from different contexts)</p>
2	<p>Limited coverage of competency development with evidence of application across four applied sport and/or exercise contexts</p> <p>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:</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>For 3.4.2, a rating of 2 can only be claimed if: Four therapeutic risk assessments are submitted (from different contexts)</p>
3	<p>Moderate coverage of competency development with evidence of application across six applied sport and/or exercise contexts</p>

Therapeutic Risk Assessments (3.4.2)



SEPAR Therapeutic Risk Assessment

How to complete this risk assessment

1. Work through Part A yourself
2. Reflect on the risk assessment with your supervisor to decide how to move forward¹
3. Complete Part B to outline how you have decided to proceed and provide a rationale for your decision

Part A – Reflecting On Potential Risks

Use the table below to consider the risks of working with a particular client (left-hand column) then consider what you might do to minimise and mitigate the risks (middle columns) to ensure the wellbeing of the client and yourself. The right-hand column then asks you to assess the level of risk that remains *after* having taken these steps (i.e., assuming you were to take the steps identified to minimise/mitigate risks).

In your assessment, it is important to think about both minimising and mitigating the risk:

Minimise risk = steps to prevent the likelihood of the risk occurring

Mitigate risk = steps you could take to reduce the harm if the risk did occur

Briefly describe the client situation and the nature of the work you are planning:

11-year old girl, approached by parents to work with her – high level swimmer but recently her performance has been dropping and this concerns them.
Plan is to provide online 1-to-1 support.

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)	What risks might this client present? (<u>outline</u> risks, and note whether low, medium or high)	What steps could you take to minimise these risks?	What steps could you take to mitigate these risks?	Assuming you were to take these steps, what level of client risk do you feel remains?
	<p>Need to consider safeguarding on a number of levels - potential emotional risk to client of pressure from parents to perform, also be aware of any coach behaviours in this regard and open to any concerning signs in client's behaviour; also risk of putting myself in vulnerable positions as a practitioner</p> <p>Ability to consent? Will need to collect assent from client herself, but also consent from parents. Risk that client doesn't fully understand and is being pushed into it by parents.</p> <p>No current signs of risk of harm to self or to others from client.</p>	<ul style="list-style-type: none"> • Arrange to observe client in situ to see how parents and coaches behave during sessions (with client's permission). • Make sure calls take place in a space where <u>client</u> feels free to talk but parent is in the house – not in bedroom. • Consider involving parents in some sessions to observe interaction between them and help them understand client's <u>needs</u> • Make sure <u>client</u> fully informed and check understanding, make sure they know they don't have to take part if they don't want to. • Explain in a child-friendly way to ensure <u>assent</u> 	<ul style="list-style-type: none"> • Keep an eye for any concerning signs, reflect with supervisor regularly and raise any concerns with supervisor immediately. • Revise my safeguarding <u>training</u> • Have clear protocol in place in case of <u>disclosure</u> 	Medium

Practitioner? E.g., limited experience youth athletes
 Relationship? E.g., previously coached at this club
 Intervention? E.g., parents needs vs child's needs
 Social/physical environment? E.g., pressure, online



Experience competencies

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

Table 6. Guidelines for Experience Category Benchmarks – 4.1.1

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

3. Putting together the portfolio submission

FAIRNESS



PROFESSIONALISM



HONESTY



RESPONSIBILITY



EXCELLENCE



Submission checklists



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SEPAR Initial Submission Checklist



Candidate name:

	Signed by supervisor	
Introductory video	<input type="checkbox"/>	
Supervisor report	<input type="checkbox"/>	<input type="checkbox"/>
Professional philosophy reflection	<input type="checkbox"/>	<input type="checkbox"/>
Practice log	<input type="checkbox"/>	<input type="checkbox"/>
Supervision & CPD log	<input type="checkbox"/>	<input type="checkbox"/>
Dissemination & citizenship log	<input type="checkbox"/>	<input type="checkbox"/>
Observation log	<input type="checkbox"/>	<input type="checkbox"/>
Core workshops log	<input type="checkbox"/>	<input type="checkbox"/>
Backdated hours log (if applicable)	<input type="checkbox"/>	<input type="checkbox"/>
Competency profile – knowledge	<input type="checkbox"/>	<input type="checkbox"/>
Competency profile – skills	<input type="checkbox"/>	<input type="checkbox"/>
Competency profile – self	<input type="checkbox"/>	<input type="checkbox"/>
Competency profile – experience	<input type="checkbox"/>	<input type="checkbox"/>
Action plan	<input type="checkbox"/>	
Portfolio of evidence	<input type="checkbox"/>	

SEPAR Mid-point Submission Checklist



Candidate name:

	Signed by supervisor	
Introductory video	<input type="checkbox"/>	
Cover letter	<input type="checkbox"/>	
Supervisor report	<input type="checkbox"/>	<input type="checkbox"/>
Quarterly review reports	<input type="checkbox"/>	<input type="checkbox"/>
Professional philosophy reflection	<input type="checkbox"/>	<input type="checkbox"/>
Practice log	<input type="checkbox"/>	<input type="checkbox"/>
Supervision & CPD log	<input type="checkbox"/>	<input type="checkbox"/>
Dissemination & citizenship log	<input type="checkbox"/>	<input type="checkbox"/>
Observation log	<input type="checkbox"/>	<input type="checkbox"/>
Core workshops log	<input type="checkbox"/>	<input type="checkbox"/>
Mid-point case study	<input type="checkbox"/>	
Client reference	<input type="checkbox"/>	
Competency profile – knowledge	<input type="checkbox"/>	<input type="checkbox"/>
Competency profile – skills	<input type="checkbox"/>	<input type="checkbox"/>
Competency profile – self	<input type="checkbox"/>	<input type="checkbox"/>
Competency profile – experience	<input type="checkbox"/>	<input type="checkbox"/>
Action plan	<input type="checkbox"/>	
Portfolio of evidence	<input type="checkbox"/>	

SEPAR Final Submission Checklist



Candidate name:

	Signed by supervisor	
Introductory video	<input type="checkbox"/>	
Cover letter	<input type="checkbox"/>	
Supervisor report	<input type="checkbox"/>	<input type="checkbox"/>
Quarterly review reports	<input type="checkbox"/>	<input type="checkbox"/>
Professional philosophy reflection	<input type="checkbox"/>	<input type="checkbox"/>
Practice log	<input type="checkbox"/>	<input type="checkbox"/>
Supervision & CPD log	<input type="checkbox"/>	<input type="checkbox"/>
Dissemination & citizenship log	<input type="checkbox"/>	<input type="checkbox"/>
Observation log	<input type="checkbox"/>	<input type="checkbox"/>
Core workshops log	<input type="checkbox"/>	<input type="checkbox"/>
Final case study	<input type="checkbox"/>	
Client-practitioner relationship case study	<input type="checkbox"/>	
Client references (at least 2)	<input type="checkbox"/>	
Competency profile – knowledge	<input type="checkbox"/>	<input type="checkbox"/>
Competency profile – skills	<input type="checkbox"/>	<input type="checkbox"/>
Competency profile – self	<input type="checkbox"/>	<input type="checkbox"/>
Competency profile – experience	<input type="checkbox"/>	<input type="checkbox"/>
Action plan	<input type="checkbox"/>	
Portfolio of evidence	<input type="checkbox"/>	

KNOWLEDGE

Competency	Sub-topics for consideration	Initial rating	Mid-point target	Why have you rated yourself this way? (Please make specific reference to competencies, and signpost to evidence within your answer)
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1.1 Sport and Exercise Psychology

1.1.1 The Nature of Sport and Exercise Psychology	Related topics include: History of sport and exercise psychology			
1.1.2 Motivation, Confidence and Participation for Sport, Physical Activity and Exercise	Related motivational determinants: control			
1.1.3 Group and Team-based Theories	Related to cohesive groups, clarity/ an			
1.1.4 Gender, Diversity and Cultural Competence	Related to athlete li sex			
1.1.5 Contemporary Topics in Sport and Exercise Psychology	Related to perform factors a language, effect occupati video int (e.g., intell performan			
1.1.6 Mental Health	Related to promot affect, prev depress illness mental h others as			

SKILLS

Competency	Comments and related areas	Initial rating	Mid-point target	Why have you rated yourself this way? (Please make specific reference to sub-competencies, and signpost to evidence within your answer)
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2.1 Communication and Presentation Skills

2.1.1 Demonstrate the ability to communicate effectively using verbal and non-verbal approaches with specialist and non-specialist audiences via presentations	Related to presenta bodies/ effectiv, able to si			
2.1.2 Demonstrate the ability to communicate effectively using verbal and non-verbal approaches with specialist and non-specialist audiences via verbal reports	Related to bodies/ able to si			
2.1.3 Demonstrate the ability to communicate effectively with specialist and non-specialist audiences via written reports	Related to			
2.1.4 Demonstrate the ability to communicate effectively using verbal and non-verbal approaches with specialist and non-specialist audiences via creative/non-standard methods	Related to recorde Braille,			

2.2 Needs Analysis

2.2.1 Assess the performance-related demands of the particular sport or exercise context	Candi appropri			
2.2.2 Assess organisational structure to inform evaluation	Candida organisat or might i delivered factors su available seasonal practice			

SELF-DEVELOPMENT AND MANAGEMENT

Competency	Comments and related areas	Initial rating	Mid-point target	Why have you rated yourself this way? (Please make specific reference to sub-competencies)
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3.1 Defining a Personal Approach to Practice

3.1.1 State and justify their own philosophical approach to practice	Can about exer their the Candi how			
3.1.2 Demonstrate an appreciation of the different contexts in which they may function (e.g. Sport v Exercise; Insider [NGB] vs. Outsider [Private Practice])	u re: worki			
3.1.3 Know the limits of their own practice and when to seek advice or refer to another professional	Relat stan Perf St.			
3.1.4 Be able to practice within the legal and ethical boundaries of their profession	Relat stan Perf			

3.2 Development of Own Practice

3.2.1 Analyse their own strengths and weaknesses and identify areas for personal development	Cand pers pers incl SEP			
3.2.2 Understand the value of reflection on practice and evidence engagement in the process	Candi sy proce be reflect refle			

EXPERIENCE

Competency	Considerations for experience	Initial rating	Mid-point target	Why have you rated yourself this way? (Please make specific reference to sub-competencies, and signpost to evidence within your answer)
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4.1 Sport and/or Exercise Participation

4.1.1 Competitive/practical experience as a sport performer and/or exercise participant/exercise contexts	Candidates are not expected to have been or aspire to be World Class athletes or fitness fanatics. It is an empathy for competitive sport or exercise that is sought.	Choose an item.	Choose an item.	
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.	Choose an item.	Choose an item.	

4.2 Allied Professions

4.2.1 Experience of working with practitioners in the disciplines of sport science and/or allied health professions (e.g., doctors; nutritionists)	Candidates are expected to demonstrate engagement with other disciplines of sport science and the allied health professions in order to develop an understanding of the roles and responsibilities of others. In addition, gaining experience of integrating sport and/or exercise psychology into wider athlete support programmes should be demonstrated.	Choose an item.	Choose an item.	
4.2.2 Experience of working as part of a multidisciplinary team to support athletes		Choose an item.	Choose an item.	
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.	Choose an item.	Choose an item.	

4.3 The Sport and/or Exercise Psychologist

4.3.1 Experience of working as a practitioner with a range of sport and/or exercise types	Throughout these experiences candidates are expected to demonstrate the ability to apply ethical issues, negotiate roles and responsibilities, apply frameworks for practice (e.g., contact, entry, needs analysis, formulation, intervention design, application, monitoring, evaluation, and	Choose an item.	Choose an item.	
4.3.2 Experience of working as a practitioner with a range of populations		Choose an item.	Choose an item.	



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Your introductory video



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Delivery

- Keep to 5 minutes (max!)
- Plan what you're going to say before
- Be yourself!

Content

- Reflections on learning so far
- Plans moving forward
- Any notes about your One Drive

Professional philosophy reflection



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BASES Psychology Accreditation Route

SEPAR Professional Philosophy Reflection (Initial)

Candidate name:

Check the box if you have already completed the core philosophy workshop

What do you believe to be the purpose of Sport and Exercise Psychology?

How do you see your role as a Sport and Exercise Psychologist?

What is your understanding of Professional Philosophy?

Logs

5 logs:

- Practice log
- CPD and supervision log
- Dissemination and citizenship log
- Observation log
- Core workshops log

New log each
submission (but
carry over
previous hours)

—————> Cumulative log across submissions (but submit with new front page)

Key documents for:

- Providing a coherent overview of the clients you have worked with and the contexts you have worked in
- Documenting the activities you have undertaken to achieve your required SEPAR objectives
- Providing a chronology of activities to clearly show what you have done since the previous submission

Logs – front page



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1

Dissemination and Citizenship Log



Candidate name: [Jacinta Jones](#)

SEPAR duration: [3 years](#)

SEPAR focus: [Sport and Exercise Psychology](#)

Submission stage: [Mid-point](#)

Date of submission: [01/11/2023](#)

Total Dissemination & Citizenship hours accumulated in *previous submission/s*: [0](#)

Total Dissemination & Citizenship hours accumulated in *this submission*: [55](#)

Running total (hours in previous submission/s + hours in this submission) = [55](#) (out of 225)

Supervisor Declaration

I confirm this log to be an accurate representation of the hours the candidate has engaged in.

Supervisor name: [Hayleigh Kwan-Dobbs](#)

Supervisor signature: [HK-Dobbs](#)

Date: [27/11/2023](#)

Submit even
if zero
activity

The log can only be accepted if this front page is completed **in full**.

Practice Log



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Mid-point and final submissions (leave blank or delete if initial submission)

	Planning	Direct contact	Reflection	Total (planning + contact + reflection)
Total Practice hours accumulated in <i>previous</i> submission/s (including any backdated hours in initial submission):	18	20	10	48
Total Practice hours accumulated in <i>this</i> submission:	200	235	198	633
Running total (hours in previous submission/s + hours in this submission):	218	255	208	681
		(out of 900)		(out of 2700)

Supervisor Declaration

I confirm this log to be an accurate representation of the hours the candidate has engaged in.

Supervisor name: Hayleigh Kwan-Dobbs

Supervisor signature: HK-Dobbs

Date: 27/10/2023

The log can only be accepted if these front pages are completed **in full**.

Date/s	Client/s ¹	Hours	Support delivered to client/s ² (~100-250 words)	Key reflections ³ (~100-250 words)	Which competencies does this link to? (List relevant numbers)
<p>12/7/23 19/7/23 26/7/23 2/8/23 9/8/23 16/8/23 23/8/23 30/8/23 21/9/23 13/10/23</p>	<p>Jack <u>22-year old</u> regional rugby player</p>	<p>Planning: 10 Contact: 10 Reflection: 8 Total: 28</p>	<p>Player referred by his team coach who was aware of me through a mutual friend. Sessions were all online. Needs analysis: 1-hour semi-structured interview, learned Jack wanted help in understanding and coping with his match anxiety, as it's been affecting his performance and he is worried about a major tournament in 2 months' time. Formulation: Did a collaborative 5 Ps case formulation (see Jack case formulation, folder 2.3) that highlighted perfectionism and fear of failure as key perpetuating factors to target. Intervention: 6 sessions of CBT using socratic questioning and behavioural experiments to help Jack reframe the idea of <u>failure, and</u> reduce the pressure he was putting on himself. Some psychoeducation around anxiety & taught Jack some grounding techniques to help in the moment, and channel pre-match anxiety in an adaptive way (see overview of Jack intervention, folder 2.4). Two follow up sessions to prepare for and reflect on the major tournament. Evaluation: Jack's self-rated match anxiety reduced and reported feeling more able to focus on the task at hand during matches (which affected his performance positively). <u>Major</u> tournament went well and Jack reported having a better</p>	<p>It's starting to feel like everything with the CBT approach is clicking into place a bit now. Think the timescale (working towards the major tournament) helped keep us focused and this was further facilitated through Jack's motivation to work on himself. One fear I had initially was Jack and I were very similar – in age, enjoyment of rugby, and his experiences. This brought an unexpected challenge for me in separating out my experiences from Jack's, and I reflected with my supervisor on the potential ethical issues this might present (e.g., not conflating Jack's experience with my own, whether to self-disclose, also boundaries and fears of Jack seeing me as a peer rather than a therapist). "Really listening" to Jack became very important, as well as setting clear boundaries early on. Key learning points for future:</p> <ul style="list-style-type: none"> - Supervision offers important outlet to explore my biases, keep me self-aware and make sure it's the clients needs I'm serving (not my own) - Laying down boundaries is important early on, particularly with clients who might otherwise see me as a <u>peer</u> 	<p>1.1.5 1.2.1 1.5.1 2.2.1-2.2.4 2.3.1-2.3.2 2.4.1 2.5.1-2.5.4 2.5.6-2.5.8 2.6.1-2.6.2 3.2.2 3.4.1-3.4.2 4.3.1-4.3.3</p>

Log activity
since
previous
submission

Dissemination and Citizenship Log



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Sport and Exercise Sciences

Date	Brief description of activity (~20-50 words)	Type of activity	Time spent undertaking activity <i>(where applicable, note any planning time within this)</i>	Time spent reflecting <i>(if applicable)</i> NB Any reflection hours claimed must be evidenced through an appropriate reflection	Total number of hours claimed <i>(time spent undertaking activity plus any reflection time)</i>	Which documents is this evidenced in?	Which competencies does this link to? <i>(List relevant numbers)</i>
14/07/2022	Co-delivered an online workshop with my supervisor about drugs in sport, included interactive breakout rooms to reflect on the ethics of different scenarios and what our responsibilities would be as sports psychologists	Training professionals	9 hours <i>(7 hours planning, 2 hours workshop)</i>	2 hours <i>(1 hour with supervisor, 1 hour personal)</i>	11 hours	Themed reflection on drugs in sport (folder 1.1) Workshop slides and session plan (folder 2.1)	1.1.2 1.1.5 2.1.1 3.1.4 3.3.2-3.3.5 4.3.5
11/08/2022	Wrote a blog about my experiences as a SEPAR trainee for <u>a</u> the sport and exercise psychology pages of a careers website	Writing (blog, magazine etc.)	8 hours	n/a	8 hours	My SEPAR Journey blog (folder 2.1) Can also access online at this link: https://XXXXXXXX	1.5.1 2.1.4 3.1.2 3.2.1 3.4.3
12/08/2022	Had a stand at a local health event	Other	6 hours	1 hour	7 hours	Health event reflection (folder 2.5)	1.5.1 2.1.2

Log activity
since
previous
submission

CPD and Supervision Log



The British Association of
Sport and Exercise Sciences

Date	Activity <small>(e.g., title of event, reference of book/journal, meeting with supervisor)</small>	Event duration <small>(e.g., length of meeting, workshop, podcast)</small> <small>For reading – state n/a</small>	Type of activity	Total number of CPD hours <small>(i.e., event duration PLUS reflection where candidate wishes to claim this)</small> NB Any reflection hours claimed must be evidenced through an appropriate <u>reflection</u> <small>For reading – state the duration of reading and reflection <u>combined</u></small>	Which documents is this evidenced in? <small>(See Table 3 in Candidate Handbook for types of evidence required)</small> <small>NB for supervisions (individual or group) that are not quarterly reviews, these are evidenced through the supervisor signing this log and the supervisor report, therefore there is no requirement to link to documents unless the candidate has written an additional reflection.</small>	Which competencies does this link to? <small>(List relevant numbers)</small>
02/05/2023	Read Cowley et al. (2021). "Girls aren't meant to exercise": perceived influences on physical activity among adolescent girls – The HERizon Project. <i>Children</i> , 8(1), 31.	n/a	Reading (academic/professional)	3 hours	Themed reflection on gender & PA (folder 1.3)	1.2.3 1.3.3
03/05/2023	Meeting with supervisor	1.5 hours	Individual supervision (quarterly review)	2.5 hours	Quarterly review May 2023 (quarterly review folder)	3.2.1 3.2.2 3.2.3
05/05/2023	Core workshop – practice philosophy	6.5 hours	Workshop/interactive training	7.5 hours	Philosophy workshop reflection (core workshop folder) Themed reflection on philosophy (folder 3.1) Philosophy statement (checklist folder)	3.1.1

Log activity
since
previous
submission

Observation log



Date	Observer	Observee	Focus of observation <small>(What were you being observed doing or observing your supervisor doing?)</small>	Context <small>(Briefly explain the client and situation. Make clear if this was a role play or a "real client".)</small>	Which document is this evidenced in? <small>For each observation, either a SEPAR observation form or a recorded discussion with your supervisor must be submitted)</small>	Which competencies does this link to? <small>(List relevant numbers)</small>
28/07/2023	Hayleigh Kwan-Dobbs	Jacinta Jones	Counselling skills	Role play in group supervision – practicing listening skills	Observation Form 1	2.5.7
14/09/2023	Hayleigh Kwan-Dobbs	Jacinta Jones	Intake interview	Role play in group supervision – practicing intake interview	Audio recording 1	2.2.3-2.2.4
21/09/2023	Jacinta Jones	Hayleigh Kwan-Dobbs	Counselling skills	Video with client struggling with performance anxiety	Observation Form 2	2.5.7
15/12/2023	Hayleigh Kwan-Dobbs	Jacinta Jones	Presentation	Presentation to APPAN network of my MSc research study	Observation Form 3	2.1.1
Click or tap to enter a date. Click or tap			Choose an item.			

Log activity
since
previous
submission

Core workshops log



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Core Workshop	Due by:	Date <u>attended</u>	Notes
Introduction to SEPAR workshop	Initial submission	12/07/2023	If for any reason a core workshop has not been attended by the mid-point submission, please explain why.
BASES Safeguarding workshop	Mid-point submission	Click or tap to enter a date.	
BASES Ethics in Professional Practice workshop	Mid-point submission	Click or tap to enter a date.	
BASES Reflective Practice workshop	Mid-point submission	27/07/2023	
BASES Mid-point Case Study workshop	Mid-point submission	Click or tap to enter a date.	
BASES Practice Philosophy workshop	Mid-point submission	14/07/2023	
BASES Equity, Diversity, and Inclusivity in Sport & Exercise Psychology workshop	Mid-point submission	Click or tap to enter a date.	
BASES Mental Health in Sport and Exercise units	Mid-point submission	Click or tap to enter a date.	
BASES Counselling Skills course	Mid-point submission	Click or tap to enter a date.	

Log activity
since start
of SEPAR

Competency profiles

4 competency profiles:

- Experience
- Skills
- Self
- Knowledge

Reviewers can only base their judgements on the information you provide – competency profiles are key in this

Key documents for:

- Demonstrating your competency, areas for development, and progress throughout SEPAR
- Providing a summary of everything you have done to develop your competencies
- Providing context around the evidence you have submitted, so reviewers understand what each document is, why it's relevant, and how everything fits together

Competency profiles – front page



The British Association of
Sport and Exercise Sciences

Knowledge Competency Profile (Initial)



Candidate name: Click or tap here to enter text.

SEPAR duration: Choose an item.

SEPAR focus: Choose an item.

Date of submission: Click or tap to enter a date.

Supervisor Declaration

I have reviewed the portfolio and, based on the evidence I have seen, I am in agreement with the competencies claimed.

Supervisor name: Click or tap here to enter text.

Supervisor signature:

Date: Click or tap to enter a date.

The profile can only be accepted if this front page is completed **in full**.

Competency profile – experience



EXPERIENCE

Competency	Considerations for experience	Initial rating ¹	Mid-point rating	Final target	Why have you rated yourself this way? (Please make specific reference to sub-competencies, and signpost to evidence within your answer)
4.1 Sport and/or Exercise Participation					
4.1.1 Competitive/practical experience as a sport performer and/or exercise participant/exercise contexts	Candidates are not expected to have been or aspire to be World Class athletes or fitness fanatics. It is an empathy for competitive sport or exercise that is sought.	3	3	3	4.1.2 – I've now gained over 20 hours of experience with the rugby club (see Practice Log), which involves gaining insight into a wide range of stakeholders, including liaising with parents, coaches, support staff and managers. For example, so far I've facilitated meetings to gather the input of the MDT into the proposed sport psychology delivery plan, I've had meetings with the club manager to negotiate my role and responsibilities, and I've led parent workshops and liaised with parents to help them understand my role and to gather consent for working with their children.
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.	0	2	4	
4.2 Allied Professions					
4.2.1 Experience of working with practitioners in the disciplines of sport science and/or allied health professions (e.g., doctors; nutritionists)	Candidates are expected to demonstrate engagement with other disciplines of sport science and the allied health professions in order to develop an understanding of the roles and responsibilities of others. In addition, gaining experience of integrating sport and/or exercise psychology into wider athlete support programmes should be demonstrated.	0	2	4	4.2.1 & 4.2.2 As above, I've been working with a range of practitioners in my rugby club work, including coaches, physios, nutritionists, I've also had to liaise with club doctors and clinical psychologists for more complex cases. I'm aware my experience so far is limited to one club environment however, and my plans for the second half of SEPAR are to expand this through a placement in exercise referral that will give me an insight into working with public health, primary care and exercise practitioners (see ER meeting minutes, folder 2.5). 4.2.3 – I've recently completed my FA level 2 coaching badge and have been working as a volunteer coach for a junior football team (now over 10 hours – see L2 coaching certificate and example session plan, folder 4.2). I've also been taking the lead for support staff meetings at the rugby club, and have become a bit of an informal team leader in that respect (see support staff team meeting minutes, folder 4.2)
4.2.2 Experience of working as part of a multidisciplinary team to support athletes		0	2	4	
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.	0	2	
4.3 The Sport and/or Exercise Psychologist					

Example
from mid-
point

Competency profile – skills



The British Association of
Sport and Exercise Sciences

Competency	Comments and related areas	Initial rating ¹	Mid-point rating	Final target	Why have you rated yourself this way? (Please make specific reference to sub-competencies, and signpost to evidence within your answer)
	endeavour to seek congruence with their philosophical approach.				
2.5 Consultancy Skills					
2.5.1 Discuss and explain the rationale for, the use of sport and exercise science interventions	Candidates should be able to demonstrate an understanding of how to adapt explanations delivered to clients/athletes, allied practitioners, parents/carer, coaches and other stakeholders.	0	1	4	<p>Most of my ratings are a 1 in this section, because I've been primarily working on developing my consultancy skills through role-plays in my supervisory group (context 1 – see listening skills reflection, folder 2.5). I have also recently taken on two individual clients from the rugby team I'm working with, both are male and in their 20s (context 2 – see JP case notes, folder 2.2 for an example).</p> <p>2.5.2, 2.5.6 & 2.5.8 – I have rated these a 2 as I've built relationships with clients and stakeholders in four different contexts now, and all these involve negotiating roles and responsibilities and problem-solving – peer role-plays in group supervision (context 1 – see group supervision reflection, folder 2.5), rugby team with coaches, parents and other support staff (context 2 – see rugby job description, folder 2.5), the university where I'm working a day a week as a research assistant with colleagues, research participants and student volunteers (context 3 – see RA meeting minutes, folder 2.5) and I've recently been in talks with the manager of a local exercise referral scheme to try and set up a new placement (context 4 – see ER meeting minutes, folder 2.5).</p> <p>Although I have only moved up one rating in most skills since the initial submission, this is on track for my planned development, since my first half of SEPAR has been about building skills in a "safe" environment. I'm now starting to increase my applied practice and through my ER placement as well as taking on further clients in independent practice of different ages, sports and backgrounds. I'm also looking to set up a placement with a local swim team which would involve working with both junior and senior athletes. <u>Therefore</u> I expect to be able to meet the threshold of 4 by the final submission.</p>
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.	0	2	4	
2.5.3 Recognise the need to use interpersonal skills to encourage active participation of service users in consultancy sessions	Related areas include: setting awareness, active listening, motivating participants, use of resources, awareness of client preferences	0	1	4	
2.5.4 Apply technical frameworks in action in order to achieve agreed client outcomes	Related areas include: Psychodynamic, behavioural, cognitive, humanistic, ecological systems.	0	1	4	
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.	0	1	4	
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.	0	2	4	
2.5.7 Use counselling skills to optimise the consultancy process	Candidates should consider active listening, reflection, mirroring, and motivational interviewing.	0	1	4	
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.	0	2	4	
2.6 Evaluation in Professional Practice					

Example
from mid-
point

Competency profile – self-development and management



The British Association of
Sport and Exercise Sciences

3.2 Development of Own Practice				
3.2.1 Analyse their own strengths and weaknesses and identify areas for personal development	Candidates should demonstrate the ability to engage in personal needs analysis and goal setting for their own personal and professional development. Related areas include: performance profiling, gap analysis (BASES SEPAR competency profile), goal setting, goal striving (action planning), and SWOT analysis.	2	4	I'm now at the threshold for all this section, and a 5 for 3.2.3 (have completed all core workshops, plus engaged in CPD across over ten contexts – see CPD and Supervisory Log, checklist folder).
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	2	4	3.2.1 & 3.2.2 – in addition to the four contexts already outlined in the mid-point submission, I've further built on my reflective skills and analysed my strengths and weaknesses in an additional four contexts:

¹ Please add your mid-point rating to this column, after accounting for any adjustments reviewers suggested in their report. E.g., if you rated yourself a 4 at the mid-point, but reviewers suggested it would be more appropriate to rate yourself a 3 for this competency, put a 3 in this column (or vice-versa).

Competency	Comments and related areas	Mid-point rating ¹	Final rating	Why have you rated yourself this way? (Please make specific reference to sub-competencies and signpost to evidence within your answer)
	reflective conversations, documented group reflection, blogs.			1. Completed a SWOT analysis for where I'm at now on leaving SEPAR to help inform my development plans from now (SWOT analysis, folder 3.2)
3.2.3 Demonstrate a commitment to, and engagement with, professional development through continuing advancement of own knowledge, understanding and competence	Candidates are expected to complete a range of formal and informal CPD activities. Formal CPD includes: 6 core BASES SEPAR workshops and 2 optional workshops. Informal CPD may involve the candidate participating in a professional development group. In addition, candidates should appropriately map a plan of action for the development of the competencies required by the SEPAR.	3	5	2. Set an action plan for moving forwards to ensure my CPD continues on completing SEPAR (action plan, checklist folder) 3. I've been experimenting with voice notes as a means of reflecting (see voice note example, folder 3.2) 4. I've created an infographic to map out my development during SEPAR (see development mind-map, folder 2.1)

Example
from final
submission

Each piece of evidence must be uploaded to one location only (therefore signpost reviewers back to the folder where it is)

Competency profile – knowledge



KNOWLEDGE

Competency	Sub-topics for consideration	Initial rating	Mid-point target	Why have you rated yourself this way? (Please make specific reference to competencies, and signpost to evidence within your answer)
1.1 Sport and Exercise Psychology				
1.1.1 The Nature of Sport and Exercise Psychology	Related topics include: History of sport and exercise psychology, understanding and using sport and exercise psychology, understanding of sport and exercise psychology governance (BASES/FEPSAC/BPS/AASP), the relationship between sport and exercise psychology and other sport science disciplines.	2	4	<p>1.1.1, 1.1.2, 1.1.3, and 1.1.5 I've rated a 2 on the basis of my MSc.</p> <p>I've rated myself a 3 for 1.1.4 as I conducted a systematic review during my MSc exploring psychological barriers to physical activity, and how these differ by gender (systematic review, folder 1.1). This involved in-depth reading of 30 peer-reviewed journal articles, which has given me a deeper understanding of the gender factors we need to consider when promoting physical activity.</p> <p>I've also rated myself a 3 for 1.1.6 as I undertook a 1-day mental health 1st aid course in May 2022 (Mental health certificate, folder 1.1), and have since acted in the role of mental health first aider in the organization I work for.</p> <p>One of my priorities over the coming year is to focus on knowledge development, therefore I'm aiming to reach the threshold of 4 in most knowledge competencies (see action plan).</p>
1.1.2 Motivation, Confidence and Participation for Sport, Physical Activity and Exercise	Related topics include: Achievement goal theory (including motivational climate), competence motivation theory, self-determination theory (intrinsic/ extrinsic motivation), constructs of control, attribution theory, and self-efficacy theory, the Sport Commitment model, and burnout in sport.	2	4	
1.1.3 Group and Team-based Theories	Related topics include: Group dynamics; group structure, group cohesion, group productivity, leadership in sport and exercise groups, social loafing, group identity, social identity theory, role clarity/ ambiguity, role overload, collective efficacy, cliques, social support, collaborative coping.	2	3	
1.1.4 Gender, Diversity and Cultural Competence	Related topics include: Cultural context of sport and exercise, athlete lifespan, gender, race, ethnicity, socio-economic status, sexuality, scholarship in sport and exercise psychology.	3	4	
1.1.5 Contemporary Topics in Sport and Exercise Psychology	Related topics include: Mental toughness, resilience, grit, performance psychology, developing life skills, psycho-social factors and talent identification, impression formation and body-language; self-presentation and impression motivation, expectancy effects, using sport and/or exercise psychology in varying occupational domains (e.g., military, arts, business), music and video interventions, Personality-Trait-Like Individual Differences (e.g., perfectionism, optimism, narcissism, trait emotional intelligence), career transitions, psychological contracts, performance thriving, growth, sedentary behaviour, high-intensity interval exercise.	2	4	
1.1.6 Mental Health	Related topics include: The role of physical activity in the promotion of good mental health and wellbeing (self-esteem, affect, stress, cognitive function, enjoyment, quality of life), prevention and treatment of poor mental health (anxiety, depression, substance abuse, schizophrenia and other mental illnesses), mechanisms by which physical activity influences mental health, understanding referral points and roles of critical others as a sport and exercise psychologist, mental health literacy.	3	4	

Example
from initial
submission

Action Plan



Plans for Application/Consultancy Hours

Use this section to outline any current applied work you are involved in, as well as any applied work you are in the process of setting up, or ideas you have that you would like to try and pursue.

Organisation and/or client group	Role and what you will be doing
Rugby club	Employment workshop for team, and
Exercise referral	I've put a referral system in place that can offer exercise as well as need m

Plans for Dissemination and Citizenship Hours

Use this section to outline the activities you plan to undertake to accrue your dissemination and citizenship hours over the upcoming period, and/or ideas you have for gaining relevant experiences. **In preparing this plan, please consult the Candidate Handbook as a reminder of activities that fall under Dissemination and Citizenship.**

Activity	Description of what you plan to do this will involve working with
Writing blogs	Plan to write blogs on my website. Finalised planned are: <ul style="list-style-type: none"> - What is sport and exercise psychology? - Mental skills in rugby – why is it important?
Local community talks	Would like to offer free workshops to introduce them to sport and exercise. Initial clubs I have in mind are Tae kwondo and running.

Plans for CPD and Supervision Hours

Use this section to outline the activities you plan to undertake to accrue your CPD and supervision hours over the upcoming period, and/or ideas you have for gaining relevant experiences. **In preparing this plan, please consult the Candidate Handbook as a reminder of activities that fall under CPD and Supervision.**

Activity	Type of activity	Main competencies targeted (list numbers)	Timescales (i.e., when do you plan to do this?)	Any steps needed to action this? (e.g., booking a course)
Individual supervision – meet supervisor 1.5 hours each month	Individual supervision	n/a – depends on session	throughout	Book monthly supervisions with supervisor
Group supervision – meet group weekly for 1-1.5 hours. Planned topics include practice philosophy, ethical decision making, case reflections	Group supervision	Broad range of knowledge, skills, self	throughout	n/a
Read around Self-Determination Theory. Papers to start with, including Ryan & Deci (2000) original paper and SDT in psychotherapy chapter (2017), also example physical activity intervention studies such as Cowley et al., Buckley et al.	Reading (academic/professional)	1.1.2, 1.3.2, 1.5.3, 3.2.3	August 2023	Download papers I <u>need</u> Contact supervisor for copy of SDT in psychotherapy chapter

Action plan statement

Please outline how the activities above will enable you to reach your target competencies in each area.

As outlined in Figure 2 in the Candidate Handbook (see right), applied practice experience is at the heart of your development. Therefore the **experience** section comes first, as you will often find yourself referring back to this to explain how you will develop your skills and self-development and management competencies (also some knowledge competencies).

It is expected you will draw on activities from your application/consultancy, dissemination and citizenship, and CPD/supervision across these sections, since within each activity you will have multiple opportunities to develop your knowledge, skills, self and experience. e.g., if you give a free talk to a local care home as part of your dissemination and citizenship hours, this might help you develop knowledge in older people's physical activity (through planning the talk), presentation and communication skills, self-management in ensuring you're following your code of conduct and assessing risk and gaining experience in working with multiple stakeholders and older adults in a group setting.

Please be as specific as possible and, where appropriate, list the competency numbers in brackets when you refer to particular knowledge/skills/self/experience. When an experience is highly relevant for a competency you might list the specific competency (e.g., 4.3.2), but where experiences cross a range of competencies you might reference the overall theme (e.g., 4.3).

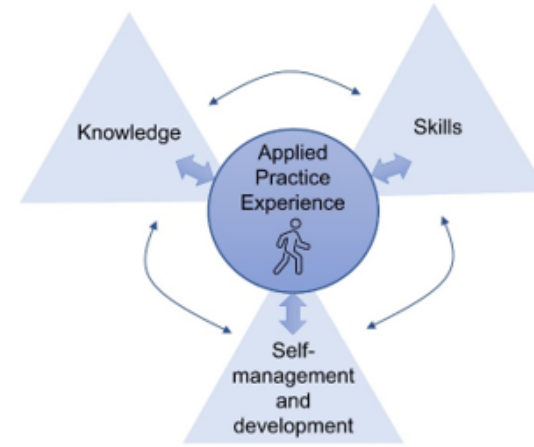


Figure 2 from Candidate Handbook

Experience (100-250 words)

Through my placement at the rugby club I will increase my experience working in an MDT (4.2.2) and with other stakeholders (4.2.1). I'll also continue offering team workshops (4.3.4) and am starting to increase my 1-to-1 support for players (4.3.3).

I'd like to expand my experiences over the coming period so I'm trying to secure a placement with an exercise referral programme that will allow me to work with mostly older adults with health conditions (4.3.1-4.3.4). Through this I also hope to gain experience in providing integrated support to the exercise instructors themselves (4.3.5).

The other area I'm aiming to develop is my independent practice, and I'd particularly like to gain some experience with youth athletes (4.3.1-4.3.3). So I'm going to target some local youth sports clubs in my dissemination and citizenship activity (through free workshops) to raise awareness about sport and exercise psychology and signpost to my services.

Skills (100-250 words)

Through my rugby work I'll continue to develop my presentation and workshop facilitation skills (2.1.1), as well as starting to build on my needs analysis and case formulation (2.2 & 2.3) and counselling skills (2.4 & 2.5). I'd like to introduce shared formulations (as in the 'elephant spotting' paper, Bickley et al., 2016) within the MDT meetings I'm facilitating (2.5.5).

Through the exercise referral placement I will be able to further develop my 1-to-1 counselling skills (2.2-2.5) and my workshop facilitation skills (2.1.1) in delivering training for exercise referral staff.

An area I need to think about further is evaluation and monitoring (2.6), therefore for each of my placements I'm going to make sure this is a priority to talk about in supervision as I feel I need some guidance in developing these skills. My plan is to draw on both quantitative methods of measuring impact (e.g., questionnaires) as well as gather qualitative feedback from clients – for example, I might look to do a focus group with the rugby team to review how they're finding the sport psychology support so far.

Self-management and development (100-250 words)

In my planned activities I see there being potential to consider ethical considerations. Specifically, when it comes to travelling a shared formulation process at the rugby club I'll need to think about confidentiality and consent from players, how this sits with our current protocols and any challenges this presents me in my psychology role (3.1 & 3.3).

I also expect the ER role will present some unique challenges, as many of the clients I'm working with will have physical health conditions, but they might also have mental health problems. I'll need to make sure my boundaries are clear and I have appropriate referral networks in place – as the ER team may not be familiar with sport and exercise psychology and there is a risk they could just see the word psychology and refer any mental health cases to me (3.1 & 3.3). I'll need to discuss this in supervision and keep updating myself on the BASES & HCPC codes of conduct.

In my independent practice, I expect to learn a lot over the coming 6 months that is relevant for my self-development and management competencies (3.1.2) – particularly around data protection and managing risk (3.3 & 3.4).

I also want to continue to develop my reflective practice skills (3.2), and plan to try out some more creative methods for doing this, such as voice-notes and visual diagrams.

Knowledge (100-250 words)

My plan is to gradually work through the knowledge conceptual themes, and set myself reading plans for each. In particular I'm keen to develop my knowledge in the following areas:

- Self-Determination Theory and how this can help my practice (1.1.2, 1.5.3)
- Considerations when working with different ethnic groups (1.1.4)
- Group and team-based theories (1.1.3)
- Physical activity promotion strategies (1.3.2)

Alongside this the group supervision sessions help feed into my knowledge competencies, and when I'm planning work for the rugby team and ER placement I'll need to do further background reading to upskill in the respective areas.

I also want to focus on developing my business knowledge for running an independent practice. This includes learning about legalities, finance, marketing, ethical considerations (1.5.1). My first point of call is the Business of Psychology podcast which is an excellent resource for getting started in independent practice.

SEPAR Quarterly Review Report



The British Association of Sport and Exercise Sciences

Section 1 – to be completed to candidate prior to meeting

Candidate name:	Jacinta Jones
Supervisor name:	Hayleigh Kwan-Dobbs
Date of review meeting:	28/07/2023

1.1 Progress towards objectives from the previous quarter¹:

Dates of previous quarter:	May – July 2023
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Objectives	Target Date	Competencies addressed	Progress made
Knowledge			
Read around PA behaviour change theories	July 2023	1.3.2	I've read H et al., K et al., P et al., and written a themed reflection – now a 3
Skills			
Arrange to present to the MDT	May 2023	2.1.1	Did presentation – need one more context to reach a 3
Try a more qualitative approach to needs analysis methods	July 2023	2.2.3	Tried out qualitative interviews with 3 different clients in two contexts – now a 2

1.2 Objectives for the next quarter:

Dates of next quarter:	August – October 2023
------------------------	-----------------------



Objectives	Target Date	Competencies addressed	Plans for achieving this
Knowledge			
Learn about setting up in independent practice	August 2023	1.5.1	Listen to the Business of Psychology <u>podcast</u> Meet with colleagues
Skills			
Write written reports in two more contexts	October 2023	2.1.3	Write a therapy completion letter for <u>EG</u> Write an assessment report for a coach
Self Development and Management			
Experience			

Candidate reflections (~150 words):

Candidate reflects before meeting...

Section 2 – to be completed by supervisor after meeting

Supervisor comments:

Supervisor adds comments after meeting...

Section 3 – signatures

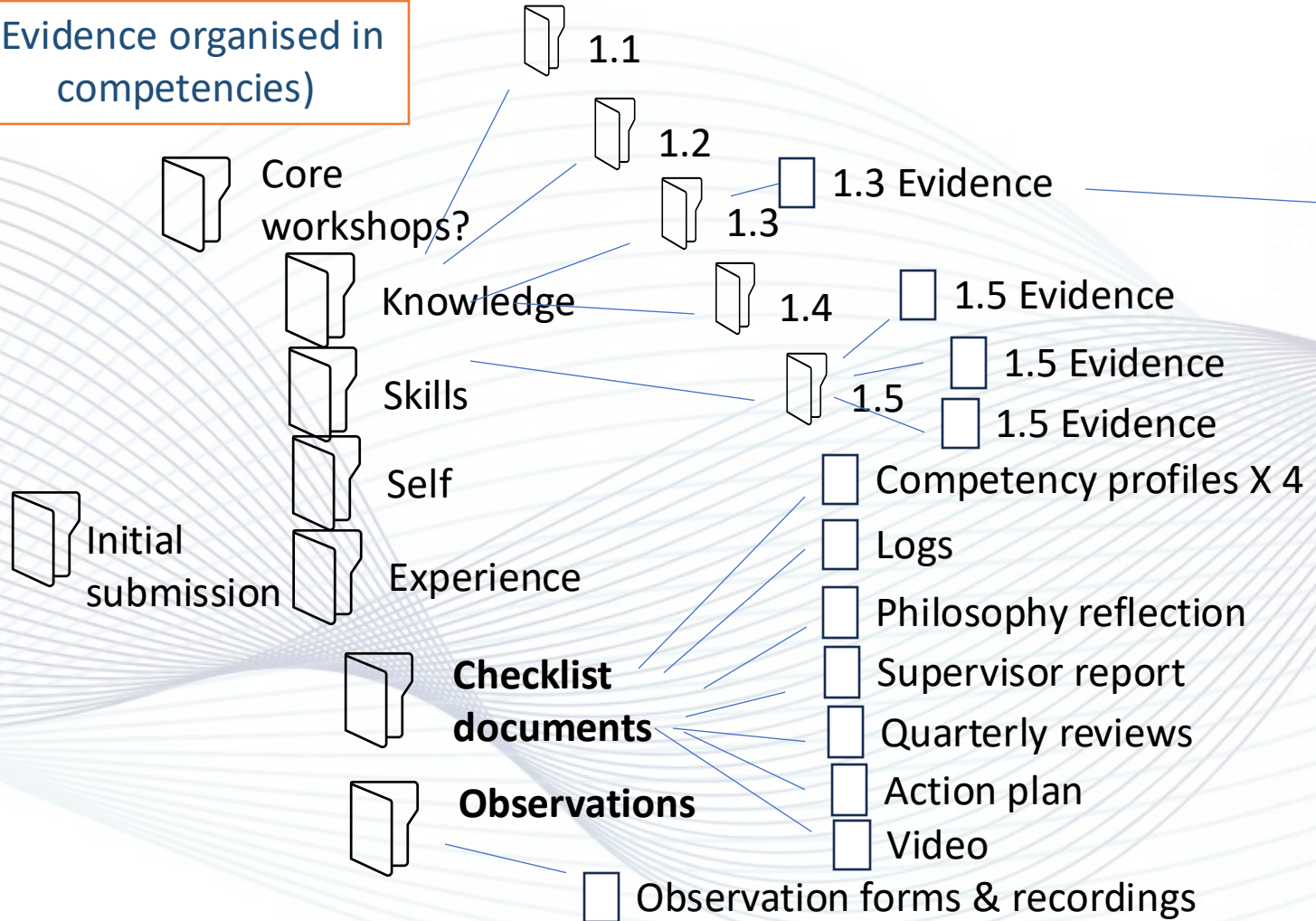
Signed as correct record of meeting: Both sign & date...

Candidate:	
Date:	Click or tap to enter a date.
Supervisor:	
Date:	Click or tap to enter a date.

Essential that
these sections
are all filled in

Arranging the One Drive – option 1

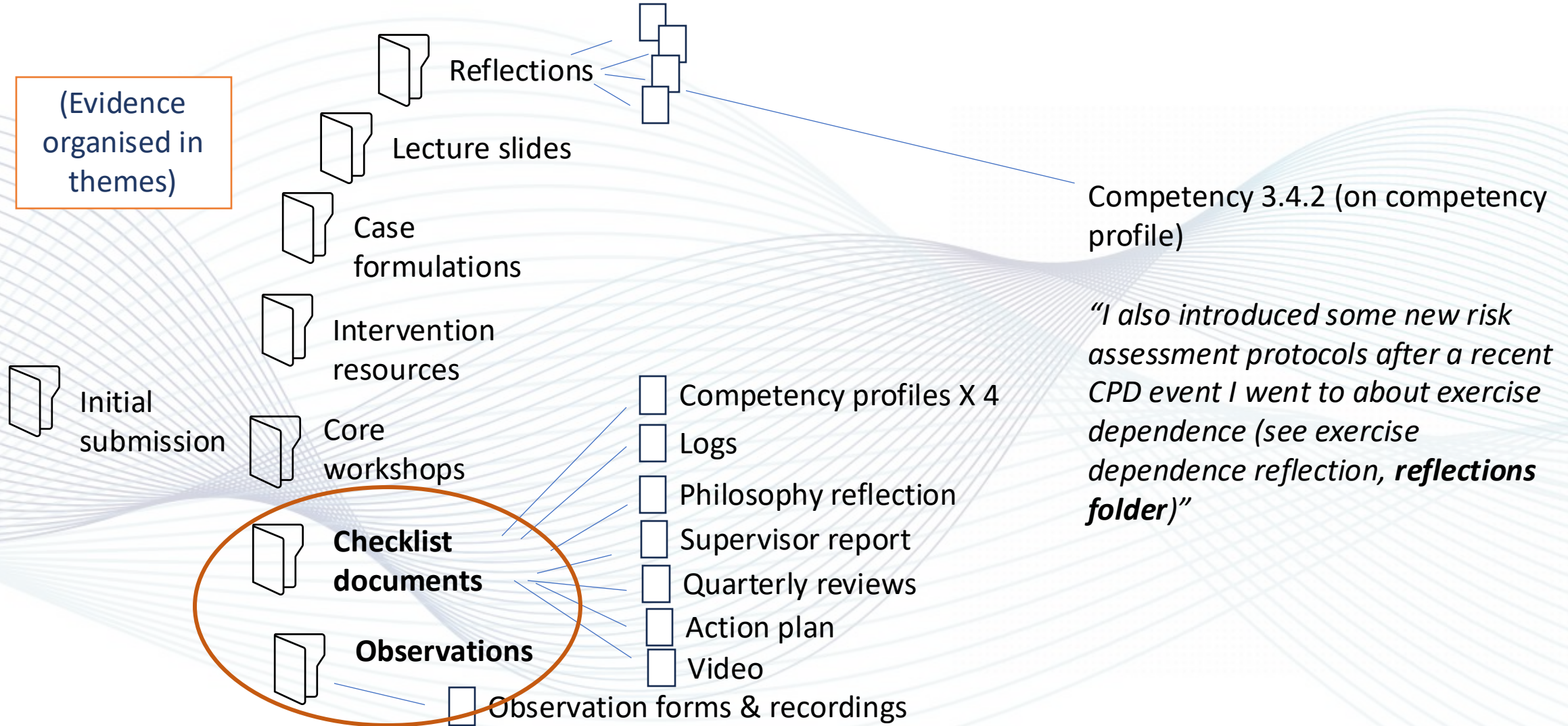
(Evidence organised in competencies)



Competency 3.4.2 (on competency profile)

*“I also introduced some new risk assessment protocols after a recent CPD event I went to about exercise dependence (see exercise dependence reflection, **folder 1.3**)”*

Arranging the One Drive – option 2



4. Providing evidence

FAIRNESS



PROFESSIONALISM



HONESTY



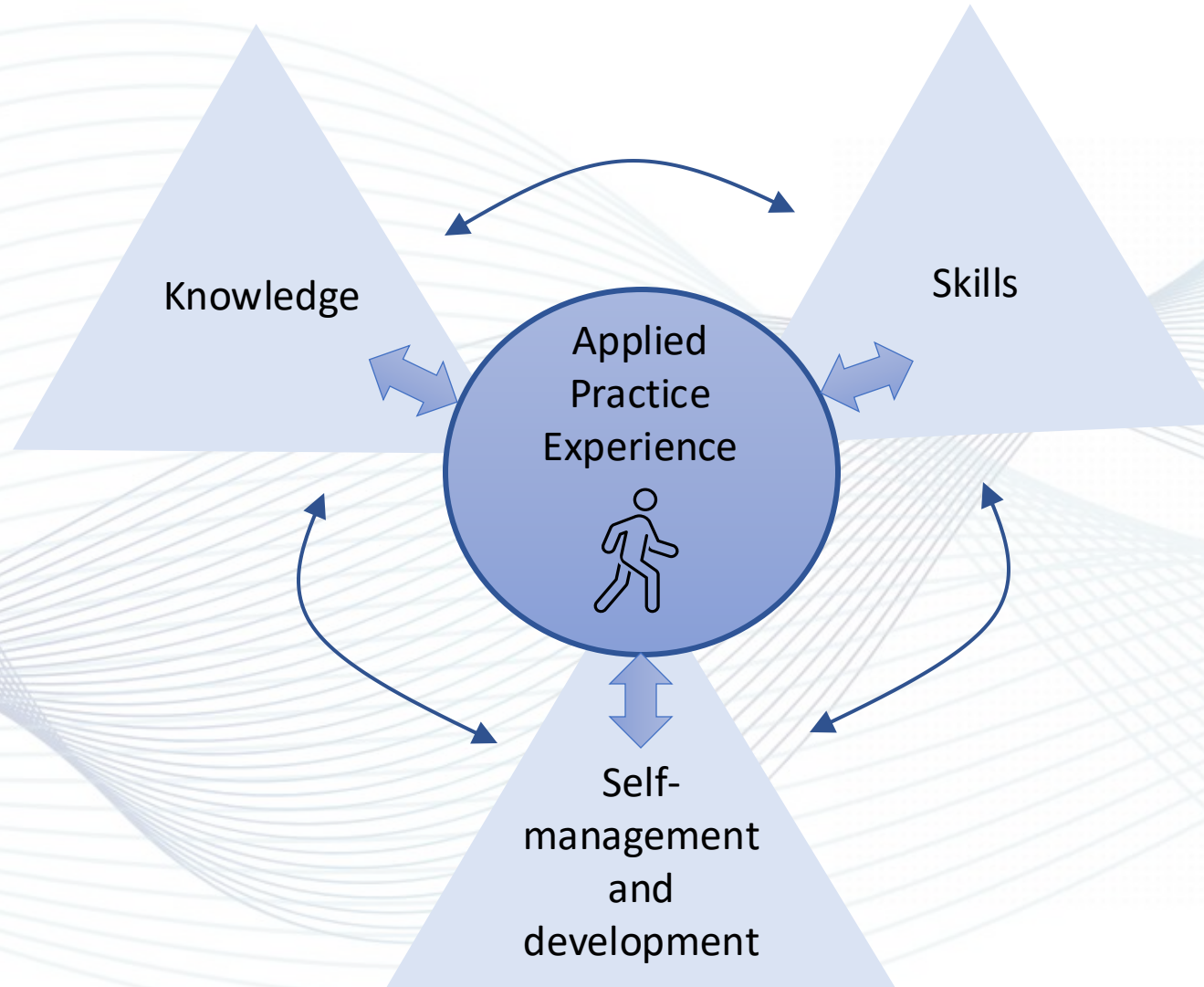
RESPONSIBILITY



EXCELLENCE



SEPAR as a holistic process



Key evidence principles



- Evidence is the main “substance” of your portfolio
- A large proportion of evidence will be reflections
- Providing context for evidence is crucial
- Competency profiles are key summary documents to justify your ratings and provide context around your evidence
- The same piece of evidence may be used to demonstrate multiple competencies across knowledge, skills, self and experience (but it should only appear in your portfolio **in one place**, can then signpost reviewers back to this where applicable)

Evidence examples:

- Themed reflections
- Single reflections
- Case notes
- Audio-recordings
- Presentation slides
- Intervention resources
- Formulations
- Client contracts

Themed reflections



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SEPAR Themed Reflection



Date of reflection: [05/07/2023](#)

Topic of reflection: [Fostering motivation in multidisciplinary teams \(MDT\)](#)

Relates to competencies: [1.1.1, 1.1.3, 1.5.1, 2.5.5, 2.5.6, 3.1.2, 3.1.3, 3.3.1-3.3.5, 3.4.1-3.4.3, 4.2.1, 4.2.2, 4.3.5](#)

What sources of CPD and/or experiences does this reflection draw upon?

Be as specific as possible (e.g., list full references for reading, provide a brief description of CPD events, specify the applied events)

[The Imagine Psychology podcast episode 12 – fostering motivation in MDTs](#)

[Ryan & Deci \(2017\) – SDT book](#)

[Teamworker et al. \(2021\) – Considerations and challenges when working in multidisciplinary teams in sports organisations, The Sport Psychologist, 12, 2-5](#)

[Happy et al. \(2023\) – chapter in book about working in MDTs in high performance sport](#)

[Empath et al. \(2022\) – chapter in book about what it means to truly listen](#)

[My experiences and observations of working in an MDT at the rugby club](#)

Key reflections – what have you learned through these experiences?

You might wish to consider the following questions (as applicable, depending on the focus of your reflection):

- 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?
- 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?

The more I learn about working in MDTs, the more I'm beginning to realise the importance of psychology extends far beyond the client. But the same psychological principles I might apply to foster motivation in a team (e.g., enhancing autonomy, competence and relatedness, Ryan & Deci 2017) apply when I want to foster motivation in an MDT.

I've been facilitating bi-weekly meetings with the support staff at the rugby club and one of the biggest challenges in this is everyone seems to have their own agendas and no-one seems to listen to what each other are saying (I mean truly 'listen' – they might nod and patiently wait their turn, but then they'll jump in as soon as they get chance with the way they'd prefer to do it). I've been thinking a lot about why this might be and the reading I've done around empathy and really listening is helpful (Empath et al., 2022). This helped me to notice that I also have a tendency to not listen to others and jump in the first chance I get – and I asked myself why? Is it a fear of what others think of me and needing to 'show' I know something? Or am I just failing to consider others' perspectives because I think I know what's right? Or is it just a habit because we're so used to being in our own worlds with a million things going on, we don't really give ourselves time to listen?

So the last few weeks, I've been consciously trying to notice when I get the urge to jump in and sit back and listen to others. And in my role as facilitator of the meetings, I've been trying to consciously use strategies to enhance the autonomy of others in the room (e.g., making clear their voices are valued, and showing this in following up on things they raise etc.) and their perceived competence (e.g., recognising everyone's expertise and that we all have something to bring).

autonomy and competence support), they are freer to be authentic and are more open to learning from others' perspectives.

On a practical level, I've tried out some of the strategies recommended by the Imagine Psychology podcast such as getting people to write their individual thoughts down for 5 minutes first – but also asking them to consider why this is their view and what alternative perspectives there could be.

And I've noticed when I'm consciously using these strategies people seem to be starting to listen to each other more. For example, last week in a session someone said "I've never thought of it that way before, that's a really good idea [name]". This to me was evidence that this approach is having a positive impact.

Has this reflection left you asking any further questions? (and if so, what will you do to further explore these?)

I'm curious to learn more about SDT in the context of employee morale – I know there's a lot of literature in this area (outside of sport) so I plan to look this up and see how relevant it feels to sport. I'm thinking particularly in other high performance or pressured arenas, such as working in the NHS, or in other cut-throat industries such as banking and finance when peoples' jobs can disappear without notice.

Key learnings¹ - what will you take forward from this reflection to enhance your practice?

- Reflection is really crucial in helping me check in with my own behaviour
- Pay attention to my own listening skills, and when I notice myself 'waiting to talk and not really listening', take a step back and try and really listen to what the person is saying
- Remember staff also need their autonomy, competence and relatedness to be supported
- Practical strategies to support autonomy, competence & relatedness can make a noticeable difference to how people relate to each other in MDTs

Single reflections



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Reflective diary/journal process and notes

Each stage is optional - seek feedback where helpful
write only what you want, and when you want
date each entry - add new thoughts later whenever
use the 'root' template for each issue/event

Start new
use suppl
refer suppl
use a fol

7
how will I measure and
know that I've
succeeded in this?

'SMART' specific measurable
achievable relevant timebound

what do I need to do
learn to achieve this

actions and aims, justification
approval, help, etc

8
what aspect of my
job or development
is this related to?

Sport & Exercise Psychology Accreditation Route

Reflective Practice Template

Date of Reflection:

Client / Activity Name / Code:

Purpose of Reflection:

WHAT (returning to the situation)

- is the purpose of returning to this situation?
- exactly occurred in your words?
- did you see? did you do?
- was your reaction?
- did other people do? e.g., colleague, patient, visitor
- do you see as key aspects of this situation?

SO WHAT (understanding the context!)

- were your feelings at the time?
- are your feelings now? are there any differences? why?
- were the effects of what you did (or did not do)?
- "good" emerged from the situation, e.g., for self/others?
- troubles you, if anything?
- were your experiences in comparison to your colleagues, etc?
- are the main reasons for feeling differently from your colleagues etc?

Date of Reflection:

Client / Activity Name / Code:

Purpose of Reflection:

Description:

What Happened?



Reflective Practice Template (Unstructured)



Date of
reflection:

competency: [INSERT NUMBER/s]

Contextualising evidence

3.2 Development of Own Practice				
3.2.1 Analyse their own strengths and weaknesses and identify areas for personal development	Candidates should demonstrate the ability to engage in personal needs analysis and goal setting for their own personal and professional development. Related areas include : performance profiling, gap analysis (BASES SEPAR competency profile), goal setting, goal striving (action planning), and SWOT analysis.	2	4	I'm now at the threshold for all this section, and a 5 for 3.2.3 (have completed all core workshops, plus engaged in CPD across over ten contexts – see CPD and Supervisory Log, checklist folder). 3.2.1 & 3.2.2 – in addition to the four contexts already outlined in the mid-point submission, I've further built on my reflective skills and analysed my strengths and weaknesses in an additional four contexts:
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	2	4	

¹ Please add your mid-point rating to this column, after accounting for any adjustments reviewers suggested in their report. E.g., if you rated yourself a 4 at the mid-point, but reviewers suggested it would be more appropriate to rate yourself a 3 for this competency, put a 3 in this column (or vice-versa).

Competency	Comments and related areas	Mid-point rating ¹	Final rating	Why have you rated yourself this way? (Please make specific reference to sub-competencies, and signpost to evidence within your answer)
	reflective conversations, documented group reflection, blogs.			
3.2.3 Demonstrate a commitment to, and engagement with, professional development through continuing advancement of own knowledge, understanding and competence	Candidates are expected to complete a range of formal and informal CPD activities. Formal CPD includes: 6 core BASES SEPAR workshops and 2 optional workshops. Informal CPD may involve the candidate participating in a professional development group. In addition, candidates should appropriately map a plan of action for the development of the competencies required by the SEPAR.	3	5	<ol style="list-style-type: none"> 1. Completed a SWOT analysis for where I'm at now on leaving SEPAR to help inform my development plans from now (SWOT analysis, folder 3.2) 2. Set an action plan for moving forwards to ensure my CPD continues on completing SEPAR (action plan, checklist folder) 3. I've been experimenting with voice notes as a means of reflecting (see voice note example, folder 3.2) 4. I've created an infographic to map out my development during SEPAR (see philosophy mind-map, folder 2.1)

Contextualising evidence - examples

These were slides I presented at the annual BASES psychology event

Global “mal-activity” problem

Physical activity (PA) **4th** leading cause of death worldwide

(Kohl et al., 2012)

81% adolescents worldwide doing <60 mins PA per day
(van Sluijs et al., 2021)



NHS
Health A-Z Live Well Mental health

Home > Live Well > Exercise

Benefits of exercise

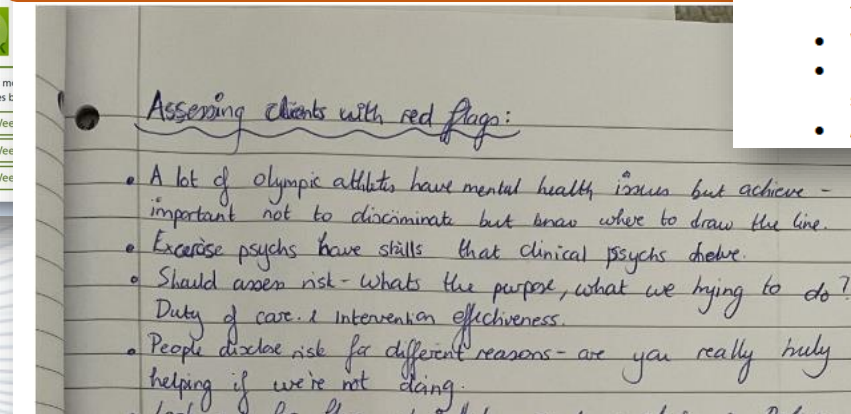
Step right up! It's the miracle cure. It can reduce your risk of major illness, such as heart disease, stroke, type 2 diabetes or death by up to 30%.

It's free, easy to take, has an immediate effect and you can start with your GP to get some. Its name? Exercise.

Find out more about the benefits of exercise in the boxes below.

Wee Wee Wee

Notes from a session run by a Clinical Psychologist and Sport and Exercise Psychologists with red flags:



Assessing clients with red flags:

- A lot of Olympic athletes have mental health issues but achieve - important not to discriminate but know where to draw the line.
- Exercise psychs have skills that clinical psychs do not.
- Should assess risk - what's the purpose, what we trying to do? - Duty of care: intervention effectiveness.
- People disclose risk for different reasons - are you really truly helping if we're not doing.
- Look at the client's history and what they are trying to achieve.

- Example of needs analysis I conduct with clients as a mental health adult weight management practitioner.

Session 1: Getting Started

Set the scene:

- Welcome – introduce yourself and explain this session will be getting to know each other better – safe space to discuss weight loss journey.
- Define your role – here to support you & work collaboratively with you – no pressure & will go at your own pace.
- Establish boundaries (not a therapist if stepping into territory I'm not skilled in – will share this with you).
- What concerns/ questions do you have about the programme?
- Don't want to step into any triggering spaces and want you to feel comfortable in our sessions – what might I need to know about us working together?
- Address mental health issue – how might it affect your weight loss journey? How has it

Case studies



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Sport and Exercise Sciences

Use templates on SEPAR
webpage

Mid-point – 1 case study

Mid-point case study

Final submission – 2 case studies

Final case study

Client-practitioner relationship
case study

The screenshot shows the website for 'Case Studies in Sport and Exercise Psychology'. At the top left is the Human Kinetics logo and the text 'HUMAN KINETICS JOURNALS'. To the right are links for 'Home' and 'Browse'. Below this is a dark blue banner with the journal title 'Case Studies in Sport and Exercise Psychology' in white. Underneath the title, it says 'An Official Journal of the Association for Applied Sport Psychology'. Further down, it lists 'Indexed in: ProQuest, EBSCOhost, EBSCO A-to-Z, Google Scholar', 'Print ISSN: 2470-4849', and 'Online ISSN: 2470-4857'. On the left side of the banner is a collage of images related to sports and exercise. Below the banner is a navigation bar with links: 'Latest Issue', 'All Content', 'About', 'Editorial Board', 'Author Guidelines', 'Subscribe', and 'Reviewers'. At the bottom of the page, it says 'Volume 7 (2023): Issue 1 (Jan 2023)'.

10 Tips for success

FAIRNESS



PROFESSIONALISM



HONESTY



RESPONSIBILITY



EXCELLENCE



1. See portfolio development as a continuous process
2. Remember reviewers can only assess on what they have in front of them
3. Be selective – and only upload evidence once
4. Remember experience, skills, self and knowledge all go together – show the reviewers how this happens in your practice
5. Be specific when evaluating your competencies and writing your action plan
6. Signpost clearly (e.g., hyperlinks, mini-navigation videos)
7. Give context around evidence so reviewers understand why you are sharing it
8. Submit drafts to your supervisor for review 3 weeks before as your deadline
9. Read the handbooks thoroughly and re-visit them regularly
10. Save this guidance video and keep coming back to it!