



The British  
Psychological Society  
Qualifications

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# Qualification in Forensic Psychology (Stage 2)

## *Candidate Handbook*

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# 1. Welcome

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Welcome to the British Psychological Society's Qualification in Forensic Psychology (Stage 2). We very much hope that you will find your period of enrolment a fruitful and fulfilling time. This *Candidate Handbook* is designed to supplement the *Regulations* for the Society's Postgraduate Qualifications (provided at the front of this folder) which you should read carefully and adhere to at all times. It will provide you with full details of the Qualification, including the competences which you will be expected to develop and the methods by which you will be assessed. It also includes information about the key people you will have contact with during your enrolment and important dates for you to note. If there is any aspect of your training about which you are still unclear after reading both this *Candidate Handbook* and the *Regulations* you should approach your Co-ordinating Supervisor for further information.

## 2. Introduction to the Qualification in Forensic Psychology

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### 2.1 Aims

Forensic Psychologists work in partnership with other professionals in diverse populations and organisations and in a range of contexts and settings. They are concerned with the application of psychological knowledge and skills in relation to the full range of legal and judicial processes. The aim of the Qualification in Forensic Psychology is to provide a framework for training which ensures that successful candidates will have gained the core competences to enable them to practise as Forensic Psychologists, including the generic competences expected of all Chartered Psychologists. Full details of the required competences are provided in Appendix 1.

### 2.2 Title to be Adopted by Candidates of the Qualification

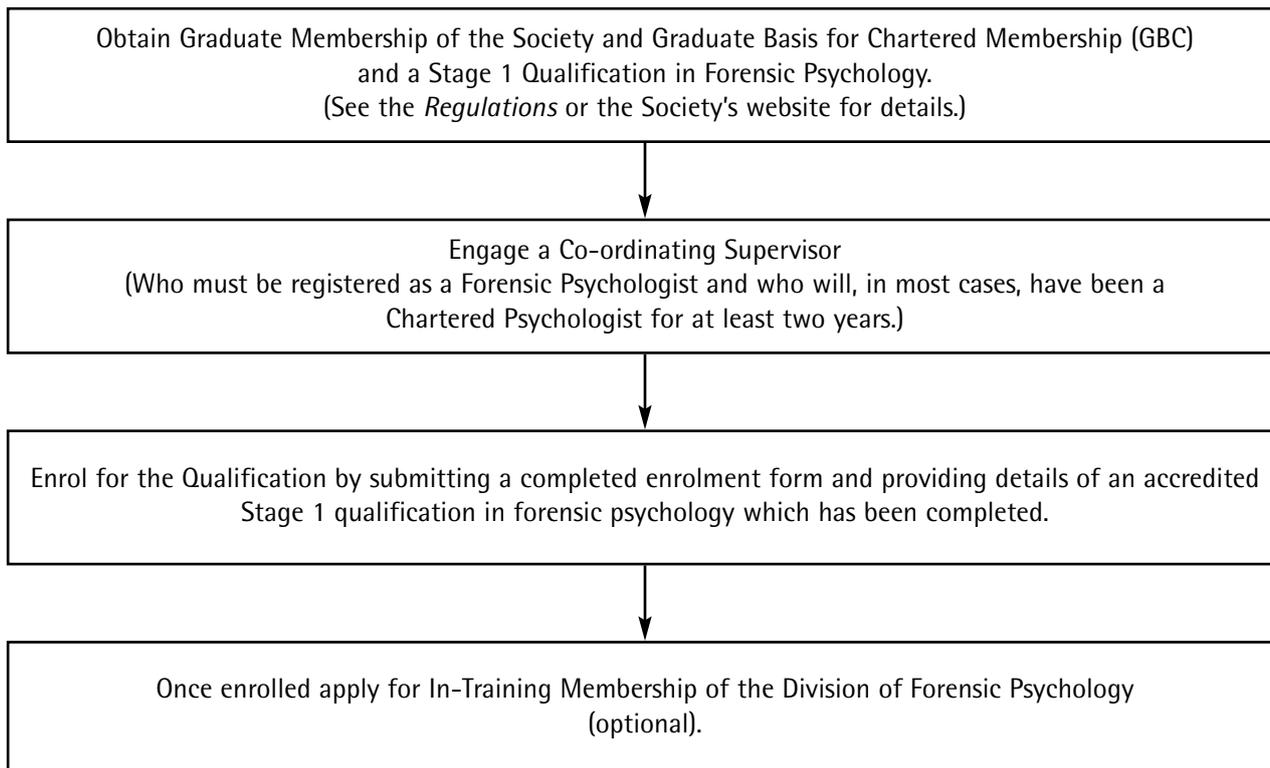
For the purposes of work submitted to the Society related to the Qualification you should use the title **Trainee Forensic Psychologist** or **Forensic Psychologist in Training**.

## 3. How to become a Trainee Forensic Psychologist

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The general steps required in enrolling for the Society's postgraduate qualifications are outlined in the *Regulations* (Section 3.1) and you should read this section carefully before proceeding. The application of the general process to the Qualification in Forensic Psychology, is represented in Figure 1.

Figure 1: Steps required to enrol for the Qualification in Forensic Psychology.



### 3.1 Engaging a Co-ordinating Supervisor

As Figure 1 shows a key step in the enrolment process is engaging the services of a Co-ordinating Supervisor. This must be someone who has been recognised by the British Psychological Society as a Chartered Psychologist for at least two years. They must also be registered as a forensic psychologist with the Health Professions Council (HPC). Co-ordinating Supervisors must be included in the Society's Register of Applied Psychology Practice Supervisors and are required to undertake the Qualification in Forensic Psychology Supervisor training. Co-ordinating Supervisors are also required to undertake refresher training at least once every two years.

Co-ordinating Supervisors of candidates enrolled for the Qualification in Forensic Psychology are required to **BOTH** supervise **AND** co-ordinate their candidates' training.

Your proposed Co-ordinating Supervisor must complete the Co-ordinating Supervisor's section on the enrolment form.

### 3.2 Applications for Exemptions from the Qualification in Forensic Psychology

Applicants for the Qualification may apply for exemption from part(s) of the Qualification according to the criteria and procedures set out in Section 4.2 of the *Regulations for the Society's Postgraduate Qualifications*.

The Qualification in Forensic Psychology is a competence based qualification. It follows from that that a candidate cannot be exempt from demonstrating that they are competent in each of the Core Roles. However, a candidate may enrol on the Qualification having already produced evidence of some of the competences required. In such a case the candidate might be exempt from demonstrating those particular competences again. Thus, partial exemption from Stage 2 may be granted on the basis of competence developed and demonstrated prior to enrolment on the Qualification. Those wishing to apply for partial exemption from the Qualification should note the following:

- all applications must include the form, available from our website, as a cover sheet and must adhere to the format specified in this *Candidate Handbook*;
- no part of the work undertaken towards a Stage 1 qualification (including any put forward in support of an exemption from part of Stage 1) may be used to support an application for a partial exemption from Stage 2;
- where a partial exemption is granted an appropriate reduction in the minimum supervision period may also be granted at the discretion of the Forensic Psychology Qualifications Board;
- exemption may be granted in relation to no more than four of the required Exemplars (see Section 7.4) and no more than one partial exemption is allowed in any one Core Role.

An application for exemption must include the following:

- A completed exemption form, signed by the applicant and the Co-ordinating Supervisor;
- An Exemplar Report, written in the format required in the assessment section of this *Candidate Handbook* (see Section 5);
- An electronic copy of the supporting evidence on a memory stick or CD.

Candidates should submit one electronic copy of the exemption application.

### **3.3 Order of Training**

Stage 1 training, normally obtained through an accredited MSc in Forensic Psychology, provides the underpinning knowledge required for the safe and effective practise of forensic psychology. Trainees will develop and extend their knowledge throughout their training and, indeed, their subsequent career. However, the sound basis of underpinning knowledge provided by the Stage 1 training will enable a candidate to successfully develop and demonstrate their forensic psychology skills. For this reason, trainees **must** complete Stage 1 before enrolling on Stage 2.

### **3.4 Length of Enrolment Period**

Stage 2 of the Qualification has been designed with an expectation that it will normally take a candidate two years (full-time) to develop and demonstrate all of the forensic psychology competences required. Some candidates might take longer particularly if they are working in a part-time post.

The minimum length of training required is three years' post-GBC (Graduate Basis for Chartered Membership). This three-year period includes time spent on a Stage 1 MSc. The expectation is that a candidate in full-time training could achieve Stage 1 in a minimum of one year and Stage 2 in a minimum of two years. Candidates enrolling on Stage 2 of the Qualification must be enrolled for a minimum of two years.

### **3.5 Backdating Enrolment**

The Registrar/Chief Supervisor has some discretion to backdate enrolment by up to six months and, in exceptional circumstances nine months, prior to the receipt of an enrolment application. However, enrolment cannot be backdated into a period prior to the award of Stage 1 regardless of the means by which Stage 1 has been achieved.

An application for backdating enrolment requires the explicit support of the Co-ordinating Supervisor who must be satisfied that the work done in the backdated period:

- a. was supervised in accordance with the *Regulations* and *Candidate Handbook* for the Qualification;
- b. was associated with an approved Exemplar;
- c. has associated with it the appropriate contemporaneous documentation which must be represented in the final portfolio submitted to the Forensic Psychology Qualifications Board (i.e. Practice Diary and Competence Logbook as well as evidence of competence); and
- d. was covering a period during which the candidate was a member of the Society.

### **3.6 Backdating Exemplars**

Any work done after enrolment can count towards an Exemplar provided it is properly supervised and documented in the Practice Diary and Competence Logbook. Exemplar plans associated with this work should be submitted as early as possible and dated back to when the work on the Exemplar commenced.

Backdating of Exemplars can only occur within the enrolment period.

### **3.7 Withdrawal from the Qualification**

If you wish to withdraw from the Qualification you should do this formally by writing to the Registrar (care of the Qualifications Office). Upon receipt of such a letter your enrolment will be ended and your file closed.

NB: Before writing to withdraw please consider your options very carefully. Any candidate who withdraws from the Qualification will generally be eligible to re-apply but will normally have to enrol and begin the process again (under the Regulations which are in force at that time).

## 4. Overview of the Qualification in Forensic Psychology

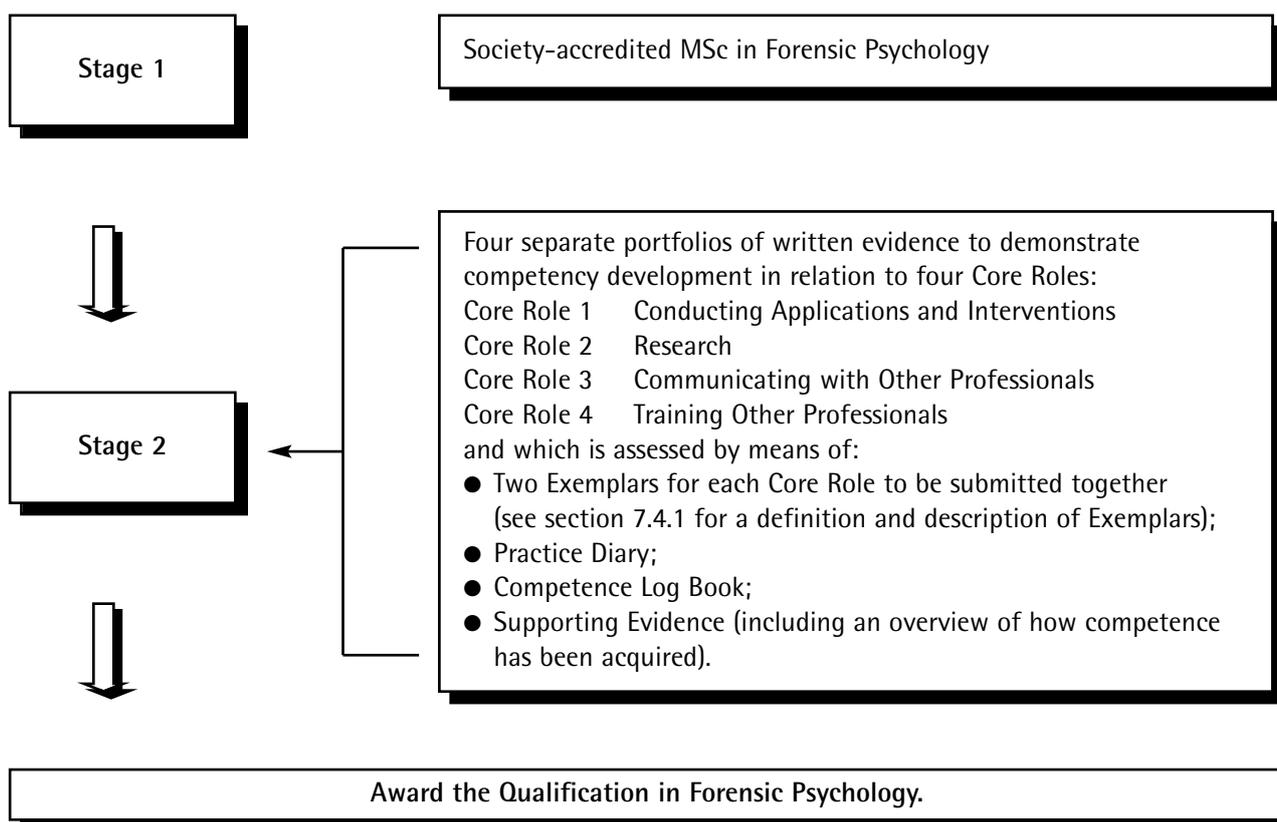
The Qualification in Forensic Psychology follows the structure agreed by the British Psychological Society's Membership and Professional Training Board (MPTB) in February 2006. An outline of this structure is presented in Figure 2 which is followed by further details of the different elements of the qualification. Full details about the assessments are provided in Section 5.

The Knowledge Dimension will be assessed by the Stage 1 qualification, which is one of the entry criteria for the Qualification.

The Research Dimension is divided into two parts with the first joining the Knowledge Dimension in forming the underpinning knowledge-base assessed by Stage 1 qualifications and the second being combined with the Practice Dimension to form the supervised practice component (Stage 2).

The Practice Dimension is assessed by the Stage 2 Qualification.

Figure 2: Outline of the Structure of the Qualification.



## 4.1 Stage 2 (Supervised Practice)

The principle of practice under supervision has a strong tradition in professional training in many fields. With support and guidance from one or more experienced colleagues, candidates gain direct experience of the realities of professional working in relevant contexts, develop practical skills and the ability to integrate theory into practice.

Practice under supervision should be an integral part of your preparation for independent practice. There is also a gate-keeping function: only individuals who have received adequate training and demonstrate an appropriate level of attainment should be eligible to apply for registration as a forensic psychologist, Full Membership of the Society's Division of Forensic Psychology and recognition as a Chartered Psychologist. The public, employers and other members of the profession have a right to expect that Forensic Psychologists who have achieved recognition from their professional body will show some consistency in their ability to meet certain standards in the delivery of appropriate services.

The purpose of supervised practice described here is designed to ensure that Forensic Psychologists are able to meet, to an appropriate standard, a range of work demands within their particular contexts of employment. These are the kinds of demands that are increasingly being made of practitioners in a number of fields of applied psychology. Many practitioners have moved beyond a narrow focus on work with individual clients or highly specialised research. Such activities are still often of major importance. Yet there is a growing trend for effectiveness (and credibility) to be measured by the contribution which can be made to, for example, organisational consultancy, multidisciplinary working and to the support and enhancement of the work of other staff. The view taken by the Society is that the practice-based component of postgraduate training in Forensic Psychology should reflect these developments.

The functions and standards that are at the core of the present system are adapted from the Society's *Occupational Standards in Psychology*. This approach maintains a clear emphasis on what you will actually do during your training and on the understanding and demonstration of good practice whatever the setting. This is likely to have advantages in terms of the transferability of skills across different and complex contexts in your current and future practice. It could be argued that such versatility is itself an important characteristic of being a professional. Above all, supervised practice is designed to develop your knowledge and skills so that you may become competent to practise independently as a Forensic Psychologist. Specifically, it:

- emphasises the acquisition and demonstration of core competences as a practitioner, by describing the four Core Roles of the profession;
- involves two years' full-time (or equivalent) experience in work-related settings in which at least three separate client groups are addressed;
- is planned and supervised with the oversight of experienced practitioners;
- is flexible to allow for changes arising from occupational changes, personal circumstances and the needs of candidates, while maintaining standards;
- involves recording and collecting evidence of achievement through a Portfolio of Evidence for each of the four Core Roles;
- is subject to independent assessment by the Board of Assessors.

Gaining experience and undertaking the requirements of training in relation to the Qualification will normally take place within candidates' employing organisations. In many cases the exercise of Core Roles will overlap substantially with existing work demands. **However, all candidates MUST have sufficient opportunities to develop and demonstrate the competences expected of a Forensic Psychologist and receive the quality of supervision expected of those undertaking the Qualification.**

You may be engaged in a position within or associated with the justice system (e.g. trainee psychologist, psychological assistant, crime analyst, researcher) or work within an academic setting concerned substantially with research, lecturing or consultancy within Forensic Psychology or perhaps be employed as a social worker or probation officer and the like.

It is possible to complete Stage 2 while employed in a field such as the Health Service, Prison Service, probation services or within the police service but, whatever the employment, it is important that you have the support of your Co-ordinating Supervisor. It is also important that the Chief Supervisor is advised of any changes in your employment or training situation.

## **4.2 Competences to be acquired during Supervised Practice**

As outlined in Section 4.1 candidates for the Qualification in Forensic Psychology are required to gain the core competences which will enable them to practise as Forensic Psychologists. The process by which these competences are developed begins during Stage 1 of training but this is built on significantly in the Qualification. You will be expected, during your supervised practice, to gain experience and demonstrate competence in relation to the four Core Roles listed in Figure 2. These Core Roles form the basis of the assessments for the Qualification (which are outlined in Section 7,) and are defined in full in Appendix 1.

## **4.3 Supervision**

Supervision is defined as: a personal interaction between the candidate and Co-ordinating Supervisor for the purpose of addressing the trainee's needs and performance in relation to the Stage 2 Qualification. It may take place by means of face-to-face meetings, telephone conversations and/or e-mail communication. Supervision may also occur between Co-ordinating Supervisors and groups of Candidates. Co-ordinating Supervisors have the primary responsibility for providing and overseeing the supervision process and for co-ordinating candidates' training. The Society requires that formal contracts are drawn up between candidates and their Co-ordinating Supervisor and that a copy is lodged with the Society. An example of a contract can be found on our website.

Your Co-ordinating Supervisor may identify a need for you to be facilitated in one or more specific areas of your work by one or more **Designated Supervisors**. A Designated Supervisor should normally be a psychologist but, if not, s/he must have all the competences required to support you effectively (see Section 6.3.2).

In all cases Designated Supervisors must be approved by the Co-ordinating Supervisor and noted in the Practice Diary.

The recommended minimum level of contact between yourself and your Co-ordinating Supervisor(s) is two hours per fortnight overall. Where your Co-ordinating Supervisor is not supervising your work directly it is recommended that you spend the equivalent of an additional one hour per month in contact with your Co-ordinating Supervisor.

Given the fundamental purpose of supervised practice in developing psychological skills and knowledge it is vital that the Co-ordinating Supervisor maintains contact with you throughout periods when a Designated Supervisor is active and also countersigns any work signed by your Designated Supervisor; appropriate opportunities for additional training and development activities should also be taken.

### **IMPORTANT NOTE**

**Normally no more than half of the areas of work specified in the Exemplars should be assigned to Designated Supervisors who are not Forensic Psychologists.**

### **4.3.1 Requirements and Responsibilities of Co-ordinating Supervisors**

It is your responsibility to identify a suitable and willing Co-ordinating Supervisor. It is worth bearing in mind that choosing your line manager as Co-ordinating Supervisor could potentially lead to a conflict of interest as they may need to prioritise operational issues over your training – but, as always, the choice of Co-ordinating Supervisor is your responsibility. If a suitable Co-ordinating Supervisor is not available within your work setting then you may wish to look beyond this. An externally located Co-ordinating Supervisor may undertake your supervision directly on a face-to-face basis or, for some of your supervision, set up other supervision arrangements such as via telephone or other methods.

The Chief Supervisor must be informed of any disciplinary matters in which the proposed Co-ordinating Supervisor has been the subject. It is the responsibility of the proposed Co-ordinating Supervisor to bring to the attention of the Chief Supervisor any matter from their history that may raise questions as to their suitability for this task.

Co-ordinating Supervisors should be included in the Society's Register of Applied Psychology Practice Supervisors. Co-ordinating Supervisors must undertake refresher training provided by the Forensic Psychology Qualifications Board at least once every two years. No Co-ordinating Supervisor should take responsibility for more than four candidates at any one time unless by agreement with the Chief Supervisor (who will wish to be assured that their job role provides adequate time for supervising extra candidates).

Co-ordinating Supervisors should oversee your practice and professional development and address *any* aspect which they identify as a potential concern or training need (including by bringing this, where appropriate, to the attention of the Chief Supervisor). Their role includes the following objectives:

- completing a setting audit and risk assessment as part of the enrolment and subsequently for any change of setting, and reviewing on an annual basis;
- working with you to develop quarterly training plans, overseeing their implementation and reviewing progress on a quarterly basis;
- overseeing the quality and comprehensiveness of your Portfolio of Evidence;
- signing off competences in your Competence Logbook as and when demonstrated
- listening, supporting and advising you and, where necessary, directing you in respect of organisational, academic, professional and ethical matters;
- appraising your overall practice and providing positive and critical feedback on your strengths and weaknesses;
- encouraging you to reflect on your work, be creative, adopt a problem-solving approach and to integrate theory into your practice;
- ensuring you to focus on the operationalising of Core Roles and specific competences;

And the following functions:

- monitoring your record keeping;
- reporting any disciplinary or other matter that may call into question your suitability for Registration as a Forensic Psychologist;
- where appropriate, and in consultation with you, identifying a suitable Designated Supervisor to provide support in specific areas of practice;
- countersigning all relevant documents, including your Practice Diary, Exemplar Reports and items of supporting evidence;
- providing a supervisor's report in relation to each Core Role submission;
- receiving copies of correspondence and reports, from the Society, in relation to your submissions and progress on the Qualification.

#### ***4.3.2 Requirements and Responsibilities of Designated Supervisors***

Designated Supervisors must meet the requirements of the Regulations with regard to Designated Supervisors. They should have particular knowledge and experience which has been guided by a professional training. Their conduct should be regulated by a code of conduct enforced by a generally recognised professional body of which they are a member in good standing. It is desirable that Designated Supervisors also display a commitment to multidisciplinary working. The responsibilities of Designated Supervisors are to:

- liaise with the Co-ordinating Supervisor;
- provide direct supervision of your practice in a given area of work;
- countersign relevant entries in your Practice Diary and maintain other forms of administration;
- listen to your views or concerns about work in progress and advise as appropriate;
- model and teach practical competence through illustration, prompting and feedback.

- encourage you to apply a multi-disciplinary practice, good communication and problem-centred approach;
- appraise your integration and effectiveness in a multi-disciplinary context and provide positive and constructive critical feedback on your strengths and weaknesses.

Designated Supervisors must be approved by the Co-ordinating Supervisor and the Qualifications Office must be informed of the arrangement.

#### ***4.3.3 Relationship Issues between you and your Supervisor(s)***

If difficulties are encountered in your relationship with your Supervisor(s) it is expected that both you and they will take all reasonable steps to resolve these. However, if a breakdown does occur, this should be dealt with as follows:

- Where the breakdown occurs in your relationship with your Co-ordinating Supervisor either of you may refer the matter to the Chief Supervisor. The latter may approve, and in some cases suggest, a change of Co-ordinating Supervisor or any other changes which are considered appropriate. Where necessary, it is your responsibility to arrange another Co-ordinating Supervisor and advise the Chief Supervisor.
- Where the breakdown concerns your relationship with a Designated Supervisor either of you may bring this to the attention of the Co-ordinating Supervisor. This may result in the reformulation of Exemplars and/or the appointment of a new Designated Supervisor. The appointment of an alternative Designated Supervisor is a matter for the Co-ordinating Supervisor, who should advise the Qualifications Office of this change as it occurs.

#### ***4.3.4 Changing Co-ordinating Supervisor or Designated Supervisor***

If, for whatever reason, you wish to change your Co-ordinating Supervisor you must first complete the appropriate form and send it to the Chief Supervisor (care of the Qualifications Office) requesting approval of the change. If you wish to change your Designated Supervisor you must first gain the approval of your Co-ordinating Supervisor (who may seek the advice of the Chief Supervisor before making a decision on the matter) and then advise the Qualifications Office.

### **4.4 Time requirements of Supervised Practice**

Your supervised practice must comprise at least two years' full-time postgraduate experience (or its part-time equivalent). Full-time is defined as five days per week for 46 weeks of the year. The number of days spent in supervised practice must be clearly identified within your Practice Diary. Each Core Role must have a minimum of 90 days but it is expected that, in most instances, more days will be required to demonstrate competence and to meet the requirements of the Qualification.

However, it should be noted that whilst a minimum of 90 days of supervised practice is expected in relation to each Core Role, there is no expectation that Exemplar Reports should cover a period of practice of this length. Much of the 90 days will be spent acquiring skills and developing competence. The Exemplar Report, which should demonstrate that competence has been achieved, is likely to represent a shorter period of time during which a piece of work has been carried out at the level expected of a Chartered Psychologist.

### **4.5 Breadth of Experience and the Aggregation Rule**

In ideal circumstances Trainee Forensic Psychologists who deal primarily with offenders and/or victims should have experience of a range of behaviours that typify offenders and/or victims, in a variety of settings, who display a range of characteristics with whom a variety of tasks are undertaken using a variety of techniques. Similarly there are psychologists working on forensic issues associated with the criminal justice process and with organisations or professions involved in particular tasks. As a general rule Trainee Forensic Psychologists and their Co-ordinating Supervisors should pursue any opportunity to broaden the training experience.

Appendix 6 is illustrative of the possible combinations of experience and exemplifies the diversity of the field of Forensic Psychology. It is a set of four lists, represented in columns, which broadly define the range of tasks undertaken by Forensic Psychologists, behaviours of interest, population characteristics and locations in, or about which, Forensic Psychologists may be concerned.

It is understood that there are practical limitations to obtaining the ideal breadth of experience but at the same time there should be limits to how narrow this experience can be. It is acceptable to aggregate coverage of Core Roles where several of these are likely to be involved in a single work area but, as a general rule, no more than two Exemplars may be derived from the same project or experience. For example, one of the areas of work selected for addressing Core Role 1 (Conducting Psychological Applications and Interventions) might be carrying out specialist assessments of sex offenders. This project might be prepared for publication and in this respect it may also be submitted as an Exemplar of Core Role 2 (Research). However no further Exemplars might then be submitted in respect of this project.

Furthermore no more than three Exemplars overall concerning the same behaviour of interest (e.g. risk assessment, sex offenders, substance abuse etc) will be approved. To take the above example further only one more sex offender related Exemplar could be submitted (for example, in Core Role 4; Training Other Professionals in Psychological Skills and Knowledge).

This is the limit of how narrow your experience can be in respect of the tasks you may be asked to undertake.

Where there is uncertainty candidates may submit a full list of their Training Plans (titles only) to the Chief Supervisor who will provide advice on whether any might breach the Breadth of Experience Rule.

**IMPORTANT NOTE**

**Two Exemplars associated with the same Core Role and derived from a single project will not be approved.**

#### **4.6 Planning Supervised Practice for Stage 2**

At the beginning of their training candidates and their Co-ordinating Supervisors should discuss the range of experience required in order to develop the required competences across the range of required client groups. At this stage the focus is on understanding how the required range of experience might be obtained, what competences need to be developed and what support and facilities the candidate might require in order to develop these competences. It is recognised that it is impractical, in most cases, to plan supervised practice and training experiences for the full two year period at the outset. However, a broad plan which identifies the kinds of settings and experiences which are likely to be required should be agreed between the Co-ordinating Supervisor and the trainee. At this time the Co-ordinating Supervisor and trainee should also agree their plan for the first three months.

At least once every three months the Co-ordinating Supervisor should ensure that the Co-ordinating Supervisor and trainee review the development of the trainees competence to date and the range of experience (both supervised practice and professional development activities) in which the trainee has engaged. The Co-ordinating Supervisor and trainee should, at the same time, agree their plan for the next three months to ensure that the trainee continues to make progress. This is the quarterly supervision plan. Quarterly supervision plans must be signed by the trainee, the Co-ordinating Supervisor and the line manager so that all are aware of the plan and the trainee's progress. Such plans do not need to be submitted to the Society in advance, but should be included in the Practice Diary so that they can be reviewed as part of the assessment process. A template for the quarterly training plan is available from the Society's website.

When a trainee and their Co-ordinating Supervisor agree that the trainee is ready to demonstrate the competences required for a Core Role they plan two pieces of work which will demonstrate the full range of competences required for a Core Role. These plans, known as Exemplar Plans, must be submitted to the Chief Supervisor for approval. It may not always be practical or possible to plan both pieces of work for a Core Role at the same time, so it is permissible to submit the two Exemplar plans for a Core Role at different times. However, the subsequent evidence for a Core Role, including both Exemplar Reports, the Practice Diary and the Competence Logbook should be submitted together.

Templates for the Exemplar Plans relating to each Core Role are provided in Appendix 5 (NB: each Plan should be submitted using the relevant template and should take up **no more than** one side of A4 paper). Completed Plans should be sent to the Chief Supervisor, care of the Qualifications Office. The Chief Supervisor will sign approved submissions and return them as evidence of the Plan having been approved.

If you wish to revise any of your Exemplar Plans, you should submit the new or amended Plan along with the original approved Plan you wish to replace.

**IMPORTANT NOTE**

**If you wish to make changes to an Exemplar Plan which has already been approved you must provide the Chief Supervisor with full details of your proposed changes accompanied by the original copies of the Plan (again, using the relevant template and taking up no more than one side of A4 paper). The Chief Supervisor will sign and return approved submissions.**

#### **4.7 Annual Review of Supervision**

On the anniversary of your enrolment you should provide copies of the quarterly supervision plans to the Society's Qualifications Office, along with a copy of your Competence Logbook which should be completed and signed off by your Co-ordinating Supervisor up-to-date.

## 5. Assessments

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### 5.1 Assessment of Stage 2

When you are ready to have a Core Role assessed you must submit two copies of a portfolio of evidence. This will include:

- Your Exemplar Reports.
- Copies of the approved Exemplar Plans.
- The Competence Logbook, with each competence for the Core Role signed off by your Co-ordinating Supervisor and the page reference for the evidence (including references for your Exemplar Reports and your Practice Diary).
- The Practice Diary, which should include entries reflecting a minimum of 90 days supervised practice during which you have been developing the competences required by the Core Role. Some of the entries in your Practice Diary will reflect examples of competent practice through which you are using to support demonstration of one or more of the competences, required for the Core Role, at the level required of a Chartered Psychologist. For these entries you should clearly indicate which competences have been demonstrated using their reference numbers and the entry should be countersigned by your Co-ordinating Supervisor.
- A statement from your Co-ordinating Supervisor confirming that s/he is supporting your submission, is of the opinion that you have reached the standard required for the safe, effective and autonomous practice of forensic psychology in relation to this Core Role and any particular strengths or weaknesses s/he wishes the assessors to note.

You **must** also submit a memory stick or CD containing an electronic copy of your portfolio and the supporting evidence in relation to your exemplar. You should also keep a copy for yourself as the Qualifications Office is unable to return submissions to candidates. Where your employer does not allow the use of CDs or memory sticks you should collate your work together, winzip it and go to <http://dropbox.yousendit.com/bpsqualifications02>. This website is more secure than e-mail and is PCI Compliant (for more details please visit <http://www.yousendit.com/business/technology?incid=business:topnav:technology>). When saving your documents please use the following format:

NAME(space)MEMBERSHIP NUMBER(space)DESCRIPTION OF ATTACHMENT (for example JOHNSON 12345 Core Role 1 Competence Logbook)

Candidates should submit their work for assessment by the 1st of the month (or the previous working day if this falls at a weekend). Submissions received after the 1st of the month will normally be held over for assessment the following month.

On the 1st of the month (at close of business) the Qualifications Officer will notify the Chief Assessor and the Assessors about candidates wishing to be assessed. The Qualifications Officer will then allocate Assessors based on availability and, where necessary, previous assessment history. When a re-submission is received every effort will be made to ensure that it is sent to the Assessors who carried out the initial assessment.

On the 10th of the month (or nearest working day if this falls at a weekend) assessment material will be sent to the relevant Assessors. Candidates will be notified of their results within three months of this date.

For example:

A candidate submits their material for assessment on the 28th June. The Qualifications Officer will notify the Chief Assessor and the Assessors on the 1st July and Assessors will be appointed. All assessment material will be sent to the Assessors on the 10th July. Therefore, the candidate should be notified of their assessment results by the 10th October.

Full details of the requirements of Portfolios for each of the four Core Roles are provided in the sub-sections which follow.

### **IMPORTANT NOTE**

All submitted Exemplars *must* be accompanied by copies of the approved Exemplar Plans (i.e. those signed by the Chief Supervisor).

Submissions sent without the signed/approved copies of the Exemplar Plans will be returned to the candidate unmarked. If the candidate is unable to return the submission with the relevant signed/approved Exemplar Plans by the 1st of the month then assessment will take place at the next available assessment date.

Each Core Role is defined by detailed competences exercised by Forensic Psychologists. They are relevant across a range of tasks, settings and client or target groups. The abstract way in which they are stated makes them applicable within the variety of contexts in which Forensic Psychologists work. These competences can be used to guide planning, supervision and appraisal. The four Core Roles are listed in brief in Figure 2 and are provided in full in Appendix 1 together with their constituent competences.

Some ideas that you and your Supervisor(s) may find helpful to guide you with respect to the Exemplars are as follows:

- (a) the responsibility for ensuring an appropriate range of experience and quality of work lies with the Co-ordinating Supervisor. Not everything you do can be represented in the Exemplars. The whole period of supervision for a Core Role is represented across the material contained in the relevant section of your Portfolio of Evidence (i.e. Practice Diary and Competence Logbook);
- (b) the convention of using the term *Exemplar* has been adopted to help identify them as more than 'examples' of the work which is being conducted, to represent them as distinct pieces of work rather than inclusive of all work conducted and to distinguish them as a standard to be attained;
- (c) each Exemplar is expected to represent a competent example of the trainee's practice, conducted to the standard expected of a Chartered Psychologist. Each Exemplar report should demonstrate the majority of competences for the Core Role, and all must be demonstrated across the two Exemplar Reports. All competences must be signed off in the Competence Logbook;
- (d) the Society's *Code of Ethics and Conduct* ([www.bps.org.uk/the-society/code-of-conduct/code-of-conduct\\_home.cfm](http://www.bps.org.uk/the-society/code-of-conduct/code-of-conduct_home.cfm)) should inform all the work you undertake as Psychologists in Training. Candidates should also be aware of, and comply with, the Health Professions Council *Standards of Conduct, Performance and Ethics*. It is the responsibility of your Supervisor(s) to ensure that you do not undertake work for which you have received insufficient preparation or training.

#### **5.1.2 Exemplar Reports**

An Exemplar Report is required for each Exemplar. In most cases this will mean two Exemplars for each Core Role. Occasionally candidates may wish to submit one report for a Core Role which covers both Exemplars, in which case different word limits will apply. Reports which exceed the word limit will be returned unmarked. Word limits do not include references and appendices.

The requirements for the Exemplar Reports are as follows.

#### **Core Role 1**

A report for each Exemplar, not exceeding 1500 words, which includes the following sections:

- (i) an introduction, of around 200 words or less, which briefly states the aims of the psychological intervention or application;
- (ii) a methodology section, of around 300 words, which explains how the work was planned, conducted and evaluated;
- (iii) a discussion section where you discuss your reflections on the work, indicating the links between theory and practice. This section should demonstrate that the work is evidence-based and include references to psychological literature.

Candidates who wish to submit a single report covering both Exemplars must adhere to a word limit of 3000 and ensure that the introduction and methodology sections clearly introduce and describe both pieces of work.

### **Core Role 2**

Each research report should be presented in the format of a research paper for publication, with an overall word limit of 5000 words.

Candidates should also submit a reflective report to accompany the research paper of around 500 words.

### **Core Role 3**

A report, not exceeding 2000 words, which includes the following sections:

- (i) an introduction, of around 200 words or less, which briefly states the aims of the work presented;
- (ii) a methodology section, of around 500 words, which explains how the work was planned, conducted and evaluated;
- (iii) a discussion section where you discuss your reflections on the work, indicating the links between theory and practice. This section should demonstrate that the work is evidence-based and include references to psychological literature.

Candidates who wish to submit a single report covering both Exemplars must adhere to a word limit of 4000 and ensure that the introduction and methodology sections clearly introduce and describe both pieces of work.

### **Core Role 4**

A report, not exceeding 1500 words, which includes the following sections:

- (i) an introduction, of around 200 words or less, which briefly states the aims of the training to be planned and delivered;
- (ii) a methodology section, of around 300 words, which explains how the work was planned, conducted and evaluated;
- (iii) a discussion section where you discuss your reflections on the work, indicating the links between theory and practice. This section should demonstrate that the work is evidence-based and include references to psychological literature.

Candidates who wish to submit a single report covering both Exemplars must adhere to a word limit of 3000 and ensure that the introduction and methodology sections clearly introduce and describe both pieces of work.

#### ***5.1.3 Competence Logbook***

The Competence Logbook provides an ongoing record of your progress in achieving and demonstrating the competences required for the safe, effective and autonomous practice as a forensic psychologist. Each of the competences required has an entry in the Competence Logbook which must be signed off by your Co-ordinating Supervisor as it is demonstrated. It should also include a reference enabling the assessor to find the evidence for that competence in your portfolio (for example, the page and section or paragraph of your Exemplar Report and/or Practice Diary).

When you submit a Core Role for assessment your Competence Logbook should be included in the portfolio. Each entry will then be verified by the assessor.

Your Competence Logbook should also be submitted annually along with your quarterly training plans. For each competence which has not yet been signed off the log should give some indication of progress and, where possible, an indication of when the relevant Exemplar is likely to be undertaken.

When you have completed all Core Roles your complete Competence Logbook will be reviewed by the Society to ensure that all competences have been signed off and verified before the Qualification is awarded.

#### 5.1.4 Practice Diary

The Practice Diary is a record of all significant work, work-related activities and interactions undertaken and should be completed **daily**. It provides a supplement to the Exemplars by reflecting areas of work relevant to the Core Roles and the competences that define them and the relevant section(s) of the Practice Diary must be submitted together with each Core Role Portfolio. The Practice Diary must include:

- records of your supervision, including the quarterly plans devised with your Co-ordinating Supervisor as well as supervision sessions with your Co-ordinating Supervisor or Designated Supervisor; the Core Roles, and associated general guidance, addressed in supervision; and any other aspects of your practice which were addressed;
- your reflections on your supervision, professional development and any major learning points.
- an indication of the Core Role to which each section of the diary relates; (NB: specific competences not otherwise covered in both Exemplars must be noted);
- an indication of your role (i.e. 'primary' in which the work is primarily your own, 'team' in which your work is shared directly with other psychologists or 'observer' in which you are sitting in for training and development purposes);
- the nature of the task or instruction (including proposed action taken, additional procedural details and client or target);
- outcome (including what was achieved);
- future actions to be taken (next steps and implications including any learning points);
- note of professional training undertaken;
- notes of relevant diversity issues;
- notes of relevant ethical issues;
- a cumulative reflective account of your learning as you progress through the Qualification.

#### **IMPORTANT NOTE**

- 1. Your Practice Diary must be presented as an ordered, legible and simply-bound document covering the whole period of your supervised practice.**
- 2. Each page should be countersigned by both you and your Co-ordinating Supervisor, at the time of being submitted for assessment as a true record of your training.**

You as the candidate are primarily responsible for the maintenance of your Practice Diary, although your Co-ordinating Supervisor has responsibility for overseeing this to ensure that appropriate recording takes place.

#### 5.1.5 Co-ordinating Supervisor's Statement

Your Co-ordinating Supervisor **must** confirm in writing that:

- (a) the work submitted is your own work or, where the work has been done with others, that it fairly reflects your contribution;
- (b) the work outlined in your Exemplar Plan has been completed in the form approved by the Chief Supervisor;
- (c) your Practice Diary and Competence Logbook are true reflections of your experience;
- (d) that you are working at the level expected of a Chartered Psychologist, including a short statement about why this is the case;
- (e) you are in all respects suitable for consideration for the Qualification.

#### 5.1.5 Supporting Evidence

Supporting evidence relevant to the completion of each Core Role must be retained, stored electronically (documents which you do not have electronically should be scanned and stored electronically) and submitted along with your portfolio on a CD or memory stick. Examples of appropriate forms of supporting evidence include:

- summary reports;
- discussion papers;
- minutes of meetings;

- reports which provide witness accounts to your work (for example, from supervisor observations);
- written feedback of video-taped practice activity.

You must preface your submission with a brief summary of the evidence available so that the assessors can decide whether they wish to review it.

#### **IMPORTANT NOTE**

**In all submitted materials, appropriate measures must be taken to maintain confidentiality and security, for example, deleting or disguising names of clients and other identifiers.**

### **5.2 Feedback on work submitted for assessment**

Assessors will provide a report on their assessment of the submission. These reports will be moderated by the Core Role Lead Assessor and an overview report will be written. This report will be approved by the Chief Assessor before the results are issued to the candidate. The possible outcomes of an assessment are as follows:

- Competence demonstrated;
- Conditional pass (awarded if the submission contains minor typographical errors, some inaccuracies in references or insufficient anonymisation); and,
- Competence not yet demonstrated.

Full details of the usual procedures for the provision of feedback on work submitted for assessment can be found in Section 6 of the *Regulations for the Society's Postgraduate Qualifications*.

### **5.3 Oral Assessment (*Viva Voce*)**

On some occasions it may be necessary for you to present for an oral (*viva voce*) assessment of your knowledge of a particular Core Role. If you are the assessment will make reference to your Core Role but may also examine your knowledge more generally. Where required an oral assessment will be arranged by the Qualifications Officer to be held in Leicester at the earliest opportunity.

### **5.4 Final scrutiny and additional clarification**

When you have successfully completed your supervised practice and been judged as competent in each of the Core Roles, the complete Practice Diary and Competence Logbook must be submitted, together with all assessment reports.

Your Co-ordinating Supervisor must also provide a letter confirming your suitability for the safe, effective and autonomous practice of forensic psychology, registration as a Forensic Psychologist and full membership of the Division of Forensic Psychology.

These documents will be subjected to final scrutiny by the Chief Assessor prior to recommendation to the Qualifications Board. You submit one paper copy and one electronic copy of this documentation.

Once the final scrutiny has been completed and any additional clarification required successfully provided the Qualifications Board will award the Qualification in Forensic Psychology.

## 6. Failure to achieve requirements

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The general Society procedures regarding failure to achieve the requirements of any of its postgraduate qualifications and in relation to a need to re-submit one or more pieces of work can be found in Section 6.9 of the *Regulations*. Additional issues of specific relevance to the Qualification in Forensic Psychology are as follows:

- (a) failure to document elements of the Portfolios may result in failure or a requirement that you complete some additional work;
- (b) where there is adequate recording in the Practice Diary or Competence Logbook but insufficient presentation in the Exemplar Reports, you may be required to rewrite sections of the report or to supply additional material to demonstrate coverage of relevant units;
- (c) if major shortcomings have been identified in the quality of your practice you may be required to repeat or find new areas of work to re-examine this competence;
- (d) any repeated or new areas of work should be specified on a new Exemplar Plan and will need to be approved by the Chief Supervisor;**
- (e) when all repeated or new areas of work have been completed, or a report has been revised, the new or revised Portfolio must be submitted for assessment within one year of the date of the assessors report;
- (f) your Co-ordinating Supervisor should maintain an active role in the supervision process, taking care to use his or her judgement, and to advise you accordingly, concerning the fulfilment or non-fulfilment of specified requirements.

The discretion of the Forensic Psychology Qualifications Board can be exercised where there are changes or omissions from the approved Exemplar Plans or supervision arrangements. In these circumstances you may be required to complete additional Exemplars or other supplementary work.

Where a re-submission is also judged to fail to demonstrate the required competences one further re-submission is permitted.

Where a third and final submission of any report does not satisfy the assessors the candidate may be called for *viva voce* prior to any assessment decision being finalised. In such cases the candidate may be asked to provide a further report, and/ or to present additional supporting evidence, in order to address any initial questions or feedback the assessors may have provided concerning the submitted report.

### **IMPORTANT NOTE**

**If the final assessment decision on a third and final submission is that competence has not been demonstrated you will be deemed to have failed the Core Role *and therefore to have failed the Qualification.***

## 7. Key contacts and their roles

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### 7.1 Qualifications Officer

The role of the Qualifications Officer is to ensure the smooth and efficient running of the Society's qualifications. Qualifications Officers liaise with candidates and the Executive Officers of the Forensic Psychology Qualifications Board regarding candidates' training and they also attend Board meetings to advise on Society policy.

These are the kinds of things you can expect the Qualifications Officer to do for you:

- (a) answer your queries relating to the administration of your training;
- (b) forward any queries that s/he is not able to answer (which are usually those of an academic nature) to the appropriate Officer of the Board such as the Registrar, the Chief Examiner or the Chair;
- (c) send you copies of the *Regulations* and the *Candidate Handbook*;
- (d) process your enrolment form and examination/assessment fees;
- (e) deal with work that you submit for assessment (e.g. sending these to the relevant Assessor; logging the outcome of the assessment);
- (f) send you information about any exams you need to take (e.g. final date for Registration; the exam timetable);
- (g) notify you of your results;
- (h) post you your certificate when you have completed the Qualification.

Please see the Society's website for contact details.

#### **IMPORTANT NOTE**

**Before submitting any query to the Qualifications Officer, you should *always* look for its answer in the *Regulations*, this *Candidate Handbook* and our website. Failure to do so will mean delays in response times in relation to all candidates' queries.**

### 7.2 Registrar

The Registrar shall have the prime responsibility of undertaking all other communications with you, as you are not permitted to communicate with any assessor or any member of the Board except the Registrar on matters concerning your qualification, although the Registrar may choose to delegate authority to the Chief Supervisor for communications relevant to Plans of Training and conditions, or one officer may be appointed to undertake both roles. The Registrar will also advise you of your results.

The Registrar may delegate authority for communication with candidates to the Qualifications Officer. All communications should be sent via the Qualifications Officer who will ensure that communications are appropriately logged and forwarded for the attention of the Chief Supervisor or Registrar. This ensures that all correspondence is recorded on the candidate's record in the Qualifications Office.

#### **IMPORTANT NOTE**

**All communication to the Registrar or the Society's Office should include the candidate's membership number to avoid confusion in the event of any changes of name.**

### 7.3 Other Officers of the Forensic Psychology Qualifications Board

The Forensic Psychology Qualifications Board also includes a Chair, Chief Assessor and a Lead Assessor for each Core Role. For the Stage 1 Qualification there is Chief Examiner and Senior Examiners for each Part. A number of ordinary members complete the Forensic Psychology Qualifications Board.

## 8. Fees

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The current fees associated with the Qualification are as follows.

- Enrolment fee.
- Annual maintenance fee – payable each year of enrolment except for the year in which enrolment was granted.
- Assessment of portfolio fee.
- Reassessment fee.

Assessment fees must be paid when candidates submit materials for assessment. If you would like us to invoice for assessment fees you must advise us of this **eight** weeks in advance of your intended submission date. This is to allow time for the invoice to be paid before we begin allocating work to assessors.

If assessment fees are not paid by the submission deadline then the assessment may not be allocated to an assessor until the next available submission date. This will affect the timescales on which you can expect to receive your results (see Section 7.1).

Please see the Society's web pages for full details of current fees.

The Society reviews its fees annually and may change either the amount of the fees or the nature of the fees required. The Society will give candidates three months' notice of any changes to its fees.

### **IMPORTANT NOTE**

**The Forensic Psychology Qualifications Board reserves the right to withhold any assessment results or the award of the Qualification in Forensic Psychology if there are any fees outstanding with regard to your enrolment. Late payment of fees is likely to result in a delay in providing results and/or awarding the Qualification.**

### ***Society Membership***

As outlined in the *Regulations for the Society's Postgraduate Qualifications* (Section 3 iii) you must be a Graduate Member throughout your enrolment period. If you resign from membership or are removed for non-payment of fees (Rule 11) then your enrolment will automatically be terminated. If you subsequently rejoin the Society and wish to re-enrol you **must** write to advise the Registrar of this. The Registrar will consider your request to re-enrol and advise you of the outcome. You should write to the Registrar care of the Qualifications Office.

### ***Financial Hardship***

Reductions of fees can be granted to candidates who are in receipt of state benefits. A candidate wishing to apply for a reduction of fees can apply to the Qualifications Office providing documentary evidence of their state benefit entitlement. Requests will be dealt with on a case-by-case basis.

### ***Maternity, Paternity or Long-Term Sickness***

Any candidate who is not working towards the Qualification for a period of three months or more due to maternity, paternity or long term sick leave should advise the Qualifications Officer. In these circumstances a reduction or exemption from the annual maintenance fee will normally be granted. Documentary evidence such as a medical certificate or a copy of the MATBI will be required. The reduction or exemption from fees may result in a change to the date at which your annual review and annual maintenance fee become due.

Please ensure that any periods of maternity, paternity or long-term sick leave are recorded in your Practice Diary.

## 9. Society expectations of candidates

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Candidates enrolled on the Society's Postgraduate Qualifications are all engaged in training which is aimed at furthering their careers as professional psychologists. It is considered an integral part of that training for them to be required to act, at all times, in accordance with the standards of conduct expected of members of their chosen profession. Full details of the Society's expectations of candidates' conduct are outlined in the *Regulations* and candidates must abide by these throughout their training. In brief, you are required to:

- adhere to the Society's *Code of Ethics and Conduct*;
- avoid all practices comprising misconduct (including plagiarism and all other forms of cheating);
- take responsibility for many aspects of the administration related to your training;
- meet all deadlines, except where there are genuine extenuating circumstances that prevent you from doing so;
- communicate professionally with all relevant personnel;
- pay all fees when they become due;
- adopt the required title for the duration of your training (see Section 4.2);
- manage your time effectively.

Where these expectations of conduct are not met candidates may (depending on the nature and severity of the infringement) be withdrawn from the Qualification and may be considered ineligible to enrol on any of the Society's other Qualifications.

# Appendix 1: Core Roles and Competences Defined

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## **Core Role 1: Conducting psychological applications and interventions**

This Core Role is concerned with the cycle of assessment and intervention aimed at producing changes in individuals, operational or organisational functioning. Typically this involves identification, exploration and formulation of relevant issues and objectives, planning, achieving necessary working relationships, implementation and evaluation of efficacy. It can also involve the consideration and direction of other personnel. It always involves drawing upon a multi-faceted base of knowledge and skills in a systematic, analytical, responsive and ethical manner.

Exemplars of this Core Role may be derived from assessment and treatment of offenders (on an individual basis or through implementing and supporting large-scale programmes); support or treatment of staff; assistance with investigations (e.g. crime-scene analysis); organisational consultancy work or operational research (e.g. investigation of factors undermining good order in a prison and producing and implementing an action plan, improving the performance of a staff team, reducing staff sick absence, or introducing a new selection system).

This Core Role can be defined more clearly by the following competences. These overlap and some can run concurrently. Relevant areas of work can embrace both assessment and intervention or focus in depth on the assessment (application) phase of the cycle culminating in recommendations for future.

### ***Competency 1.1: Establishing requirements for, and benefits of, applications/interventions***

Background work is necessary before any application or intervention is planned. The starting point must be the initial identification and evaluation of the needs and expectations of the client(s) and relevant others, and potential benefits of service delivery. This preparatory work should include a review of existing research and theoretical literature and other sources of background information that can assist in identification of potentially relevant factors, formulation and planning.

#### *General guidance:*

- Rationale for prioritisation of referral/request.
- Identification of client's expectations and perceptions of needs.
- Identification of critical influences and variables which may affect outcome.
- Identification of prioritisation of client's needs/requirements using valid and reliable elicitation methods.
- Use of information from records and other data sources.
- Search, evaluation and summary of relevant literature.
- Formulation of working hypothesis, aims and objectives.
- Discussion and agreement of aims and objectives with relevant individuals, agencies or organisations

### ***Competency 1.2: Planning of applications/interventions***

A critical approach should be used to identify the most appropriate options and to enable systematic and realistic planning. This includes a detailed specification of aims and objectives, and explanation of the selection of methods for achieving these and a consideration of resources required and constraints. It also includes identification of avenues for communication, monitoring and acting upon feedback to maximise effectiveness, and a clear indication of how the attainment of aims and objectives will be evaluated.

#### *General guidance:*

- Specification of aims and objectives (including interim objectives) with criteria for evaluation.
- Critical appraisal of potentially relevant methods, techniques or instruments to ensure validity, appropriateness to context and viability within resource constraints.
- Agreement with client of methods to be used to ensure suitability to needs and to promote compliance with demands of application/intervention.
- Agreement of timescale for sequence of proposed events and actions.

- Consideration of resources need and availability (e.g. expertise, personnel, time, accommodation, instruments/materials, finance).
- Identification and agreement of roles of individuals, teams, agencies and organisations involved.
- Obtaining of necessary consents.
- Identification of necessary channels of communication.
- Identification of monitoring systems.
- Establishing of suitable feedback procedures to enable relevant individuals, agencies or organisations to comment within realistic timescales.

***Competency 1.3: Establishing, developing and maintaining working relationships***

Effective working relationships are necessary both with the client(s) and with other professionals, agencies or organisations. Facets include initial contact skills necessary to secure confidence and co-operation, agreement of working practices and responding to feedback or problems.

*General guidance:*

- Acknowledgement of referral/request to source and arrangement for contact with client(s) within acceptable timescale.
- Creation of an atmosphere which will enable client(s) to raise their concerns.
- Provision of clear and accurate information regarding service(s) to be delivered.
- Use of appropriate communication/interpersonal skills when interacting with clients and other individuals, agencies or organisations.
- Development of working relationships within appropriate theoretical framework and professional and organisational codes of conduct.
- Agreement of responsibilities and limits of confidentiality.
- Explanation and agreement of demands of applications/intervention.
- Agreement and implementation of regular reviews with client(s) to maintain effective working relationships and to obtain feedback on the application/intervention.
- Taking action to agree a constructive way forward for working relationships that are at risk.

***Competency 1.4: Implementing applications/interventions***

This unit of competence is concerned with the processes necessary to carrying out the plan. It includes delivery of the application/intervention, the making of adjustments, and record keeping.

*General guidance:*

- Conducting, analysis and interpretation of pre-intervention investigations using valid and reliable methods.
- Proposal and agreement of amendments to intervention plans in the light of results in pre-intervention investigations.
- Implementation of plans following actions agreed within appropriate timescales and in accordance with the requirements of law, ethics, safety and the organisation.
- Collection of monitoring data as specified in the plan.
- Analysis and comparison of monitoring data against aims and objectives.
- Identification, agreement and implementation of changes to plan suggested by the monitoring data.
- Investigation and making of necessary adjustments to unintended deviations from plan.
- Identification and handling of problems promptly, including offering and appropriate solutions.
- Recording of data arising from the application/intervention promptly and accurately.
- Ensuring that record keeping and documentation comply with legal and ethical obligations relating to the protection of data and the individual.

***Competency 1.5: Directing implementation of applications/interventions carried out by others***

There are many occasions when other staff (e.g. assistants, police officers, nursing or prison staff) have responsibility for implementation of at least part of an agreed programme or procedure (e.g. in treatment, monitoring or assessment). Here the role of the psychologist includes ensuring that staff are competent to perform the work and that other resources are in place. The provision of support and supervision can also include a ‘troubleshooting’ and conciliatory aspect.

*General guidance:*

- Specification of competences, experience, knowledge and qualifications required.
- Identification of areas where development of skills is required and taking action to develop necessary skills in the relevant staff.
- Negotiation with relevant others to ensure that personnel and other resources required are available at the appropriate time and in sufficient quantities for the application/intervention to be conducted.
- Communication and agreement of roles and responsibilities with relevant individuals, agencies or organisations.
- Assessment of needs for specialist support and advice.
- Communication and discussion concerning the nature and purposes of specialist support.
- Establishing systems to provide specialist support to relevant individuals, agencies or organisations at appropriate times during the intervention.
- Anticipation of problems and incorporation of contingency strategies into plan.
- Provision of information, advice and guidance that is sufficiently detailed and clear to meet the needs of recipients.
- Continually appraising systems and procedures to ensure applications/interventions are conducted ethically, competently, and within the agreed timescale.
- Implementation of systems and procedures so that data of a confidential and sensitive nature are disclosed only with problems, complaints and grievances promptly and sensitively, including proposal of solutions.
- Dealing with problems, complaints and grievances promptly and sensitively, including proposal of solutions.
- Ensuring that problems lying outside the scope or competence of those conducting the applications/interventions are handled promptly, sensitively and appropriately.
- Implementation of conciliation and arbitration strategies to deal with disagreements about practices, procedures and outcomes.

***Competency 1.6: Evaluating results of applications/interventions***

It is essential to know whether delivery of the application/intervention has brought about desired (or undesired) changes or whether an investigation has achieved its purposes. Measures should be appropriate in design and implementation (evaluation of aims and objectives should be part of the initial plan). Results should be interpreted and communicated accurately and clearly and used as the basis for recommendations.

*General guidance:*

- Formulation and description of the purposes and scope of the evaluation.
- Selection of evaluation methodology using a suitable theoretical framework that will ensure the collection of relevant valid and reliable data.
- Identification of appropriate sampling procedures.
- Specification of resources available to implement the evaluation, taking account of resource constraints.
- Review and discussion of evaluation design with relevant others and making amendment as necessary.
- Analysis of data generated by the evaluation using valid and reliable methods.
- Presentation of conclusions and recommendations from the evaluation in a clear and accurate manner in a form that is suitable to the recipient.
- Discussion with relevant others of conclusions and recommendations from the evaluation.

**Core Role 2: Research**

This Core Role is concerned with the design, conduct, analysis and evaluation of applied psychological research in forensic settings. Typically this involves the generation of ideas for specific research, the formulation of testable research questions; the definition of parameters and resources required for research; the planning, preparation and design of psychological research investigations and the

identification of appropriate research tools; negotiating for access and resources to conduct research; the collection of data; appropriate analysis of research data and appropriate interpretation and evaluation of results; the formulation of recommendations on the outcomes of research. It may involve co-operation and collaboration with other professionals at each stage of the research process.

Examples include the development of psychological assessment tools or methods, the design and evaluation of systematic treatment programmes, the design and evaluation of specific interventions for particular client groups or individuals, identification and clarification of patterns or factors involved in the functioning of organisations, groups or samples of individuals.

This Core Role encompasses the following competences. The contents of the units overlap significantly with other Core Roles in several places. It is assumed that the Candidate has already demonstrated methodological and statistical competence at postgraduate level (e.g. through completion of a Society accredited course in Forensic Psychology).

### ***Competency 2.1: Designing psychological research activities***

Extensive background work is necessary before any piece of psychological research is undertaken. The starting point must always be a detailed search and critical evaluation of the relevant research literature in order to identify the research questions to be addressed. All aspects of the research activity need to be planned in detail before data collection is initiated.

#### *General guidance:*

- Identification of areas of application where research is required.
- Initial identification of perspectives, models, issues and patterns using available information and data.
- Search, evaluation and summary of relevant literature.
- Identification, description and evaluation of the links between theoretical models and the area of research.
- Initial definitions and descriptions of aims, objectives and scope of the proposed research.
- Identification, in consultation with relevant others, of resources and constraints likely to affect the design, execution and dissemination of the proposed research, with development of strategies to deal with the identified issues.
- Defining of research populations and specifications of sampling frames and procedures that will ensure the collection of valid and reliable data.
- Selection and justification of the specific methods which will produce objective, valid and reliable outcomes to the research questions.
- Selection of appropriate analytical and interpretative techniques.
- Preparation of research design that can be replicated using accepted and appropriate formats.
- Specification of research questions in formats appropriate to the research being undertaken (including description of variables and explanation of hypotheses).
- Discussion and agreement of aims, objectives, methods, samples, roles and responsibilities, confidentiality levels and other considerations with relevant individuals, agencies and organisations.

### ***Competency 2.2: Conducting research activities***

Once a psychological research study has been designed and agreed, a different set of skills and competences are required to allow for the successful collection of objective, valid, reliable and replicable data.

#### *General guidance:*

- Negotiation, discussion and agreement of access to participants and resources to conduct research with relevant others.
- Use of information from records and other data sources.
- Communication of the roles and responsibilities of the individuals involved in implementing a research investigation to the people concerned, giving appropriate training where necessary.
- Seeking and acquiring any necessary approvals from ethics committees individuals, groups and departments prior to implementing research designs.

- Completion of the necessary documentation for the implementation of research designs in good time for the start of the research.
- Development and agreement with relevant others of measurement instruments to be used.
- Piloting of the research design using representative sampling methods and techniques.
- Recording and documenting the outcomes of the preliminary investigations accurately.
- Reviewing, evaluation and discussion of the outcomes of the preliminary investigations with relevant others.
- Implementation of data collection methods outlined in research designs working within appropriate security and ethical constraints.
- Checking of confidentiality requirements with relevant others, and maintain appropriate levels of confidentiality at all times.
- Maintaining data recording systems according to agreed formats and procedures specified in research designs.
- Reviewing research designs regularly in light of the interim and final outcomes from the study.
- Identification and carrying out of procedures to ensure the accuracy of recorded data.
- Reviewing of results from monitoring activities regularly using relevant methods.

***Competency 2.3: Analysing and evaluating psychological research data***

Competent performance across this unit requires Candidates to analyse, interpret and evaluate research results, write up report findings and make recommendations, review the research process, and review and evaluate current issues and research conclusions.

*General guidance:*

- Accurately using the analytical methods specified in a research design.
- Identification and use of techniques to check the accuracy of the output of the analysis (e.g. reliability testing).
- Reviewing research results against the original research questions.
- Making necessary revisions to the analysis in response to feedback.
- Interpreting interim and final outcomes from the research, using relevant methods and procedures within the theoretical frameworks being utilised.
- Following the procedures and interpretative techniques outlined in research designs and methodologies.
- Presenting interpretations in a comprehensible and appropriate form to aid recipient understanding.
- Specifying the limits of generalisability of the conclusions.
- Evaluation of outcomes and processes from research using relevant procedures.
- Discussion of utilisation issues related to the dissemination of outcomes from research with relevant others, and development, documentation and agreement of dissemination strategies.
- Attributing sources using accepted formats and frameworks.
- Informing relevant others of the results of the research and other implications within an appropriate time frame.
- Development and justification of recommendations and future strategies for research, based on present results and their interpretations.
- Preparation of reports of research in a clear and acceptable format.
- Selection of appropriate modes of dissemination, and production and dissemination of reports appropriately.
- Obtaining feedback from relevant others, and modifying reports in light of such feedback.
- Continuously monitoring current issues and developments relevant to the research to establish when and whether they might impact on current psychological theories, environments, and practices, where appropriate.
- Discussing the impact of current issues and developments with relevant others.

**Core Role 3: Communicating psychological knowledge and advice to other professionals**

Concerned with giving information, advice, guidance and feedback to personnel, agencies and organisations to enable effective problem-solving and decision-making, formulation and implementation of policy and practice. The emphasis is upon using appropriate communication skills to exert a constructive

and psychologically based influence within current systems. It is this emphasis on communication that distinguishes it from Core Role 1, although in practice these Core Roles are often complementary.

Examples include advising on aspects of investigation strategy, design of service delivery, regime development, the planning of treatment or of operational initiatives; providing evidence to courts, investigations, tribunals or review bodies; informing or giving feedback on the handling of patients or prisoners.

This Core Role encompasses the following competences.

***Competency 3.1: Promoting awareness of the actual and potential contribution of applied psychological services***

In a developing field such as Forensic Psychology there is often a need to promote awareness of the contribution which the application of psychology can make. Practitioners should be alert to opportunities, demands and be prepared to counter existing misinformation or misunderstanding.

*General guidance:*

- Identification of opportunities to promote awareness of the benefits and value of applied psychology.
- Identification of demands and needs for psychological services.
- Assessing the relevance of developments in applied psychology to current organisational needs.
- Prioritising areas of promotional need to increase awareness and resolve issues about misinformation and misunderstanding of psychological principles, practices and services.
- Assessing deficiencies in the existing image and contribution of applied psychology.
- Appraisal of promotional methods and working practices in relation to promotional needs and requirements.
- Assessing feedback from relevant individuals and groups about promotional activities and modifications to working practices and making necessary changes.

***Competency 3.2: Providing psychological advice to assist and inform problem solving and decision-making***

Psychologists should be able to identify opportunities and requirements for providing advice on specific matters. Such advice should be based on current, relevant and accurate information and use of evidence. To maximise effectiveness this advice should be targeted, timed and communicated appropriately and ethically with responsiveness to the needs and viewpoint of the client. In keeping with good practice, the consequences of advice should be evaluated.

*General guidance:*

- Recognition and use of opportunities to offer specific advice on psychological issues.
- Identification of key decision-makers who need to be advised about psychological applications, interventions and developments.
- Appraisal of the purposes of requests for advice.
- Assessment of the relevance of research literature and other data to the advice required.
- Basing evidence given on current, relevant and accurate information about psychological knowledge, principles and procedures.
- Supporting advice with use of objective evidence and reasoned argument.
- Identification and use of appropriate times when advice is likely to be of most benefit.
- Identification and use of strategies for monitoring and adjusting the content of the advice and its communication in response to feedback.
- Establishing, maintaining and agreeing appropriate levels of confidentiality and security.
- Presenting advice in an intelligible manner using appropriate media and formats.
- Citing sources and giving credit to others when the advice being offered originated from them.
- Obtaining necessary approvals for the use of confidential or copyrighted information.
- Evaluation of the impact of the advice.

### ***Competency 3.3: Providing psychological advice to aid the formulation of policy and its implementation***

The competent psychologist can bring to bear skills in investigation, analysis, decision-making and communication in addition to specialist knowledge of behavioural principles; these can be invaluable in shaping, monitoring and assessing the impact of policy.

#### *General guidance:*

- Giving appropriate psychological advice and guidance on policy to ensure its integration with relevant policy documents.
- Reviewing policy documents to assess the appropriateness of their psychological content.
- Giving constructive criticism within appropriate timescales on policy documents that do not reflect accurately the needs of organisations.
- Ensuring advice and guidance are based on appropriate psychological information and evidence that supports the present and future needs of the organisation.
- Presenting advice in an intelligible manner using appropriate media formats.
- Identification and discussion of issues about implementing policies with relevant individuals and groups, making changes where appropriate.
- Monitoring and evaluation of policy and its implementation from a psychological perspective.
- Giving feedback and recommendations from evaluations of policy implementation to relevant individuals and groups using appropriate media, format, organisational practices and timescales.
- Obtaining necessary approvals for further changes to policy or implementation.

### ***Competency 3.4: Preparing and presenting evidence in formal settings***

Some psychologists spend a considerable proportion of their time in preparing reports for courts or similar bodies (e.g. tribunals, inquiries, review boards, discretionary lifer panels). They are also called upon to provide expert testimony. It is vital that such testimony is relevant, well prepared, accurate, justified by the available information and comprehensible to non-psychologists. Psychologists need to be mindful of conventions and the pitfalls that might await the unwary in adversarial or other formal contexts.

#### *General guidance:*

- Identification of purpose and scope of report required.
- Collecting relevant and necessary information and data from appropriate sources and by appropriate means.
- Carrying out appropriate testing, research, or interviewing.
- Evaluation, integration and structuring of information with due consideration of alternative explanations or hypotheses, legal requirements and the needs of recipients.
- Accurate reporting of information and data, differentiating facts and opinions and indicating limitations of techniques used.
- Ensuring conclusions and opinions are based on available information and data and are within areas of personal expertise.
- Discussion of contents of report and presentational aspects with referring agent as appropriate.
- Ensuring that appearance and behaviour is acceptable to professional standards and protocol of settings when presenting evidence in person in formal settings.
- Giving evidence in a manner that is audible, comprehensible and consistent with the contents of the written report.
- Answering questions truthfully, impartially and flexibly in language that is concise and unambiguous.
- Identification and clarification of unclear questions before offering a response.
- Providing technical explanations when required which facilitate understanding by non-psychologists.
- Evaluation of additional information and alternative explanations and ensuring options expressed are based upon information which is currently available.
- Taking appropriate opportunities to present or correct any testimony that might mislead the court, panel, board, tribunal or enquiry.

### ***Competency 3.5: Responding to informal requests for psychological information***

Receiving informal requests for information is a sign that the psychologist is achieving integration and respect. Such requests need to be dealt with appropriately; they need to be appraised and the response should be made with an awareness of the needs and understanding of the client, possible consequences and ethical considerations.

#### *General guidance:*

- Assessment of the nature and scope of requests for information and the needs of the clients.
- Appraisal of requests in terms of legal and ethical standards including issues of confidentiality.
- Appraisal of critical features of contexts and situations.
- Appraisal of requests in terms of own limitations of knowledge and skills.
- Giving due consideration to how responses will be used.
- Identification of areas where it is inappropriate to respond and selecting strategies to deal with these.
- Identification and appraisal of alternative responses and selection of appropriate methods and content.
- Selection of media and style to meet the needs of the client.
- Ensuring all relevant points are covered in the response.
- Dealing appropriately with specific questions.
- Ensuring responses maintain a clear focus on the topic of the request.
- Ensuring responses are terminated/concluded appropriately.
- Keeping accurate records of requests and responses.

### ***Competency 3.6: Providing feedback to clients***

Giving feedback is a routine part of many applications/interventions in applied psychology. In the context of this Core Role, feedback can be to a client, agency or organisation in the course of consultancy work. It can also be to a member of staff who has been seen in a counselling or related capacity or an individual (such as an assistant or member of another profession) who has been involved in work under the direction of the psychologist. Feedback should be based on a clear assessment of the needs of the client and should be delivered sensitively and comprehensively, with planning, monitoring and evaluation.

#### *General guidance:*

- Assessment of needs of client in relation to feedback in terms of information required, understanding and potential impact.
- Identification of critical features of contexts and situations.
- Preparation of contingency plans.
- Structuring and organising the content to meet client's needs.
- Selection of appropriate media and formats for presenting feedback.
- Preparation of materials to facilitate client's understanding.
- Identification and analysis of areas where it is inappropriate to give feedback and selection of methods for dealing with these.
- Monitoring and evaluation of client's understanding, assimilation and acceptance.
- Maintaining sensitivity to client's needs in response to the feedback message.
- Giving feedback within appropriate timescale and duration.
- Evaluation of the feedback process.

### **Core Role 4: Training other professionals in psychological skills and knowledge**

Concerned with imparting to other professionals knowledge and skills where there is an important psychological component. In addition, many psychologists work in settings where improving job performance of other staff is a major part of their professional service.

Examples include training in interviewing, stress management, interpersonal skills, analysing crime, hostage awareness, research methods, psychological interventions.

**Note:** Sometimes psychologists are called upon to deliver existing training packages according to agreed policy. Here, understanding of policy requirements, derivation of content, and maintenance of the integrity of programmes may be demonstrated in place of the developmental aspects which apply to an original piece of work.

This Core Role encompasses the following competences.

***Competency 4.1: Identifying and analysing needs to improve or prepare for job performance in specific areas***

The starting point for any performance improvement strategy should be identification of needs. Needs can be current (related to present areas of difficulty or shortcomings in job performance) or future (as when staff need to be prepared for a new role, policy or practices). A range of factors which can affect job performance should be considered (such as feedback and incentives systems in addition to deficits in knowledge, skills or attitudes: the latter should not be assumed to be even a relevant form of intervention). A performance improvement strategy should be formulated, recommended and agreed accordingly.

*General guidance:*

- Identification of actual and potential limitations or difficulties in specific areas of job performance of a target group through consultation with key decision – or policy-makers, target groups and relevant others and analysis of data relating to attainment of job performance objectives.
- Assessment and analysis of relevant task requirements and components.
- Assessment and analysis of situational/contextual influences such as availability or lack of clear standards for performance, selection of staff, monitoring and feedback mechanisms, incentives and disincentives for effective performance.
- Appraisal of recent or impending changes in relevant work demands, practices or policy.
- Identification of any specific deficits in knowledge, skills or attitudes.
- Appraisal of the consequences of failure to address factors affecting actual or potential job performance.
- Discussion and agreement with key decision-or-policy makers, target groups and relevant others of desired outcomes and strategy for improving or preparing job performance.

***Competency 4.2: Planning and design of training and development programmes***

Where deficits in knowledge, skills or attitudes have been identified, training and development programmes should be built around clear aims and objectives of learning and job performance outcomes. Appropriate steps should be taken to promote and support application of learning to the work environment. In preparing staff for non-routine specialised tasks, selection for suitability should be considered. As ever, consultation and availability of resources should be taken into account.

*General guidance:*

- Determining and presenting aims, objectives and desired outcomes of training and development programmes based on identification of deficits, existing standards, actual or future work demands and task requirements.
- Agreement of content of programmes with key decision or policy makers, target group and relevant others.
- Evaluation of different training and development approaches and methods (e.g. block or spaced courses, distance learning, mentoring, shadowing, secondments, discussion groups, extended exercises or simulations) and selection of optimal combination to enhance effectiveness.
- Reviewing the availability of local resources such as expertise, accommodation, equipment and materials, and time for release of members of target groups for training and development activities.
- Evaluation and selection of appropriate training materials and media.
- Producing or adapting training materials to meet aims, objectives, and characteristics of the target group with due recognition of resource and time constraints.
- Identification of methods to promote and support the application of learning to the work environment (e.g. action plans, assignments, learning logs, debriefing, opportunities for practice and feedback, mentoring).
- Determining and agreement of selection criteria and procedures as appropriate.

### ***Competency 4.3: Implementing of training and development programmes***

The process of implementation involves checking that necessary resources and materials are in place. Programmes should be implemented within the planned framework but with responsiveness to problems, questions and other issues which might arise and sensitivity to the support and feedback needs of students.

#### *General guidance:*

- Ensuring that necessary resources and materials are available at the appropriate time and place.
- Using selection, training and development methods as planned and to agreed standards.
- Adapting implementation methods where appropriate and responding effectively to problems, questions, group dynamics and other issues as they arise.
- Supporting students through the programme.
- Facilitating learning by providing feedback using appropriate strategies.

### ***Competency 4.4: Planning and implementation of assessment procedures for training and development programmes***

Good practice determines that the attainment of learning objectives by students should be assessed. In some instances 'passing' the programme is a requirement for subsequent entry into a work role. Systems and materials should be devised in the light of purposes, consultation, resources and existing good practice; they should be implemented with regard to fairness and rigour and there should be a clear policy on failure and methods of recognising success.

#### *General guidance:*

- Evaluation and selection of methods of assessment relevant to programmes, aims and objectives, requirements and constraints.
- Discussion and agreement of methods of assessment with relevant others.
- Reviewing of existing assessment materials for relevance, reliability and validity, cost effectiveness and gaps in provision.
- Adapting existing assessment materials to meet the needs of programme and target groups, producing new materials to fill gaps in the assessment provision.
- Ensuring necessary resources are in place at the appropriate time, working efficiently, and procured following required procedures.
- Ensuring the presence of standardised conditions, security and invigilation procedures, and trained assessors or markers as appropriate to the assessment methods.
- Implementing procedures for re-sits and appeals when relevant.
- Selecting and utilising appropriate methods to present results.
- Agreement of documents, with relevant others, denoting successful completion of the programme with relevant.

### ***Competency 4.5: Evaluating training and development programmes***

Programmes should be evaluated to appraise students' learning experiences to see if learning objectives have been attained and to identify whether the programme has had the desired effects on job performance and organisational functioning. The value of the programme should be reviewed in consultation with interested parties and comparisons should be made, where appropriate, with wider standards. An evaluation report should be prepared and made available for further consultation and feedback. Where the programme is to continue, agreed improvements should be made in order to enhance its effectiveness.

#### *General guidance:*

- Identification, agreement and implementation of procedures to evaluate student feedback, attainment of learning aims and objectives, and evidence at an appropriate follow-up period of job performance and impact.
- Reviewing results of evaluation with key policy-and decision-makers, representatives of target group and relevant others.

- Where appropriate, establishing contact with bodies inside and outside of the employing organisation concerned with maintaining standards and compare results with national or other relevant data.
- Producing a reflective report on the programme in which progress, strengths and weaknesses are identified and recommendations for improvements are made.
- Seeking feedback, modifying report as appropriate and presenting final report.
- Incorporating agreed improvements to the programme and to supporting activities as appropriate.

# Appendix 2: Guidance Notes for those undertaking the Qualification

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## Evidence – General Principles

Your portfolio should include each of the following elements:

- A title page (which includes the word count – exclusive of references and appendices);
- Your Co-ordinating Supervisor’s statement;
- Your Competence Logbook, with entries signed by your Co-ordinating Supervisor;
- Your approved Exemplar Plans;
- Your Exemplar Reports;
- Your Practice Diary;
- A list of the supporting evidence;
- For re-submissions you should also include a copy of the previous assessors’ reports.

You should also submit a CD or memory stick which includes a copy of all documents included in your portfolio and an electronic copy of the supporting evidence for your Exemplar.

You need to submit **two** hard copies of your portfolio as well as the electronic copy on a CD or memory stick. It is recommended that candidates submit their electronic documents as PDF files or read only documents.

### *The title page*

The title page should include your name, the Core Role which you are submitting, the name and word count of each Exemplar Report, whether this is a first, second or third submission of this Core Role and the date of submission.

### *The Co-ordinating Supervisor’s statement*

Your Co-ordinating Supervisor **must** confirm in writing that:

- (a) the work submitted is your own work or, where the work has been done with others, that it fairly reflects your contribution;
- (b) the work outlined in your Exemplar Plan has been completed in the form approved by the Chief Supervisor;
- (c) your Practice Diary and Competence Logbook are true reflections of your experience;
- (d) you are in all respects suitable for consideration for the Qualification.

### *The Competence Logbook*

The Competence Logbook should be reviewed regularly with your Co-ordinating Supervisor. Remember that the purpose of this document is to evidence that you have demonstrated the competences required for the safe, effective and autonomous practice of forensic psychology. It is likely, therefore, that most trainees will be some way into their training before entries begin to be signed off. A Core Role is not ready for submission until all entries for the Core Role have been signed off in the Competence Logbook. The evidence reference is important because this will enable the assessor to verify the entry.

You will be provided with a Competence Logbook when you enrol. Each time your Co-ordinating Supervisor is satisfied that a competence has been demonstrated, to the standard required for the safe, effective and autonomous practice of forensic psychology, s/he should sign off the competence in the logbook. You should complete the evidence reference for the entry by indicating the page numbers where this evidence can be found in the Practice Diary and, where appropriate, the Exemplar Report. The Competence Logbook will need to be scanned in for submission with the electronic copy of your documents.

### ***Your approved Exemplar Plans***

The Exemplar Plans approved by the Chief Supervisor must be included in your portfolio. The assessors will use these approved plans when assessing your work and reports based on radically different plans will not be accepted for assessment.

### ***The Exemplar Report***

The Exemplar Report is your report of a piece of work which demonstrates your competence at the level required for the safe, effective and autonomous practice of forensic psychology. The report should not exceed the word limit stated in Section 7 of this *Candidate Handbook*.

The content of the report will vary between Core Roles and depend on the nature of the work selected for the Exemplar. However, it should always include the aims of the piece of work, an account of how the work was planned, conducted and evaluated and your reflections on the work. Reports should indicate the links between theory and practice and demonstrate that practice is evidence based, including references to psychological literature.

It should be clear in your report which of the competences for the Core Role are demonstrated. It is not necessary for a report to demonstrate every competency for a Core Role, provided that any competences not demonstrated are evidenced in the other report for the Core Role.

Within the *Candidate Handbook*, there is clear guidance in relation to each of the four Core Role areas as to the competences that must be met. You must address these competences within your report.

You should ensure that you **avoid** the following:

- Submission of large quantities of material that do not specifically demonstrate competency, for example client diaries, raw psychometric data, feedback sheets from training participants, programme or training manuals devised by others.
- Unnecessary detail (for example, the time of day your interviews took place, the arrangements you made to ensure the client was available for you to see them, detailed description of the entire interview or intervention session).
- Details that could lead to the identification of any individual other than yourself and your supervisor(s). All clients and colleagues should be anonymised through the use of an initial letter, not necessarily the initials of the client. Specific consent from clients to submit case studies, etc., is not required, since the assessors have a 'need to know' in order to evaluate your work in the same way that work with clients needs to be shared with the supervisor(s). It is good practice for you to make clear your status when first introducing yourself to prospective clients and to highlight the limits of confidentiality.

You should not include large amounts of supporting evidence within your report. However, you should retain all supporting evidence in relation to your Exemplar and ensure you have an electronic copy (scanning in documents where necessary). This is because you are required to submit an electronic copy of the supporting evidence in relation to any Exemplar Report.

The following advice may be helpful in writing your Exemplar Reports.

### ***Assessment and Interventions***

A report for this Core Role may incorporate reference to all or some of the following aspects of the assessment process. Please note that these are suggested areas for demonstration of competence and not a list of essential criteria.

- Identification of the aims and objectives of the assessment.
- Discussion of how relevant background information was obtained.
- Selection of the specific assessment techniques method or tool.
- Client response to the assessment situation and your management of this process (possibly including a reflective account of the establishment of therapeutic alliance and/or motivation).

- Management of cultural and diversity issues (e.g. sight impairment).
- Management of any deviation from standard test procedures and how these were accounted for within the assessment process.
- Interpretation of assessment results (including reference to discrepancies between test results).
- Hypothesis generation/formulation of the presenting problem.
- Consideration of the need for further assessment/testing.
- Identification of other areas of investigation.
- Recommendations for management of areas of concern.
- Process of feedback to the client and other stakeholders (including management of this process).

Where the evidence for one Exemplar in this Core Role has been facilitation on an accredited programme, your Exemplar summary should consider the following:

- Outline your competence to deliver the programme, reflect on any learning areas given during your assessment feedback.
- What were the treatment targets to be addressed?
- How were group members assessed? What part did you have in this? What was the selection criteria and what was this based on?
- How did you use information from the assessment to inform intervention?
- What psychological theories did you use to inform intervention?
- What issues were addressed within the group?
- How did you actually deliver the programme, what aspects of psychology were used?
- Were there any changes to how the intervention was delivered? If so what were they and how did you weave this into the programme?
- Provide an over-view of your therapeutic skills.
- What evaluation occurred during the programme and at the end?
- What were your reflections on your own professional development?
- What are the learning points that you are going to address and how will you do this?

### ***Research***

The Forensic Psychology Qualifications Board recognise that you may wish to engage in a range of research activities other than those that reflect more formal academic research. You could consider demonstrating research skills in ways that may be more relevant to your employment situations. Examples may include single case studies, evaluations of interventions, audits against professional standards or evidence based practice, surveys of needs etc. that may well allow you to demonstrate your competence in applied research activities. Such activities should adhere to standards of published work even though they may not result in publication. You are advised, however, that if such activities are submitted as evidence of competence then the following aspects should be clearly identifiable from your report.

- The clear relevance of the work to forensic psychology.
- A specific research question or focus.
- Relevance to appropriate literature and theoretical underpinnings.
- Appropriate methodology (either qualitative or quantitative).
- Appropriate analysis and reporting of results.
- Meaningful discussion of the results.
- Acknowledgement of the limitations of the work.
- Recommendations.

### ***Communicating with other professionals***

A report for this Core Role is likely to incorporate reference to all or some of the following aspects of the communication process.

- Recognition of the specific needs of the audience.
- Adaptation of comments and communication style so as to demonstrate responsiveness to the audience (e.g. the use of different terms or presentational styles).
- Recognition of the levels of understanding of the audience (e.g. differences in ability, knowledge of technical terms, etc.).

Examples of evidence, which may be provided to support the reflective account, include management briefings, executive summaries of research, and presentations to different audiences. Evidence may also include reports recommending how a client can be managed by others in better and more appropriate ways, but focussing on communication skills rather than the intervention strategy.

### **Training**

A report for this Core Role is likely to incorporate reference to all or most of the following aspects of the training process. Where you feel that you have demonstrated competence in training in the absence of one of these stages you should discuss your reasoning in your reflective account.

It is not enough simply to include Powerpoint slides of your training. You should again complete a report detailing the theory behind the training that you have provided, for example, why have you chosen to utilise the Cambridge Model of Risk Assessment in a training event rather than another model of risk assessment. It is suggested that you consider the following (amongst other factors) in this Core Role area:

- Identification of the learning needs for a specific group.
- Design or adaptation of a training package/or intervention strategy relevant to specific learning needs.
- Delivery of training (this may include, for example, discussion of issues of responsiveness to the participants learning styles).
- An evaluation process.
- Discussion of any amendments made (or recommended) to practice on the basis of the evaluation.
- What are the professional skills you have in order to develop and deliver the training?
- How did you develop the training?
- What were you hoping to achieve from the training?
- How did you structure the training?
- How did you measure the impact of your training?
- What worked well or not so well and why?
- How did you evaluate its effectiveness (short and long term)?
- What are your recommendations if the training was delivered again?
- How are you evidencing your professional development?
- What are your learning points?

### **The Practice Diary**

Practice Diaries must be completed on a **daily** basis. They must evidence not only the work activity that you have been completing but also reflections on your learning and development.

It is natural that given the range of tasks that you are employed in that these entries may vary in length and detail. For example, if you had an entry detailing data input of psychometrics then this may be a short entry. If, however, you observed a debrief of an incident, or had observed an assessment interview with an offender, then these entries would be considerably longer. Your entry would evidence your reflections, learning, areas of development and evaluation of any contributions that you have made. The Board of Assessors would like to see a variety of entries relating to work activities that you are engaged in.

Any issues from the Practice Diary that you wish to discuss during supervision should be noted clearly within your Practice Diaries. Remember, you are seeking to evidence your professional development. If applicable you should record in your Practice Diary when there have been changes to the *Qualification Candidate Handbook*.

Entries on Practice Diaries should be sufficient to demonstrate professional development especially when an entry is being used to support a particular Exemplar.

Practice Diaries should also include details of your supervision. This includes the dates and duration of supervision sessions, who the supervision session was with and the issues that you have discussed with your supervisor and how this related to your own feelings, learning and personal development. They should also include the quarterly plans agreed with your Co-ordinating Supervisor and a record of the review of the plan.

Each supervision entry should have sufficient detail so that you are evidencing how you are evaluating and building on your professional practice.

Supervision entries should contain a considerable amount of reflection and evidence of learning.

Supervision does not apply only to direct face-to-face meetings. All methods of providing supervision should be noted in your Practice Diary, including telephone supervision and feedback given via e-mail. You need to ensure that you record the type of contact in your Practice Diary (e.g. telephone call, e-mail, etc.)

Practice Diaries must be brought to the beginning of each supervision session and where possible e-mailed prior to the supervision session. Failure to consistently bring Practice Diaries to supervision sessions may result in your Supervisor bringing this to the attention of the Chief Supervisor.

It is important to note that Practice Diaries and Exemplars all have equal weighting when your competence is being assessed. Therefore, you should ensure that all of the Society's requirements for your Practice Diary have been met. You should ensure that you anonymise individuals within your Practice Diaries. Remember that Practice Diaries are professional documents. Therefore, you should ensure that you use correct spelling and grammar in all of your work. All documents submitted are representative of you as an individual and your practice.

### **List of supporting evidence**

You should include a list of supporting evidence that you are providing and ensure that you cross reference this information in your report.

## Appendix 3: Illustration of possible combinations of experience

|                                     | <b>Tasks of Psychologists</b> | <b>Behaviours</b>         | <b>Characteristics</b> | <b>Locations</b>         |
|-------------------------------------|-------------------------------|---------------------------|------------------------|--------------------------|
| <b>Offenders:</b>                   | assessment/<br>reporting      | sexual offending          | male                   | HMP – remand             |
|                                     | allocation/<br>referral       | arson                     | female                 | HMP – sentenced          |
|                                     | treatment – group             | violence/anger            | young/juvenile         | hospital – high secure   |
|                                     | treatment – individual        | self injury               | mature                 | hospital – medium secure |
|                                     | specialist treatment          | dishonesty                | elderly                | hospital – low secure    |
|                                     | rehabilitation                | drug offences             | vulnerable             | community                |
|                                     | advisory/<br>management       | social competency         | impaired               | MHRTs                    |
|                                     | supervision of psychologists  | occupational competency   | personality disorder   | lifer panels             |
|                                     | supervision of others         |                           | mental illness         | criminal courts          |
|                                     | training                      |                           | learning disability    | hostels                  |
|                                     | research                      |                           |                        |                          |
| <b>Victims:</b>                     | compensation                  | physical injury           | brain injury           | hospital                 |
|                                     | investigation                 | psychological trauma      | PTSD                   | community                |
|                                     | advisory/<br>management       | recovery                  | children               | courts                   |
|                                     | treatment                     | prevention                | adults                 | local authority          |
|                                     | research                      | social dysfunction        | male                   |                          |
|                                     | training                      |                           | female                 |                          |
| <b>Organisations and Processes:</b> | advisory                      | administration of justice | probation              | family court             |
|                                     | investigation                 | decision-making           | local authority        | appeal court             |
|                                     | research                      | profiling                 | prisons                | criminal court           |
|                                     | consultancy                   | child protection          | police                 | university               |
|                                     | training                      | evidential issues         | voluntary sector       | organisations            |
|                                     |                               |                           | hospital               |                          |

## Appendix 4: Submitting the Portfolio of Evidence for Assessment

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Please ensure that your Portfolio includes the following:

1. A title page which includes your name, your Co-ordinating Supervisor's name and the Core Role to which the submission relates.
2. The Competence Logbook.
3. The summary of supporting evidence provided.
4. The relevant signed/approved Exemplar Plans.
5. The Exemplar Reports.
6. The Practice Diary.
7. A statement from your Co-ordinating Supervisor supporting the submission of your Exemplar.

You should check your work thoroughly as the Qualifications Office is unable to amend your submission in any way. Please ensure your submission is free of typographical and grammatical errors and has been anonymised as appropriate. Please also remember to make sure that each page of your Practice Diary has been signed by your Co-ordinating Supervisor.

Your work should be held securely in A4 soft folders; please **do not** use hard-backed A4 lever arch files or box files as these do not travel well and submissions could be compromised in transit. The use of plastic punched pockets is also discouraged.

## Appendix 5: Useful forms

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The following forms are provided here for your convenience. Please photocopy and complete as necessary. These forms are also available on the Society's website.

- Enrolment Form for Stage 2
- Request for Exemption from Parts of Stage 2
- Exemplar Template for Core Role 1
- Exemplar Template for Core Role 2
- Exemplar Template for Core Role 3
- Exemplar Template for Core Role 4
- Template for Practice Diary
- Template for Quarterly Supervision Plan
- Competence Logbook for Core Role 1
- Competence Logbook for Core Role 2
- Competence Logbook for Core Role 3
- Competence Logbook for Core Role 4
- Payment Form – Cheque Payment
- Payment Form – Invoice
- Change of Supervisor Form

Forms for In-Training Membership of the Division of Forensic Psychology can be obtained from the Careers and Qualifications Section of the Society's website or by contacting the Society's Membership Team.

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