



**The Link Centre
UKCP Registration Assessment**

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The Link Centre UKCP Registration Assessment

1. Introduction and Overview

The Link Centre UKCP Registration Assessment consists of a 2-part process involving a written submission and a related oral discussion. Neither part is viewed or assessed in isolation but rather is to be taken and assessed as a coherent whole.

Within this document however each part shall be detailed in sequence.

1.1 Overview of the Written Assessment

The written assessment consists of two sections:

- a) Personal and Professional Self-portrayal of the applicant, including formative experiences prior to and during training that have influenced the practitioner that they are today
- b) The client case study (*normally*) to be the same as the client recording presented in the oral assessment. Exceptions to this need to be agreed with Link Centre Chair of the Assessment and Membership Committee (AMC.)

1.2 The purpose of the Written Assessment

The purpose of the written assessment is to demonstrate that:

- The applicant has developed an identity as an integrative psychotherapist and to show how they work effectively and ethically as a theoretically based practitioner.
- The applicant demonstrates their capacity to integrate/ synthesise and critique the application of theory/ research/ personal process to complex, real-world psychotherapeutic encounters.
- The applicant evidences their capacity for critically reflexive self and other awareness

1.3 Anonymity

The written assessment should be anonymous. This is the applicant's responsibility. There should be no indication in the text that might allow the applicant, or their Link Centre Supervisor to be identified. This requirement is to protect the applicant. The identity of the psychotherapy Case Study client must be disguised following the UKCP guidelines.

1.4 Total length

The written assessment has a **maximum word limit of 12,000**. When the written assessment is sent to the Link Centre the applicant must also send a signed statement of the number of words in the written assessment.

Diagrams and the bibliography may be included in the written assessment *in addition* to the word limit. In special cases the Link Centre may give permission also for an appendix to be included, but such an appendix may be only, for example, in clarification of a work context or project. It must not contain information that would normally be included in the assessment itself and would form part of the overall formal evaluation.

1.5 Presentation

The written assessment is submitted electronically as a PDF and a MS Word format. Please check your formatting if converting from another file format.

The written assessment should:

- Be typed or word processed
- Presented as A4 size
- Be double-spaced throughout
- The bibliography and any transcripts may be single-spaced
- Use an easy to read font (e.g. Arial, Calibri)

Each page should:

- Have good margins (i.e. 2cm or more)
- Be numbered consecutively throughout the assessment document.

Both files should be anonymised, in terms of client material and for security purposes, and password protected before being sent to the Link Centre. The password should be sent in a separate email.

2 The Written Assessment:

2.1 Section A: Personal and Professional self-portrayal

This part of the written assessment would normally make up 30% of the content of the submission. This is your opportunity to evidence a critical reflexivity, synthesizing a range of ideas about how the personal, educational and the professional and how these are applied and inform your clinical practice.

1. Describe the pre-training experiences that culminated in you choosing to train as a psychotherapist.
2. What challenging experiences have you had while training as a psychotherapist? How have they informed your personal and professional development?
3. How have these personal experiences influenced your developing identity as a psychotherapist?
4. How would you describe yourself as a practitioner at this time? What approaches do you integrate in your work?
5. What theories, models and research do you find most useful for your work with clients and why. Which do you find less useful and why? How have these ideas influenced your developing professional practice?
6. Provide a critically reflective account of the context of your professional development.

Include accounts of the following:

- Where have you previously worked as a therapist?
 - Where do you currently work?
 - What is the demographic of your clients (in terms of areas of difference)?
 - Who refers them?
 - What different forms of diagnoses you work with?
5. How has your Mental Health Familiarisation influenced the way you think about and practice your client work, especially (but not limited to) working with clients with a more severe mental health diagnosis and your management of risk to yourself and your clients?
 6. How has research and research awareness influenced your professional development?

2.2 Section B: The client case study

This part of the written assessment would normally make up 70% of the content of the submission. This part of the written assessment should demonstrate your capacity to apply, synthesize and critique theoretical, personal process and research findings to your psychotherapeutic practice with one client.

- You do not necessarily have to present the information on your client in the order given below, but it is important that you ensure that the case study as a whole is coherent.
- The description should concentrate not only on the client in the course of psychotherapy but on the relationship between you and your response to the client. it

is of paramount importance for you to show a critically reflexive awareness of your personal process and its impact upon the developing relationship with your client.

- Show clearly how your interventions and the client's process are related.
- Where you refer to a particular piece of theory or a model, ensure that this is referenced correctly, both in the text and in your bibliography.

It is important to demonstrate your capacity to critique and synthesize the concepts and ideas that you may have been applying to this case.

1. Relevant personal details of the client, including

- a) age
- b) gender
- c) marital status
- d) current family members
- e) job status
- f) social relationships

2. Context of referral

- a) referred agency
- b) reason for referral

3. Working process.

- a) did you work with this client in person or online?
- b) why did you choose this way of working?
- c) at what frequency did you work together?
- d) how long did this work continue, in terms of time and of the number of sessions?

4. At your initial meeting

- a) what problems did the client present to you?
- b) what was their mental and physical condition?
- c) what was their personal and professional situation?
- d) what was your initial or assumed diagnosis?

5. Give relevant historical information about your client which may include information on the following areas:

- a) family
- b) development
- c) medical
- d) sexual relationships
- e) significant relationships
- f) education
- g) work and employment

6. What was the initial agreement or contract between you and the client?

7. Your diagnosis

- a) give a diagnosis based on an integrative approach to psychotherapy, analysing the client's present situation using two or three concepts.
- b) give a diagnosis using the *Diagnostic and Statistical Manual of Mental Disorders (DSM)* or *International Classification of Diseases (ICD)* for your alternative diagnosis
- c) describe how you arrived at this diagnosis, and show how you made differential diagnoses to exclude other options.

8. Define the presenting problem, making a clear distinction between your understanding and your client's point of view.

9. What was the final treatment contract between you and your client?

10. Treatment plan

- a) Describe your overall treatment plan, referring to your diagnoses of the client
- b) What did you envisage to be the stages and final goal of your treatment?

11. The psychotherapy process

Provide a critically reflective summary of the psychotherapy process with this client, through a range of stages. Which theoretical concepts best help you to describe what is happening and how might they fall short or be enhanced through synthesising these with alternative ideas? Give examples of your interaction with the client, including verbatim transcripts, focusing in particular on your significant interventions and how the client responded.

- Note any connections between your interactions and the problem you defined at the beginning – how can these be understood?
- State to what extent you consider the contract or contracts to have been completed and what criteria you used to assess this.
- Describe experiences with transference and counter transference phenomena in your relationship with the client and how these were used in the work.
- Include a description of your use of supervision.
- Provide evidence of critical thinking in relation to the theories and interventions employed
- With reference to your client, briefly discuss your understanding of psychological growth or change.
- Link your chosen interventions with your treatment plan and your ideas about cure
- Describe to what extent your treatment plan has been realised?
- If you changed your treatment plan during the course of the psychotherapy, say why
- What factors do you think might have influenced this and why?

12. Prognosis

- a) Describe the present state of the treatment process and say whether you are still working with this client.
- b) Provide a critically reflective account of your prognosis?

13. Concluding remarks

Describe your learning experience during your work with this client.

N.B. Ensure that there is a consistency between the way you use and comment on theory, literature and the psychotherapeutic process in Sections B.

3 Reviewing the Written Assessment

The written assessment is not marked at this stage but rather reviewed by the 3 individuals who will form the assessing panel for the subsequent oral assessment. The purpose of this review is not to provide a final evaluation at this stage but rather gain an initial understanding of the applicant and their work and inform lines of enquiry for the oral assessment. It is only following the oral assessment that an overall evaluation of both the written and oral parts of the process will be provided.

3.1 Allocation of Assessors

A panel of 3 assessors will be allocated to review and evaluate the written submission and oral presentation of the applicant. All assessors will be UKCP Registered Practitioners. Prior to allocation, names will be checked against any people the applicant has asked to be excluded from assessing (*included on TLC UKCP Registration Assessment Application Form - Appendix 1*). Furthermore, assessors will be asked if they are aware of any conflicts of interest or boundary issues related to assessing the applicant, prior to allocation to any panel.

3.2 Guidelines for Assessors

The main function of this section is to give written submission assessors consistent criteria for use in the review of the submission. This is to help the assessors get an initial impression of the applicant's readiness for UKCP registration.

3.3 Rating and Reviewing the Written Assessment

In order to comply with UKCP requirements assessors need to consider the assessment against postgraduate levels of competency: UK Level 7 and Scotland Level 11. (*The postgraduate scoring sheet can be found in Appendix 2.*)

At the same time the submission will be assessed against the following areas of competence for psychotherapy (*Appendix 3*).

The following grid provides a means for assessing post graduate grades against the psychotherapy competencies. *(Further information to aid in the review can be found in the Overall Assessment Criteria in Appendix 4).*

Psychotherapy Competencies	A+	A	B	C	D
Demonstration of ethical awareness – accounting for the real-world application of ethical concepts and ideas					
Evidencing a critically reflective account of the therapeutic Relationship synthesising a range of ideas					
Demonstration of theoretical understanding, including the integration and critique of complex ideas					

Providing a critical understanding of Contracting and its application to clinical practice with this client					
A critically reflexive account of Assessment and Treatment Planning in relation to this client, including the intersectional contexts.					
Evidence of the competent management of complex clinical process in relation to self and other					
Demonstration of a critically reflexive appreciation of how experiences gained through the MHFP have informed the applicant’s practice					
Evidence that the application has a ‘research-mind’ and is considering the influence of research to both theory and practice with this client					

3.4 Reviewing procedures

The Link Centre expects that an initial evaluation is undertaken by a Link Centre registered supervisor. This is in the form of a general appraisal of the written assessment.

If it is in their opinion of passing standard, the applicant should send “The Link Centre Registered Supervisor’s Endorsement of the Written Assessment form” (Appendix 5) to the

Link Centre together with the Submission of the “TLC UKCP Registration Assessment Application Form” (Appendix 1) giving the applicant’s contact details and a copy of the “Accreditation Procedure Form”. Put no identifying material on the written assessment.

If the applicant has dyslexia, then they have the option to submit a copy of their formal diagnosis to the Link Centre. The Link Centre will inform their assessors in writing. Assessors will be instructed to take account of the diagnosis with respect to spelling, grammar, or structure cohesion. The errors mentioned reflect aspects of dyslexia itself and have no bearing on the applicant’s competence as a psychotherapist.

The Link Centre sends the written assessment to the three reviewers along with associated guidance. All written assessment reviewers will be a UKCP Registered Psychotherapists. 5. The assessor uses the Overall Assessment Criteria (Appendix 4) to review the written assessment. Once the written assessment has been reviewed, the reviewer can use the above grid to get a sense of the standard of applicant’s written submission. From the grid and with reference to the written material the reviewer is required to consider what evidence they would need from the applicant to further develop their application. This will inform lines of enquiry in the oral assessment.

The copies of the written assessment are kept by the reviewers to be returned to the applicant following the oral assessment.

4. The Oral Assessment

4.1 Introduction

The oral assessment is taken before a panel of three UKCP Registered practitioners, one of whom will act as lead assessor. If the applicant passes the combined overall assessment, they are eligible for accreditation to the UKCP Register for Psychotherapists. An observer may be present at the assessment if the assessment Supervisor so decides. Their function is described in Section 4.6.

The oral assessment (along with the written assessment) provides evidence of whether, amongst other things, the applicant:

- Presents as personally and professionally competent and ethically responsible.
- Demonstrates knowledge and competent application of an integrative approach to psychotherapy
- Shows their engagement with psychotherapy research and how they use this to inform their practice
- Expresses how Mental Health Familiarisation has informed their practice – especially related to clients with more severe psychological presentations and the associated risks
- Is able to evaluate human behaviour appropriately in practice; relate this to theory and assess their client(s) accordingly.
- Shows to be competent to work at depth using a psychotherapeutic frame
- Demonstrates during the assessment process that they have assimilated certain ideas that are compatible with an integrative approach such as respect, autonomy, acceptance, and positive confrontation
- Demonstrates their capacity to integrate/synthesize and critique the application of theory/research/personal process to complex real-world psychotherapeutic encounters
- Evidences their capacity for critically reflexive self and other awareness

4.2 Oral Assessment Procedure

4.2.1 Briefing Meetings

- Briefing Meetings, giving information and advice on assessment procedure, will be held before the assessments. These meetings are an opportunity for training about how to assess, to ensure high standard of assessment.
- Further information on the Applicants' Briefing Meeting can be found in Section 4.3.1.
- Further information on the Assessors' Briefing Meeting can be found in Section 4.4.1.
- Applicants and assessors may each attend the others' Briefing Meeting.
- Assessors can assess a maximum of 2 assessments at any one scheduled assessment period.

4.2.2 Time allocation for Oral Assessment

- The total time allowed from the beginning of one oral assessment until the beginning of the next assessment is 2 ½ hours.
- The assessment process itself should normally take a maximum of 1.5 hours.
- The remainder of the time is to allow for assessors to have:
 - a 15 minute discussion before the Oral Assessment
 - 30 minute evaluation discussion afterwards to ascertain whether the applicant has met the standard for registration
 - 15 minutes for the lead assessor to make notes for their subsequent feedback to the applicant
 - 15 minutes feedback on the assessment process from an Observer

4.2.3 The Oral Assessment, and Evaluation procedure

The Assessment panel meet fifteen minutes before the Oral Assessment process begins.

- Each member of the panel will have one set of the applicant's documents (the written assessment, a log/portfolio of hours, curriculum vitae, a transcript of a recording of the case study client) and a copy of the Overall Assessment Criteria (Appendix 4)
- The primary focus should be on the content rather than the presentation of the documents
- The panel does not need to check that the applicant has fulfilled the Oral Assessment requirements as this has been done previously.
- The panel members will also have a list of questions or themes they have identified for discussion in the oral assessment
- In this initial meeting the panel identify the main areas that they wish to explore as a panel with the applicant within the oral assessment

The Oral Assessment

- The lead assessor welcomes the applicant, ensures that the seating is as they would wish, leads the introductions, and explains the procedure.
- It is the responsibility of the applicant to bring a recording and two pieces of recording equipment, one to record the assessment proceedings and one to play the assessment client recording.
- During the Assessment, the Assessment panel will ask questions and give feedback to the applicant. Initially, these will focus on the applicant's written submission and practice.
- When the panel is ready to listen to the recording, the applicant will be asked to play the recording.
- The panel will look for evidence of the applicant's competence and ask questions about the applicant's work on the tape and their thinking about it.

The evaluation procedure

- The lead assessor will ask the panel whether they are ready to begin the evaluation process referring the panel members to the Overall Assessment Criteria (Appendix 4)
- When the panel is satisfied that they have sufficient information for evaluation, the lead assessor informs the applicant that this is the end of the assessment process and invite the panel members to provide brief feedback on their experience of the applicant during the process
- The lead assessor gives the applicant a copy of the Oral Assessor Evaluation Form (Appendix 6) to complete and return to the Assessment Supervisor, prior to the leaving the room.
- The panel will review the evidence they have from both oral and written assessments in relation to the Overall Assessment Criteria (Appendix 4) – the lead assessor will take notes, for their subsequent feedback report that is sent to the candidate informing them of whether they have passed the assessment
- Each of the core competencies will be discussed in relation to the post-graduate assessment sheet
- The panel have 3 options: a full pass, a conditional pass, a defer o A full pass – the applicant evidences a satisfactory standard (minimum grade C) for all of the core competencies assessed
 - A conditional pass – the applicant evidences a satisfactory standard in at least 5 of the core competencies, however, is required to provide further evidence to meet the standard required for some of the other core competencies prior to being put forward for UKCP Registration
 - A defer – the applicant has failed to evidence a satisfactory standard in more than 3 of the core competencies and their submission requires significant reworking
- If 2 of the panel score a D grade on a particular section, this will not have met the required standard, which will either result in a conditional pass or defer
- Once all core competencies have been discussed the evaluation process is at an end

At the end of the Assessment

- After the evaluation, the Observer gives feedback on the assessment process
- The Panel has a brief closing discussion.
- The lead assessor ensures they have relevant information to complete their feedback report and will inform the Assessment Supervisor of the result of the evaluation
- The lead assessor will complete a feedback report on the result of the evaluation within a week of the oral assessment which will be sent to the Chair of the Link Centre's Assessment and Membership Committee, who will send a copy to the applicant
- The feedback report will include
 - Whether the candidate has achieved a full pass, conditional pass or defer

- Details of how the candidate managed to evidence the requirements of the core competencies
- Details of those core competencies that were not met and what evidence would be required in order for these to be met in the future

4.3 Instructions for Applicants

4.3.1 The Applicants' Briefing Meeting

You must attend an Applicants' Briefing Meeting. The Assessment Supervisor will be at this meeting and will answer questions, explain the process, go over the Overall Assessment Criteria (Appendix 4), and tell you about the process of the assessment and your part in it.

You must take 3 copies of your assessment documents (a log/portfolio, a curriculum vitae, and a transcript of the recording you will be presenting) to this meeting and give them to the Assessment Supervisor. Your Curriculum Vitae and log should be clear and concise so that the assessors can read them easily. Documents will be returned to you following the assessment.

N.B. An applicant who appears with incomplete or inaccurate documentation will not be examined and will need to reapply.

4.3.2 Guidelines for Applicants about the Oral Assessment

It is highly recommended that you read all of this document prior to your Oral Assessment to familiarise yourself with the whole process and the roles of the participants.

4.3.2.1 Selection of assessment recordings

The recording *normally* needs to be of the Written Assessment case study client or clients. Exceptions to this need to be agreed with the Link Centre Chair of the Assessment and Membership Committee (AMC) prior to submission of the Written Assessment. To request an exception the applicant would need to submit a Case Study Client Exceptions Form (Appendix 8). The following criteria are based on past experience and are not mandatory.

- Technical advice.
 - Sound (and pictures) should be of high quality and without intrusive background noise and all speech clearly audible
- Content
 - The recording should show reasonably fluent interaction between you and the person with whom you are working
 - The recording is supposed to show effective interventions

The work that you want to demonstrate must be on the recording itself. Assessors will assess your work according to what they hear on the recording, and reports of “what happened before or afterwards” are relevant only as background.

- The work presented should have a title that relates to some stage of work detailed in the written submission
- The work should relate to the client stated contract or goal.
- Ideally, the recording should show changes in the client(s) in the direction of the stated goal
- Your interventions should be clearly facilitating these changes
- The segment does not necessarily have to deal with the same subject all the time, but the process does need to be clear and directional

You do not have to be perfect! The recording may contain elements which, on reflection, you might have chosen to do differently, and you should be aware of such points and be able to comment on their significance.

4.3.2.2 What to take to the Oral Assessment

- Electrical equipment for playing your recording, together with either a mains supply or batteries, including spares.
- A second audio or video recorder to record the assessment (for your use in the event of an appeal)
- A segment of recorded work, either audio or video
 - The segment should be about ten minutes long
 - The segment should be part of a longer recording of your work (of at least 50 minutes)
 - The segment should be ready to play when you are asked to do so
 - The recordings must not have been edited
- For the recorded segment, you must provide three copies of an accurate transcript of the piece of work presented

4.3.2.3 During the assessment

It is the task and responsibility of applicants to choose appropriate methods for demonstrating their competence. The more you make the conversation a specialist/technical one among colleagues, the more convincing you will be.

At the start of the assessment, the panel will give procedural information, introduce themselves and invite you to introduce yourself. The panel will have reviewed your written assessment, CV, log/portfolio which are likely to base the initial discussion and questions on that material. After this the panel will ask you to play the recording.

- Listen closely to the questions asked and give short, specific answers.
- Ask the panel member if they want you to elaborate.
- If you do not understand a question, ask for clarification.
- If you get no response or sense some hesitation in response to your answer, check with the panel members who asked it if they are satisfied with your answer.
- Be prepared to:

- Explain and interpret anything that happens in the recording.
- Talk, about alternative ways of interpreting the presented material.
- Discuss the use of different approaches.
- Discuss the connection between your interventions and the client's reactions.
- Relate the work to your contract and overall strategy with regard to the client
- Critically reflect on your personal process during the piece and in what ways it may have influenced the developing interaction

A final note:

It is the responsibility of everyone in the assessment room to maintain the integrity of the assessment process. One of the functions of the lead assessor is to protect you, safeguard your rights and manage the assessment process so that you have a fair and respectful assessment whatever the outcome. If you feel that this is not happening, please take responsibility for raising your concerns.

4.4 Instructions for Assessors

4.4.1 The Assessors' Briefing Meeting

Assessors must attend an Assessors' Briefing Meeting. The Assessment Supervisor will be at this meeting and will answer questions, explain the process, go over the Overall Assessment Criteria (Appendix 4), and tell you about the process of the assessment and your part in it.

This meeting is an opportunity for a peer-group training for assessors, to improve and warrant high standards of assessments. This meeting will also include guidance for lead assessors and Observers.

4.4.2 Guidelines for Assessors

Fifteen minutes before the Oral Assessment process begins, assessors should meet with their lead assessor. The meeting is to check any final details, discuss process and look through the applicant's documents, written submission, and associated areas for exploration, using these to formulate questions and discussion. The lead assessor is responsible for informing the panel of the procedure for the Oral Assessment.

The applicant is not expected to be perfect. There are many ways of being a Psychotherapist. Be willing to listen and understand the applicant's frame of reference. The applicant may do things differently from the way you do them, but they may be able to support their thinking or intervention. Invite them to do so. Look for the strength and competency in the applicant. The applicant should demonstrate solid, basic work. The question is, "Is this applicant competent to practise as an Integrative Psychotherapist?"

- Discuss the applicant's documentation with them at the beginning of the assessment.
- Look for something to stroke positively.
- Use this as a time to make contact and establish a relationship.
- Ask questions about the documentation and the applicant's practice.
- Give the applicant feedback on their recording presentation.
- Ask only one question at a time and make them open and specific.

- Give feedback after every question, letting the applicant know what your evaluation is of their response.
- If the applicant answers a question incompletely or inaccurately ask the question in a different way.
- If the applicant seems unable to answer a question or continues to answer inaccurately, tell him/her what answer you were looking for.
- If you notice problem areas, discuss, or explain the areas in question.
- Pay attention to the other members of the Panel, giving feedback and support, as well as letting them know what is going on for you.
- The assessment should last about 1 ¼ hours
- After about 40 minutes, ask yourself what information you still need to get from the applicant in order to be able to evaluate their performance and consider discussing any difficulty you may have.

4.5 The Function of the Lead assessor

The lead assessor will be an experienced assessor whose function is to be the Responsible Leader of the Oral Assessment.

The lead assessor's contract is to:

- Manage the assessment process including all documentation.
- Protect the applicant and safeguards their rights.
- Contract with the observer if present.
- Structure the time so that the assessment does not overrun.

The lead assessor will meet with the assessment panel approximately fifteen minutes before the assessment begins.

They will:

- Bring the applicant's documentation, and copies of the Overall Assessment Criteria.
- Ensure that the panel members make contact with each other and are comfortable.
- Look at the documents and encourage discussion about them.
- Take responsibility for welcoming the applicant into the assessment room.
- Check that the seating is as the applicant would wish.
- Explain the procedure of the assessment.
- Lead the introductions.
- Take a proactive part in establishing a respectful and collegial atmosphere.
- Observe, support and confront the panel, especially with regard to:
 - energy level
 - time boundaries
 - the clarity and conciseness of questions

- co-operation with the applicant
- verbal and non-verbal feedback to the applicant
- Ensure that the recorder being used to record the assessment remains in operation until the assessment is declared finished.
- Give the applicant the Assessor Evaluation Form.
- Facilitate the evaluation process – keeping track of time to discuss all criteria
- Take notes from the evaluation, for the subsequent feedback to the applicant
- Complete the feedback report

4.6 The External Examiner

The External Examiner is concerned with reviewing all of the Link Centre assessment processes and providing feedback on their findings both in terms of where the Link Centre perform well and areas for future development. One element of these observations is the assessment process for UKCP registration. The External Examiner will attend oral assessments at least once a year, where they will observe the whole process of assessment. This will include them being present in and observing the process of some actual oral assessments. In such instances the External Examiner will not speak throughout the process of the assessment.

Whilst it is recognised that the main role is regarding the evaluation of the Link Centre's assessment processes and how well they are working, assessment panels may contract with the External Examiner to provide observations on their process after the assessment. In such instances observations may include, for example:

- The relationship between the applicant and the panel
- Energy levels during the assessment process
- Verbal and non-verbal communication between the assessors

The External Examiner should not

- intervene in the assessment at any point for any reason.
- Comment or pass judgement on the content of the assessment
- Make a recording or transcript
- Make interpretative or evaluative comments

4.7 Exceptional Circumstances

- In exceptional circumstances (e.g. serious illness or disability) an applicant may apply for a variation of the assessment regulations by writing to the Link Centre Accreditation and Membership Committee, no later than six months ahead of the date of the intended Oral Assessment.
- The AMC will then, in consultation with the Assessment Supervisor, consider the application, make a decision, and reply to the applicant, giving reasons for their decision.

- If the applicant disagrees with the decision, their application will be submitted to the External Moderator who will then make a final decision.

5 Appeal procedures

A. FORMAL APPEALS

Formal Appeals must be made within one month of receipt of the assessment Feedback Report. Appeals cannot be made on matters of academic judgement.

B. REASONS FOR MAKING AN APPEAL

- That there has been a serious administrative error in the management of the evaluation process.
- That the evaluation was not conducted according to Link Centre regulations.
- Some other serious circumstance or irregularity occurred.

C. REASONS WHY AN APPEAL WOULD NORMALLY BE REJECTED

- The Appeal is against the academic/professional judgement of the assessors.
- There is no valid reason for the applicant not to have brought the circumstances described in the appeal to the attention of the Oral Assessment Panel before the assessment process/evaluation took place.
- The applicant was not aware of or did not understand the published regulations for the process complained about.
- The appeal concerns a longstanding health problem of which the panel were not made aware but which the student was aware at enrolment for the assessment.
- The Appeal was out of time.

D. THE APPEAL PROCESS

- Applicants should complete the Application to Appeal form (Appendix 7), and outline the grounds for making the Appeal.
- A copy of the written assessment submission and the feedback report evaluation will be enclosed.
- Applicants should collect any corroborative evidence (e.g. medical certificates, statements from other parties etc.)
- The complete form should be sent to the Chair of the Accreditation and Membership Committee (AMC) within one month of receipt of the feedback report conditionally passing or deferring the applicant and a record of posting should be kept. Any application received after this time will be rejected.
- The AMC in consultation with the Assessment Supervisor will consider the Appeal application. Further information/clarification may be sought from the applicant and/or the relevant assessors in deciding whether an appeal is valid (in other words that it satisfies any of the Reasons for Appeal at B above).
- Applicants will receive written notification of whether the appeal is considered to be valid and the resulting decision within one month of receipt of the application, directly from the Chair of AMC.

E. POSSIBLE OUTCOMES OF AN APPEAL

- The appeal is denied. This decision is final, and no further appeal is possible.
- The appeal is upheld. One of the following recommendations may be made:
 - The pass/defer evaluation of the assessment panel is revised
 - The applicant may re-take elements of the exam process at no cost
 - The applicant may re-take the whole exam process at no cost
- The AMC may suggest other options for evaluation
- The assessment panel will be notified of the outcome of the appeal and the reasons for the decision.

Issue Date: Nov 2023

Review Date: Aug 2025

Appendix 1: The Link Centre UKCP Registration Assessment Application Form

The following form is to be used for applicants who wish to register for the Link Centre UKCP Registration assessment process. Please complete this form and send it, to the Link Centre admin office, 32a Church Road, Hove, BN3 2FN.

Name of person applying:

Postal Address:

.....

.....

E-Mail Address

Please detail below people you wish to be excluded from assessing your written and oral assessments (e.g., those you have a boundary issue with, such as core trainer, supervisor, therapist or friend).

Please include the following with your application:

- electronic copies of your written submission
- payment for the assessment process (£1300 + VAT from October 2024)
- a completed Supervisor's Endorsement of the Written Assessment Form - to show they have read the written submission and believe it to be an accurate reflection of your work
- a completed Accreditation Procedure Form – signed by their supervisor to confirm that they completed the necessary UKCP Requirements

Signature:

Date:

Appendix 2: The Post Graduate Assessment Scoring Sheet

Grade	DESCRIPTION: Work within the below mark ranges demonstrates the following characteristics:	Mark Range
A+ Exceptional	<ul style="list-style-type: none"> ┌ Work is worthy of publication or dissemination as appropriate to the field. ┌ Evidence of originality and independent thinking, as appropriate to the task. ┌ Exceptional in-depth knowledge across specialised and applied areas of relevant literature, available information and conceptual issues. ┌ The work is very well written (or presented) and offers an excellent synthesis and critique of appropriate available information, coherently structured. ┌ Outstanding evidence of acquisition of relevant skills and their application. ┌ Excellent presentation. 	90-100%
A. Excellent	<p>Commanding knowledge of relevant literature, available information and conceptual issues appropriate to the field.</p> <ul style="list-style-type: none"> ┌ Demonstrates the ability to make good judgements, as appropriate to the assessment task. ┌ The work is very well written (or presented) and offers an excellent synthesis and critique of appropriate available information, coherently structured. ┌ Excellent evidence of acquisition of relevant skills and their application. Excellent presentation. 	80-90%
B. Good Pass	<p>Good knowledge of relevant literature, available information and conceptual issues appropriate to the field.</p> <ul style="list-style-type: none"> ┌ The work is well written (or presented) and offers a good synthesis and critique of appropriate available information, coherently structured. ┌ Draws valid conclusions. ┌ Good evidence of acquisition of relevant skills. Very good presentation. 	70-80%
C. Competent	<p>Adequate understanding of relevant literature, available information and conceptual issues appropriate to the field. Pass</p> <ul style="list-style-type: none"> ┌ Adequate synthesis and critique of available information. ┌ Work is coherent and adequately structured. ┌ Evidence of acquisition of relevant skills. Good presentation. 	60-70%
D. Fail/Defer	<p>Demonstrates clear but limited attempt to become acquainted with relevant source material and draw relevant conclusions, but draws conclusions that do not all follow logically from the work undertaken.</p>	<60%

- └ Work is not fully coherent, poorly structured, and indicates that key concepts are generally not understood.
- └ Little evidence of acquisition of relevant skills. Poor
- └ presentation.

Appendix 3: Psychotherapy Competencies

The Psychotherapy competencies are concerned with those areas deemed by the Link Centre as important in what it means to be an integrative psychotherapist (as covered in the Training Aims and Objective in the Link Centre Student Handbook).

1. ETHICAL AWARENESS

- a) Demonstration of ethical awareness – accounting for the complex and nuanced real-world application of ethical concepts and ideas
- b) To know TLC’s Ethics Policy and Code of Conduct and be able to demonstrate ethical and professional competence in practice, including working within the legal requirements governing psychotherapy.
- b) To demonstrate the ability to synthesize a range of ethical principles in considering applied courses of action and decisions made in relation to psychotherapy practice.
- c) to critically reflect on the impact of such courses of actions and decisions and their effectiveness
- d) Have an awareness of the significance and implications of cultural and social diversity and difference within and outside the consulting room

2. THERAPEUTIC RELATIONSHIP

- a) Evidencing a critically reflective account of the therapeutic Relationship, synthesising a range of ideas and perspectives
- b) Manifest a respectful attitude towards self and others.
- c) Demonstrate a critical understanding of the importance of the therapeutic relationship in effecting change, its nature, and its difference from any other relationship.
- d) Show empathic sensitivity and understanding of the client, as well as showing the ability to communicate this understanding to the client in such a way that the client feels understood.
- e) Exhibit a capacity to understand another person's phenomenology and bracket their own frame of reference without losing contact with their own separate experience.
- f) Display ability to self-reflect and to use this self-awareness to inform and direct the interventions offered.
- g) Demonstrate an understanding of developmental issues, transference and counter transference phenomena, and the ability to use psychotherapeutic interventions to address it successfully. This will include the willingness to allow transference to develop in the client/therapist relationship and to handle the client's regressive states appropriately and therapeutically. It will also include understanding their own counter transference and the limits it may create, as well as the ability to use it constructively.
- h) Behave in a respectful way toward self and others, including showing sensitivity for different frames of reference, cultures, and social norms as well as taking account of the

impact on the relationship of these differences in the consulting room. i) Communicate congruence in their interactions.

j) Demonstrate an awareness of the limitations of the therapeutic relationship and a capacity to reflect on this

3. THEORETICAL UNDERSTANDING

a) Articulate an understanding of relevant theory of psychotherapy and its application in clinical practice.

b) Describe the application of aspects of relevant approaches to psychotherapy and demonstrate knowledge of recent developments, including the similarities, differences, strengths and weaknesses between these approaches.

c) Make interventions which can be explained according to relevant theory and practice and provide a critically reflexive account of their impact

d) Demonstration of the capacity to synthesise and critique a range of theoretical ideas and their application to complex real-world clinical encounters

4. CONTRACTING

a) Show an understanding of the necessity for a clear business contract as well as the ability to negotiate contracts.

b) Have the capacity to negotiate with a client in order to arrive at a shared understanding of the work to be undertaken and to formulate an appropriate treatment contract.

c) Capacity to critically reflect on the strengths and limitations of contracting and its impact upon the therapeutic work

5. PLANNING: ASSESSMENT AND TREATMENT DIRECTION

a) Describe a comprehensive system of assessment and diagnosis using relevant psychotherapy concepts.

b) Show an understanding of the psychiatric diagnostic systems (e.g., DSM, ICD).

c) Make meaning of a client's experiences using psychotherapy concepts.

d) Show an awareness of and have the ability to respond to risk and harm factors for self, client, and others.

e) Assist the client in recognising and naming their self-limiting patterns of thinking, feeling, and behaving and in deciding whether or not change is desired.

f) Conceptualise, using theory and research, in order to develop an overall treatment plan based on the particular issues to be addressed.

g) Provide a reflective critique on the strengths and limitations of assessment, diagnosis and treatment planning

6. THE PSYCHOTHERAPEUTIC PROCESS

- a) Show the capacity to make accurate phenomenological observations of the client and use those as the basis for a therapeutic hypothesis that is linked to theory, whilst holding the limitations of this
- b) Select interventions appropriate to the stage of treatment and the treatment contract and provide a reflective account of how interventions have been chosen and why c)
Demonstrate the ability to effect timely interventions.
- d) Show the ability to evaluate the effect of an intervention and use that information to update hypotheses and select subsequent interventions.
- e) Encourage the development of the client's own resources.
- f) Evidence of competent managing of complex clinical process in relation to self and other

7. PROFESSIONAL IDENTITY

- a) Demonstrate a commitment to a belief in the capacity of the individual to take responsibility for him/herself, understanding an individual's ways of being, and responding to an individual's ability to grow and change.
- b) Have a willingness to be available for ethically intimate contact when appropriate,
- c) Demonstrate a commitment to ongoing personal and professional development.
- d) Recognise one's own limitations and the limitations of psychotherapeutic practice.
- e) Use intuition and creativity in response to the therapeutic situation.
- f) Show understanding of strengths and limitations of personal resources.
- g) Have the ability to seek help appropriately and use it effectively.
- h) Demonstrate the capacity for self-reflection and critical reflexivity

8. RESEARCH INFORMED PRACTICE

- a) Recognise the role of research in forming an evidence-based practice.
- b) Show an understanding of the main forms of research methodology used within psychotherapy.
- b) Demonstrate an ability to effectively critique psychotherapy research and make informed choices concerning psychotherapy practice based on such evaluations.
- c) Evidence of a 'research-mind', considering the strengths and limitations of apply research to both theory and clinical encounters

8. MENTAL HEALTH FAMILIARISATION

- a) Understand the Mental Health provision within the UK and their role within that system and be able to critically reflect on the socio-political context of this
- b) Show a working knowledge of the main Mental Health diagnostic systems (e.g. DSM or ICD) generally used within Mental Health provision and a capacity to critique and reflect upon the socio-political context of these ideas
- c) To recognise more severe client presentations and associated risk and have provision for appropriate support and/or referral should it be necessary.
- d) Demonstration of a critically reflexive appreciation of how experiences gained through the MHFP have informed the applicant's practice

Appendix 4: Overall Assessment Criteria

Psychotherapy Competencies	Post Graduate Grades				
	A+	A	B	C	D
Ethical Awareness	Work worthy of publication. Evidence of original thinking relating to ethics. Shows in-depth knowledge of ethics and an excellent synthesis of ideas in theory and practice.	Commanding knowledge of ethics. Shows ability to make thoroughly considered ethical judgements appropriate to the situation. Shows an excellent synthesis of ethical ideas in theory and practice.	Good knowledge of ethics. Shows ability to make sound ethical judgements appropriate to the situation. Shows a good synthesis of ethical ideas in theory and practice.	Adequate knowledge of ethics. Shows ability to make mostly sound ethical judgements appropriate to the situation. Shows a good enough synthesis of ethical ideas in theory and practice.	Limited knowledge of ethics. Ethical judgements are unclear and illogical. Little evidence synthesis of ethical ideas in theory and practice.
Therapeutic Relationship	Work worthy of publication. Evidence of original thinking relating to the therapeutic relationship. Shows indepth knowledge of the therapeutic relationship and an excellent synthesis of ideas in theory and practice.	Commanding knowledge of the therapeutic relationship. Shows an excellent synthesis ideas in theory and practice. Shows ability to develop a highly attuned alliance with their clients whilst accounting their individual needs.	Good knowledge of the therapeutic relationship. Shows a good synthesis of ideas in theory and practice. Shows ability to develop a good alliance with their clients whilst accounting their individual needs.	Adequate knowledge of the therapeutic relationship. Shows a good enough synthesis of ideas in theory and practice. Shows ability to develop an adequate alliance with their clients whilst accounting their individual needs.	Limited knowledge of the therapeutic relationship. Little evidence of a synthesis of ideas in theory and practice. Little evidence of and unable to demonstrate an alliance with their clients.

Theoretical Understanding	Work worthy of publication. Evidence of original thinking relating to the psychotherapy theory. Shows in-depth knowledge of relevant theory and an excellent synthesis of ideas in theory and application.	Commanding knowledge of relevant psychotherapy theory. Shows an excellent synthesis of ideas in theory and application.	Good knowledge of relevant psychotherapy theory. Shows a good synthesis of ideas in theory and application.	Adequate knowledge of relevant psychotherapy theory. Shows a good enough synthesis of ideas in theory and practice.	Limited knowledge of relevant psychotherapy theory. Little evidence of a synthesis of ideas in theory and practice.
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Psychotherapy Competencies	Post Graduate Grades				
	A+	A	B	C	D
Contracting	Work worthy of publication. Evidence of original thinking relating to the psychotherapy theory. Shows in-depth knowledge of relevant theory and an excellent synthesis of ideas in theory and practice.	Commanding knowledge of ideas and theory on contracting. Shows an excellent synthesis of ideas relating to contracting in theory and practice.	Good knowledge of ideas and theory on contracting. Shows a good synthesis of ideas relating to contracting in theory and practice.	Adequate knowledge of ideas and theory on contracting. Shows a good enough synthesis of ideas in theory and practice.	Limited knowledge of ideas and theory on contracting. Little evidence of a synthesis of ideas in theory and practice.

Assessment & Treatment Planning	Work worthy of publication. Evidence of original thinking relating to the areas of assessment and treatment planning. Shows indepth knowledge of assessment and treatment planning and an excellent synthesis of ideas in theory and practice.	Commanding knowledge of ideas and theory on assessment and treatment planning. Can clearly see the advantages and limits of assessments and treatment plans. Shows an excellent synthesis of ideas in theory and practice.	Good knowledge of ideas and theory on assessment and treatment planning. Can see the advantages and limits of assessments and treatment plans. Shows a good synthesis of ideas in theory and practice.	Adequate knowledge of ideas and theory on assessment and treatment planning. Can mostly see the advantages and limits of assessments and treatment plans. Shows a good enough synthesis of ideas in theory and practice.	Limited knowledge of ideas and theory on assessment and treatment planning. Fails to see the advantages and limits of assessments and treatment plans. Little evidence of a synthesis of ideas in theory and practice.
Competence in the Process	Work worthy of publication. Evidence of original thinking relating to the process of psychotherapy. Shows in-depth knowledge of psychotherapeutic processes and an excellent synthesis of ideas in theory and practice.	Commanding knowledge of psychotherapeutic processes and can clearly relate these to own practice. Shows an excellent synthesis of ideas in theory and practice.	Good knowledge of psychotherapeutic processes and can relate these to own practice. Shows a good synthesis of ideas in theory and practice.	Adequate knowledge of psychotherapeutic processes and can relate these to own practice. Shows a good enough synthesis of ideas in theory and practice.	Limited knowledge of ideas and theory on assessment and treatment planning. Fails to see the advantages and limits of assessments and treatment plans. Little evidence of a synthesis of ideas in theory and practice.

Psychotherapy Competencies	Post Graduate Grades				
	A+	A	B	C	D

Contribution of MHF	Work worthy of publication. Evidence of original thinking relating to the field of Mental Health. Shows in-depth knowledge of Mental Health practice and an excellent synthesis of ideas in their approach to this area.	Commanding knowledge of Mental Health practice. Shows a clear understanding of its relationship with own practice. Shows an excellent synthesis of ideas in their approach in this area.	Good knowledge of Mental Health practice. Understands its relationship with own practice. Shows a good synthesis of ideas in their approach in this area.	Adequate knowledge of Mental Health practice. Has a good enough understanding of its relationship with own practice. Shows an acceptable synthesis of ideas in theory and practice	Limited knowledge of Mental Health practice. Little understanding of its relationship with own practice. Inadequate synthesis of ideas in theory and practice.
Contribution of Research	Work worthy of publication. Evidence of original thinking in relation to psychotherapy research. Shows in-depth knowledge of relevant research and research methods and an excellent synthesis of research in their practice.	Commanding knowledge of research and research methods. Shows an excellent synthesis of research in their practice.	Good knowledge of research and research methods. Shows a good synthesis of research in their practice.	Adequate knowledge of research and research methods. Shows a good enough synthesis of research in their practice.	Limited knowledge of research and research methods. Little evidence of research in their practice.

Appendix 5: The Link Centre Registered Supervisor’s Endorsement of the Written Assessment Form

Please print clearly:

Applicant’s name:

Supervisor’s name:

Supervisor’s address:

Email address:

Telephone:

As a Link Centre Registered Supervisor, I can confirm I have supervised and read this applicant’s written assessment for their Link Centre UKCP Registration Process.

I can confirm that this is an accurate reflection of the work of the applicant and their personal and professional development, and their readiness to complete the Registration Process.

Signed:

Date:

Appendix 6: Oral Assessor Evaluation Form

Directions: Please rate each **assessor** and the **lead assessor** of your assessment board, using the rating scale shown in bold below, and return the completed form to the assessment supervisor. Thank you for completing this form. Your evaluation will help in the process of selecting and training future boards.

RATING SCALE: The assessor’s skills in this area were perceived as

- 5 – highly developed
- 4 – good on the whole
- 3 – satisfactory on the whole
- 2 – unsatisfactory

1 – poor

Your Name _____

Assessment Result Pass/Defer (Delete as applicable)

Date _____

Lead Assessor of Your Board _____

Assessment Supervisor _____

Rating of assessors	Names of Assessors		
Questions were clear and precise			
Questions were fair, relevant and appropriate for the knowledge and skills			
The assessor offered the candidate the opportunity and the space to state their reasons and thinking and to defend their position			
The assessor offered clearly argued, fair, and relevant feedback			
The assessor made an effort to find the candidate's strengths			
The assessor gave clear explanations for their ratings			

RATING OF BOARD LEAD ASSESSOR (in their role)

The lead assessor stayed in charge of the assessment process and kept it moving along	
The lead assessor structured the assessment clearly	
The lead assessor dealt with problems effectively as they came up	

The lead assessor helped to create a comfortable atmosphere, allowing the candidate to show their level of competence	
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Appendix 7: The Link Centre Application for Appeal form

Name:

Telephone:

Address:

Email:

I wish to appeal against the outcome of the Link Centre UKCP Registration Assessment.

Date of Assessment:

Assessment Supervisor:

I enclose (tick):

A copy of my written assessment

The feedback report

The grounds for my appeal are as follows:

(Please refer to the Appeals procedure and continue on another sheet or overleaf if necessary)

Appendix 8: Case Study Client Exception Form

The following form is for those who wish to use a recording that is not of their Case Study client for their oral assessment.

Please note the following:

- Completion of this form does not guarantee that the applicant will be granted an exception.
- All exception forms are reviewed by the Link Centre Assessment and Accreditation Committee, who meet on a quarterly basis. Forms need to be submitted prior to submission of the Written Assessment and well in advance of the Oral Assessment, to avoid disappointment.

- Should an exception be granted, the applicant will be required to submit an additional report relating to the client on the tape they are using. This will be used by the members of the assessment panel to familiarise themselves with the client on the tape. This would need to be submitted one month prior to the Oral Assessment. This would cover:
 - o Relevant personal details of the client
 - o The context of the referral
 - o Relevant historical information
 - o The client's presenting problem
 - o Your assessment/diagnosis of the client
 - o Your treatment contract
 - o The lead-in to the current work
 - o The stage of work being undertaken
 - o Subsequent work undertaken with the client

Name:

Telephone:

Address:

Email:

Please state below reasons for requesting an exception (continuing overleaf if necessary):

Comments from the Link Centre Assessment and Accreditation Committee (AMC):

Decision by the Link Centre AMC:

Accepted/Declined (Circle as appropriate)