



**UK Society for
Behaviour Analysis**

Probationary UKBA(cert) Manual



Essential Competence Framework

Eligibility

UKBA(cert)s qualifying after January 2026 who have not completed the UK-SBA competence framework will be classified as Probationary Members. In their first year, they must undergo peer supervision and demonstrate proficiency in the Essential Competence Framework, showing commitment to understanding the context of practice in the United Kingdom.

Many of the items on the Essential Competence Framework are specific to the context of working in the UK. All of the competence items can be shown and assessed via verbal conversation. All items must be demonstrated within one year. There are no specific requirements regarding the percentage of items that may be signed off each month.

After one year, Probationary UKBA (certs) must submit their signed competence log and final attestation letter to the UK-SBA. Applicants will be awarded full UKBA (cert) status, pending approval.

While on probation, members may use the UKBA (cert) title and badge in their work. They do not need to indicate to consumers that their status is probationary; however, their probationary status should be recorded on the UK-SBA searchable register. Probationary Members are not permitted to provide any supervision until they have completed their probationary year.

STANDARDS

1. This Probationary UKBA(cert) manual supplements the UKBA(cert) Manual. Probationary Members are considered UKBA(cert) members and must follow all standards, including the Code of Ethical and Professional Conduct and continuing education requirements, as outlined in the UKBA(cert) manual.
2. Probationary supervision can start after the member is registered as a UKBA(cert).
3. The Probationary period may not be completed in less than one year.
4. Prior to the start of supervision, the Probationary Member and supervisor must sign a contract agreeing on the terms of supervision.
5. Probationary Members must complete at least one hour per month of one-to-one peer supervision with a professional who has been certified as a UKBA(Cert) or an equivalent for at least three years. There are no additional requirements for supervisors. This supervision can take place in either a paid or an unpaid capacity.
6. During the peer supervision sessions, the Probationary Member and supervisor must discuss the competence items. The supervisor should only sign off items when they have been convinced that the Probationary Member has demonstrated competence. Some items may require discussion over several months before competence is demonstrated.
7. While there is no cap on the number of competences you can sign off on each month, it is considered best practice to distribute them evenly throughout the year to ensure consistent progress and avoid last-minute accumulation (scalloping).

8. At the end of the probationary period, the Probationary Member must submit the final attestation form and the competence log to the UK-SBA as part of their renewal.
9. A Probationary Member cannot supervise their own supervisor or act as their employer to avoid conflicts of interest. If leading an organisation, the member must choose a supervisor from outside that organisation.
10. Failure to complete these standards within one year will result in the individual not being allowed to renew as a UKBA(cert), except in cases where approved statutory leave has been granted by the UK-SBA.
11. Individuals who are not allowed to renew because they did not complete the Essential Competencies will be required to register as a UK Intermediate Behaviour Analyst (UKiBA) until the Essential Competence Standards are satisfactorily completed and approved. Following successful completion of the competencies, individuals who wish to return to the register must submit a new application and meet all current requirements for certification.
12. Probationary Members are allowed to supervise UK Intermediate Behaviour Analysts (UKiBA) after they have completed their Probationary Year. Probationary Members are allowed to supervise trainee UKBA(cert) after they have completed their probationary year and have been certified at an equivalent level for at least 3 years (E.g., a candidate who has been certified as BCBA for 4 years and completed their UKBA(cert) probationary year may supervise trainee UKBA(cert); a candidate who has been certified as a BCBA for 1 year and completed their probationary year may not yet supervise trainee UKBA(cert)).
13. Probationary Members can provide peer supervision after they complete their probationary year.

Guidance

Values-led Competence Framework

UK-SBA values overarch all competence areas. A values-led framework (in which competence areas are grouped under core values) represents an opportunity to demonstrate the ethos which guides the field of behaviour analysis in the UK.

Structure

It is assumed that a candidate who has qualified at a similar level (i.e. BCBA) will be competent in the skills and knowledge to practice behaviour analysis. The knowledge items in the Essential Framework are related to the contextual variables that are important to the practice of behaviour analysis in the United Kingdom.

There are three overarching values. Competence areas that reflect critical elements of behaviour analytic practice, e.g., service implementation and communication, are grouped under the three values. Each competence area contains a number of knowledge items deemed to be essential for ethical and effective behaviour analytic practice.

Definitions

Values: refer to agreed and shared behaviours to guide practitioner behaviour. A values-led approach is intended to create a shared narrative to guide the development of the field of behaviour analysis in the UK. Values overarch and inform the areas of competence expected of a UK Behaviour Analyst (UKBA (cert)).

Competence: is the demonstration of knowledge and skills, and the ability to adapt that knowledge and those skills to the relevant context.

Knowledge: refers to fluency in the basic and foundational principles, history and underlying philosophy of behaviour analysis.

Skills: refers to producing desired behaviour change through accurate implementation of science-based tactics.

Context: refers to knowing when and how to adapt the application of knowledge and skills based on area of practice and other contextual variables such as culture, preference, and circumstance. Applied science practitioners must have a deep understanding of each unique application environment as context will differ, even within the same industry.

For each competence area, the relevant knowledge and skills are identified. It is important to note that to demonstrate true competence, it is not sufficient to talk about (knowledge) or do (skill) something; a practitioner must be able to adapt their knowledge and skills to the relevant context (generalise). As there are an infinite number of stimulus conditions under which competence may be demonstrated, context is defined broadly.

PURPOSE OF DEMONSTRATING COMPETENCE THROUGH SUPERVISED PRACTICE

The purpose of demonstrating competence through supervised practice is to demonstrate essential behaviour-analytic knowledge and skills, including the conceptualisation and application of behavioural principles to everyday situations and populations, and crucial 'soft skills' to facilitate behaviour change.

Rationale: Competence-Based Framework

Competent application of behaviour analytic strategies and ethical and professional practice are essential for behaviour analytic practitioners.. The competence areas represent various critical elements of practice (e.g., assessment, intervention, reflective practice, inclusive practice). Under each competence area, individuals are required to demonstrate understanding and knowledge in order to be deemed fully 'competent' and therefore appropriate for certification and independent practice. Traditional, hours-based models, on the other hand, may not set the occasion for the development and integration of all component parts.

The UK-SBA feel it is important to prepare the field of behaviour analysis in the UK to grow in size and scope. To ensure areas of competence are relevant to the range of settings in which behaviour-analytic work might be conducted in the UK, the individual knowledge and skill items under each area are intended to be general and equally applicable for all practice areas and settings.

Rationale: Areas of Competence, Knowledge, and Skill Items

The areas of competence and associated knowledge and skill items are intended to be broad and applicable to any application of behaviour analysis. For this reason, knowledge, and skill items are intentionally not operationally defined. This is intended to allow supervisors a degree of freedom to ensure supervisees can demonstrate competence in ways that are most appropriate to their area of practice.

Rationale: Language

The UK-SBA agree that, as the Academic and Competence Standards are intended to guide practitioner behaviour and encourage a common understanding, the content will be phrased in such a way as to be technological, accurate, and precise. Although these documents will be available to the public, the primary readership will be individuals within the field. Therefore, it is important that requirements are phrased in a way that facilitates the consistency of competence across practice areas.

Values

VALUE ONE: We are committed to understanding individuals

We respect and promote equity, diversity, and inclusion

By promoting collaborative partnerships that are respectful of equity, diversity, and inclusion, we ensure the goals, methods and outcomes of any intervention are important to, understood by and created with individuals and their advocates.

VALUE TWO: We are committed to understanding the context of behaviour

We understand behaviour is a function of unique context

By taking a *constructional approach*, we recognise and understand the starting point and work to extend knowledge and skills to achieve meaningful outcomes.

VALUE THREE: We are committed to advancing the field

We will continuously evolve our practice in keeping with advances in science and society

By actively pursuing conversations, remaining curious, and demonstrating a willingness to change in response to new information, we advance our individual practice and the field.

Framework

VALUE ONE: We respect and promote equity, diversity, and inclusion

By promoting collaborative partnerships that are respectful of equity, diversity and inclusion, we ensure the goals, methods, and outcomes of any intervention are important, understandable, and acceptable to the individuals involved.

COMPETENCE AREA 1.1: Diversity and culture

Evidence required (the following are examples, not an exhaustive list):

Knowledge items in this competence area should be demonstrated through the supervisee's verbal behaviour. Supervisors may ask questions such as asking a supervisee to provide a rationale for their decision, to explain or describe contingencies, to articulate reflection on theirs and others' learning history, describe values in behaviour-analytic terms, etc.

Knowledge and Skills

- 1.1.1 Awareness of the impact of individual and organisational identity, learning history, and culture on service delivery.
- 1.1.2 Describes impact of own culture, learning history, and biases on work (cultural humility).
- 1.1.3 Seeks advice and guidance on identity and cultural issues relevant to clients when not familiar.
- 1.1.4 Demonstrates respect for cultural and individual identity by incorporating relevant interests and preferences into service delivery.
- 1.1.5 Makes decisions based on data rather than own opinions, values, and biases.
- 1.1.6 Works in collaboration with client and other stakeholders to select behavioural goals and design interventions.
- 1.1.7 Only provides services after obtaining appropriate assent and consent.

COMPETENCE AREA 1.2: Professional and Community Relations, Consultation, Collaboration

Evidence required (the following are examples, not an exhaustive list):

Knowledge items in this competence area should be demonstrated through the supervisee's verbal behaviour. Supervisors may ask the supervisee to describe the roles of other professionals with whom they are working or describe the factors that might facilitate or hinder providing behaviour-analytic services in a particular setting.

Skill items in this competence area should be demonstrated by the supervisor citing documents such as multi-disciplinary team meeting minutes, intervention or programme plans, information sheets that the supervisee has written explaining behaviour analysis to a lay audience, etc.

Knowledge and Skills

- 1.2.1 Describes the system (e.g., family, community, organisation) in which services are provided and the broader contingencies that may be relevant to client behaviour.
- 1.2.2 Describes the skills and strengths of other professionals, and how behaviour analysis might complement their approaches.
- 1.2.3 Describes methods for establishing effective working relationships from a behaviour-analytic perspective.
- 1.2.4 Establishes effective relationships with clients and their stakeholders.
- 1.2.5 Establishes effective professional relationships, including consulting with non-behavioural colleagues when appropriate and appropriately refers or suggests the involvement of other professions if necessary.
- 1.2.6 Describes the rationale for, and process of assessments and interventions to clients and non-behavioural colleagues in language understood by the other party.
- 1.2.7 Demonstrates collaboration with clients and colleagues when choosing assessments and interventions.
- 1.2.8 Implements strategies to assist stakeholders in promoting the generality of sustainable behaviour change.

VALUE TWO: We understand behaviour is a function of unique context

By taking a *constructional approach*, we recognise and understand the starting point and work to extend knowledge and skills to achieve meaningful outcomes.

COMPETENCE AREA 2.1: Intervention and Service Implementation

Evidence required (the following are examples, not an exhaustive list):

Knowledge items in this competence area may be demonstrated through discussions with the supervisor, in which the supervisor describes interventions and programmes in behaviour-analytic terms, as well as the underpinning evidence and contextual factors that led to the selection of those methods.

Knowledge and Skills

- 2.1.1 Describes evidenced-based, behaviour-analytic interventions.
- 2.1.2 Describes the contextual variables that influence the social validity of interventions.
- 2.1.3 Describes the contextual variables that influence the effectiveness of interventions.
- 2.1.4 Describes how sufficient behaviour change may be achieved through environmental manipulation.

COMPETENCE AREA 2.2: Professional, Legal, and Ethical Practice

Evidence required (the following are examples, not an exhaustive list):

Knowledge items in this competence area may be demonstrated through the supervisee's verbal behaviour including being able to explain the policies, codes, and legislation relevant to their work to the supervisor. The supervisee may also demonstrate that they have researched relevant best practice guidelines or discuss with the supervisor the fit between best practice and their current work.

Skill items in this competence area may be demonstrated through clinical notes showing ethical decision-making processes, programme or intervention plans underpinned by empirically-supported methods, or meeting minutes demonstrating advocacy.

Knowledge and Skills

- 2.2.1 Knowledge of all legislation relevant to area of practice.
- 2.2.2 Knowledge of all workplace policies relevant to area of practice.
- 2.2.3 Knowledge of professional code of conduct and ethics relevant to practice.
- 2.2.4 Describe best practice guidelines in area of practice (e.g., NICE guidelines).
- 2.2.5 Describe rights of clients.
- 2.2.6 Demonstrates ability to locate relevant standards, legislation, and guidelines.
- 2.2.7 Practices in accordance with the UK-SBA ethical code and other relevant ethical codes.
- 2.2.8 Recognises and reconciles conflicts among relevant codes and laws (seeks advice where appropriate).
- 2.2.9 Applies ethical decision-making processes to ethically complex situations.
- 2.2.10 Advocates for the needs of the client (in balance with consideration of safety issues and the needs of the wider community).

VALUE THREE: We will continuously evolve our practice in keeping with advances in science and society

By actively pursuing conversations, remaining curious, and demonstrating a willingness to change in response to new information, we advance our individual practice and the field.

COMPETENCE AREA 3.1: Communication

Evidence required (the following are examples, not an exhaustive list):

Knowledge items in this area of competence should be demonstrated through the supervisee's verbal behaviour. For example, a supervisor may ask a supervisee to describe their rationale for selecting a particular communication method (e.g., email vs vocal), or a supervisor and supervisee may use a behaviour-analytic article to frame a supervision discussion around challengers to the field (e.g., Critchfield's (2014) Ten Rules for Discussing Behavior Analysis).

Skill items in this area of competence should be demonstrated through the production of documents such as interview notes, lay summaries or reports, or client meeting notes. Supervisors may also directly observe the supervisee conducting interviews or speaking to clients and key stakeholders.

Knowledge and Skills

- 3.1.1 Describes the barriers and enablers to effective communication in specific contexts.
- 3.1.2 Describes effective methods of communication, including format, timing, and content.
- 3.1.3 Describes current critiques of the field of behaviour analysis with an understanding of relevant contingencies and motivating operations.
- 3.1.4 Communicates information about behaviour-analytic approaches and services to clients and other professionals.

COMPETENCE AREA 3.2: Reflective practice and supervision

Evidence required (the following are examples, not an exhaustive list):

Knowledge items in this area of competence should be demonstrated through the supervisee's verbal behaviour. Skill items in this area of competence should be demonstrated through the production of documents such as the supervisee's written plan for professional development activities, supervision notes documenting feedback given to supervisor, or the supervisee's written reflective statements.

Knowledge and Skills

- 3.2.1 Describes the risk and protective factors related to burnout in behaviour analysis (both specific to behaviour analysis and for helping professions generally).
- 3.2.2 Describes a range of self-care activities that can protect against burnout.
- 3.2.3 Describes the rationale for professional development activities.
- 3.2.4 Describes supervisee skills that facilitate effective supervision (e.g., preparedness, responsiveness to feedback).
- 3.2.5 Describes the current professional requirements for supervision.
- 3.2.6 Describes the importance of listening to and compassionately reflecting on critiques of behaviour analysis.
- 3.2.7 Regularly evaluates own practice (skills, knowledge, and bias).
- 3.2.8 Develops, implements, and evaluates a professional development plan underpinned by operationally defined learning objectives.
- 3.2.9 Uses supervision effectively (e.g., asks appropriate questions, demonstrates appropriate demeanour, commits to behaviour change).
- 3.2.10 Uses feedback constructively (e.g., indicates appreciation of feedback, acknowledges corrective feedback, solicits feedback from supervisor).
- 3.2.11 Gives feedback on supervision to supervisor.
- 3.2.12 Engages in self-care activities (e.g., places boundaries on communication outside of working hours, plans leave).
- 3.2.13 Arrives prepared to supervision meetings (e.g., punctually, documents ready, goals for session clearly articulated).



**UK Society for
Behaviour Analysis**



Template and Forms

SAMPLE SUPERVISION AGREEMENT

Applicant Name: _____

Address: _____

Post Code: _____

Telephone: _____

Email: _____

The following is an agreement between the Supervisor and the UK-SBA applicant for supervision towards gaining knowledge and skills in order for the applicant to be eligible to apply for UKBA(cert) status through the UK-SBA. The guidelines and terminology reflect those set out in the UK-SBA Competence Standards guidance document.

Supervisor

Supervisor Name: _____

UK-SBA Member #: _____

Signature: _____

Date: _____

The Supervisor agrees to:

- Treat all information discussed in supervision confidentially.
- Maintain status as a Supervisor through the UK-SBA and to inform the applicant if this status changes.
- Sign competence logs by the end of every supervision period if agreed criteria have been met.
- Provide an invoice (if applicable) for any supervision fees at the end of each session or as agreed between the two parties.

- Sign the Final Attestation Form at the end of the supervision period if agreed criteria have been met.
- Foster reflective practice on the part of Supervisee
- Treat all information with respect and in a professional manner

The Applicant agrees to:

- Ensure they understand the academic and supervision requirements necessary to apply for UKBA(cert) status and to take responsibility for attaining the correct supervision.
- Keep abreast of any changes in supervision requirements issued by the UK-SBA.
- Begin supervision only after initiating attendance at the first module of behaviour analytic content at a university offering an approved course sequence.
- Remain a registered member of the UK-SBA throughout supervision.
- Provide materials as requested by the Supervisor in a timely manner. Materials may include, but are not limited to assessments, video recordings, intervention documentation, and data.
- Complete all requested readings as agreed by the Supervisor and applicant.
- Complete the Competence Log.
- Fill in the Final Attestation Form at the end of the supervised practice period and provide a copy to the Supervisor for signing and for their records.
- Treat all information discussed in supervision confidentially.
- Work with multiple clients and where possible multiple setting such as homes, schools, the community, etc.
- Gain appropriate permission from employers/managers/clients agreeing to Supervisor involvement.

NB: Knowledge and skill items must be accrued within 5 years. Any items accrued previously will need to be accrued again.

Both Parties agree to:

- Adhere to the *UK-SBA Code of Professional and Ethical Conduct* at all times.
- Agree to the exact dates and duration of supervision sessions.
- Agree to the fee structure as follows:
 - 1:1 session - £____ per applicant per hour
 - 1:2 session - £____ per applicant per hour
 - 1:3 session - £____ per applicant per hour
- Retain a copy of this agreement, Final Attestation Form and Competence Log for at least seven years after the final supervision meeting.

Termination of relationship

- The supervisory relationship may be terminated by either party at any time and should be terminated when one or both parties are unable to adhere to this agreement.
- In the event of a dispute, either party may contact the UK-SBA directly to receive advice or register a complaint.
- The supervisor will not sign the applicant's Competence Log or Final Attestation Form if any of the sections agreed to above have not been adhered to by the applicant.

NB: Applicants are encouraged to work with other Supervisors over the course of their supervision to benefit optimally from supervised practice.

Signature of Applicant: _____ **Date:** _____

Name: _____



FINAL ATTESTATION FORM

Applicant's details:

Applicant's name: _____	
Applicant's UK-SBA account #: _____	
Start date: _____	End date: _____

Supervisor(s) details:

Supervisor Name: _____ Account #: _____	
Qualification: _____	
Number of knowledge and skill items signed off: _____	
Period of supervision: _____	
Signed: _____ Date: _____	
Supervisor Name: _____ Account #: _____	
Qualification: _____	
Number of knowledge and skill items signed off: _____	
Period of supervision: _____	
Signed: _____ Date: _____	
Supervisor Name: _____ Account #: _____	
Qualification: _____	
Number of knowledge and skill items signed off: _____	
Period of supervision: _____	
Signed: _____ Date: _____	
Supervisor Name: _____ Account #: _____	
Qualification: _____	
Number of knowledge and skill items signed off: _____	
Period of supervision: _____	

Signed: _____ **Date:** _____

Applicant:

I hereby attest that the information presented on this form is correct.

Signed: _____ **Date:** _____



COMPETENCE LOG

The Competence Log is where applicants keep records of each knowledge and skill item as it is signed off by the Supervisor.

KNOWLEDGE AND SKILL ITEMS COVERED TO DATE:

COMPETENCE AREA 1.1: Diversity and culture

	Date completed	Supervisor's name	Supervisor's signature	Evidence notes
1.1.1				
1.1.2				
1.1.3				
1.1.4				
1.1.5				
1.1.6				
1.1.7				

COMPETENCE AREA 1.2: Knowledge and Skills

	Date completed	Supervisor's name	Supervisor's signature	Evidence notes
1.2.1				
1.2.2				
1.2.3				
1.2.4				
1.2.5				
1.2.6				
1.2.7				
1.2.8				

COMPETENCE AREA 2.1: Intervention and Service Implementation

	Date completed	Supervisor's name	Supervisor's signature	Evidence notes
2.1.1				
2.1.2				
2.1.3				
2.1.4				

COMPETENCE AREA 2.2: Professional, Legal, and Ethical Practice

	Date completed	Supervisor's name	Supervisor's signature	Evidence notes
2.2.1				
2.2.2				
2.2.3				
2.2.4				
2.2.5				
2.2.6				
2.2.7				
2.2.8				
2.2.9				
2.2.10				

COMPETENCE AREA 3.1: Communication

	Date completed	Supervisor's name	Supervisor's signature	Evidence notes
3.1.1				
3.1.2				
3.1.3				
3.1.4				

COMPETENCE AREA 3.2: Reflective practice and supervision

	Date completed	Supervisor's name	Supervisor's signature	Evidence notes
3.2.1				
3.2.2				
3.2.3				
3.2.4				
3.2.5				
3.2.6				
3.2.7				
3.2.8				
3.2.9				
3.2.10				
3.2.11				
3.2.12				
3.2.13				