



**UK Society for
Behaviour Analysis**

UK Intermediate Behaviour Analyst (UKiBA)



UK-SBA Manual

The purpose of this document is to describe the maintenance standards for UKiBA status with the UK Society for Behaviour Analysis.



Overview

The UK-SBA is the home of competent, ethical, and values-led behaviour analysts in the UK.

The UK-SBA is responsible for formulating the standards of competence and professional conduct for those engaged in the practice of behaviour analysis and positive behaviour support (PBS) in the UK.

The following document describes the standards of competence and process towards becoming a UK Intermediate Behaviour Analyst (UKiBA) from 01 November 2025.

The UKiBA is a qualification that indicates a practitioner has met the minimum academic and competence standards for the supervised practice of behaviour analysis in the UK.

Becoming certified by the UK-SBA is an important step in protecting both consumers and the profession. Certification demonstrates that practitioners have met minimum standards of competence, ensuring they possess the knowledge and skills required to deliver effective, evidence-based support. UKBA registrants commit to following a clear code of ethics and agree to be accountable through a formal complaints procedure, which provides reassurance for families, individuals, and organisations seeking services.

The same principle applies to those practising Positive Behaviour Support (PBS), who should also be regulated to safeguard the people they support. By ensuring that all practitioners in behaviour analysis and PBS are held to these professional standards, the risks to consumers are greatly reduced, and vulnerable individuals are more likely to receive safe, ethical, accountable, and high-quality support.

UKiBA

SCOPE OF PRACTICE

The UKiBA is an intermediate-level behaviour analyst or PBS practitioner whose work must be supervised by a UKBA (Cert). They have a comprehensive understanding of behavioural science and apply this knowledge to matters of social significance.

The UKiBA qualification reflects the level of formal training completed in behaviour analysis or positive behaviour support. The qualification does not indicate a specific organisational role or level of responsibility. The UK-SBA recognises that individuals with this qualification may work in a variety of positions, ranging from frontline staff to heads of service.

All UKiBA are required to follow the UK-SBA Code of Ethical and Professional Conduct. They must also meet regularly with a UKBA(cert) to review and reflect on their practice.

Under appropriate supervision, UKIBAs may design and implement services, as well as contribute to data collection and intervention delivery.



Eligibility

All candidates for UKiBA must be residents in the UK or Ireland.

Certificants may only use the UKiBA title, badge, and PSA badge whilst their details are searchable on the UK-SBA register. To register, you must be practising in the UK and hold evidence of all items to demonstrate safety to practice: liability insurance for your role, appropriate safeguarding training and disclosure as defined in the criteria for registration.

The UK-SBA can only regulate practice in the United Kingdom. The title UKiBA and the PSA registration are only valid for work undertaken in the UK. The UK-SBA acknowledges that behaviour analysts who live in Ireland may practice in Northern Ireland and Great Britain, and we will allow qualified practitioners who have an Irish address to register with the UK-SBA only for their work in the United Kingdom.

Certificants may not use their UKiBA title or badge, or the PSA Accredited Registers Quality Mark, in their advertisements or to solicit work outside of the UK. If a certificant works outside of the UK, they should hold the relevant qualification to practice in that country and inform consumers that the UK-SBA does not regulate any practice outside of the UK and direct them to the appropriate regulatory body.

ROUTES TO QUALIFY AS A UKiBA

The UK-SBA acknowledges multiple routes to qualify as a UKiBA. The minimum standard is a certificate or BTEC at Level 5 in a relevant area, including Positive Behaviour Support or Applied Behaviour Analysis. The UK-SBA recognises the qualifications listed below.

- 60 credits at Level 5 or above in Applied Behaviour Analysis or Positive Behaviour Support (Bangor University, Queens University, Ulster University, University of Kent, University of South Wales)
- BCaBA
- BSc in Behaviour Analysis and Intervention (Edge Hill)
- BSc in Positive Behaviour Support (University of Kent)
- BTEC Diploma Practice Leadership (BILD)
- CABAS Teacher 1
- CABAS Teaching Assistant 1 and CABAS Teaching Assistant 2
- Level 7 Postgraduate Certificate in PBS (Northumbria University)
- Level 6 Advanced Diploma in PBS (Northumbria University)
- PBS Level 5 Diploma (Wales)
- PBS Matters Level 6 Diploma in Positive Behaviour Support



Register Requirements

SAFEGUARDING AND DISCLOSURES

Safeguarding is a priority for best practice and as such, evidence of training appropriate for the population served is necessary for UK-SBA membership. Any Safeguarding Training **must** be renewed every 3 years as this is considered best practice and therefore mandatory for membership of the UK-SBA. Your safeguarding training must have been provided by a UK training provider.

An Enhanced Disclosure is required for anyone working with children or vulnerable adults in the UK. There are three providers for Disclosures across the UK:

- In England and Wales, a Disclosure is known as a DBS and is obtained from the England and Wales Government Disclosure and Barring Service.

www.gov.uk/government/organisations/disclosure-and-barring-service/about

Please see the information here to check which DBS is appropriate for the work you do:

www.gov.uk/government/collections/dbs-checking-service-guidance--2

- In Scotland a Disclosure is known as a Disclosure Scotland and is obtained from the Scotland Government Disclosure Service. www.mygov.scot/organisations/disclosure-scotland/
- In Northern Ireland a Disclosure is known as a AccessNI and is obtained from the Northern Ireland Government Disclosure Service. www.nidirect.gov.uk/campaigns/accessni-criminal-record-checks

Where a member is employed by an organisation and therefore has access to an Enhanced Disclosure this should always be supplied as supporting evidence rather than a Basic Disclosure. We understand there are difficulties for independent, self-employed practitioners obtaining an Enhanced Disclosure if they cannot access an employer to apply for one on their behalf. We are exploring alternative routes for our members with the authorities, as this is a clear anomaly in the system. But in the meantime, if you are unable to obtain an Enhanced Disclosure, please contact our Administrator for advice: admin@uk-sba.org.

Any Disclosure **must** be renewed every 3 years as this is considered best practice and therefore mandatory for membership to the UK-SBA.



Register Requirements

INSURANCE

The practice of Behaviour Analysis involves inherent professional risks. Registrants are required to maintain adequate insurance coverage to protect against these risks. This must include, at a minimum, professional liability insurance and public liability insurance. Where registrants employ other staff, employer's liability insurance may be required.

In most cases, an employer will provide appropriate insurance coverage. However, registrants who practise independently are responsible for arranging and maintaining their own insurance.

Evidence of valid and appropriate insurance coverage must be provided as a condition of inclusion on the UK-SBA Register. The UK-SBA has established arrangements with Towergate Insurance to support registrants in obtaining suitable cover. Further information is available at:

<http://www.towergateinsurance.co.uk/liability-insurance>

DATA PROTECTION

Practitioners must consider the rights of clients and their own responsibilities under UK Data Protection legislation and other relevant legal requirements. This includes protecting information and data, including data held in a digital format. See Data Protection information: www.legislation.gov.uk/ukpga/1998/29/contents and the [GDPR Privacy Policy](#).



Register Requirements

COMPLAINTS PROCEDURE

All registrants are asked to sign a declaration as part of the registering process that commits them to adhering to the UK-SBA Code of Ethical and Professional Conduct. The UK-SBA will expect members of the public to bring matters of unethical or poor practice to its attention. We will always encourage complainants to take the matter up with the practitioner or their organisation in the first instance. Any complainant will be asked to show evidence that they have done this before the UK-SBA will accept the complaint.

If a complaint is received the registrant will be notified and sent a copy of all documentation.

The complaint will be dealt with according to the [UK-SBA Complaints Procedure](#).

UK-SBA MEMBER BADGE

Once a UK-SBA registrant has been fully approved they will be able to access their UK-SBA Member Badge from their UK-SBA account. To be fully approved a registrant must have completed their account in full and provided all required supporting evidence as per the registration process.

Once approved you will be able to download your membership badge. You can use your membership badge on your signature, email and marketing materials to show you are UK-SBA registered.

Please see [UK-SBA Registered Badge Guidelines](#) for full terms and conditions of usage of the badge.



Maintaining Certification

As a UKiBA, members must receive ongoing supervision from a UKBA (cert).

DURATION AND FREQUENCY OF SUPERVISION

Any member registered as a full UKBA (cert) can provide supervision to UKiBA². There are no requirements for the UKBA(cert) to take supervision training. Multiple UKBA(certs) can provide supervision if they are named on a contract.

Hours worked by UKiBA	Minimum duration of Supervision	Minimum frequency of supervision
More than 80 hours in a calendar month in a role related to their work as an UKiBA	2 hours of supervision	2 sessions at least one week apart.
Fewer than 80 hours in a calendar month in a role related to their work as an UKiBA	1.5 hours of supervision	1 session per month

The determination of which activities within a role pertain to the responsibilities of a UKiBA should be made collaboratively by the registrant and their supervisor. The UK-SBA does not issue guidance regarding this matter. A minimum of one hour of supervision each month must be conducted 1:1. The remaining hours of supervision can be conducted in groups up to 1:5.

The UK-SBA strongly recommends that at least some observed elements of supervision happen in person; however, if this is not possible, registrants may conduct supervision sessions remotely. They must adhere to all laws and best practices regarding consent and data sharing.

² Probationary UKBA(cert) may not provide supervision to a UKiBA



Supervision Content

During the first two years a member is registered as a UKiBA they must complete the UKiBA Competence Framework.

The framework consists of knowledge and skill items that reflect the minimum professional standards for practice as a UKiBA.

The UK-SBA recognises multiple pathways to become UKiBA and acknowledges that many professionals working at this level are experienced at delivering a safe, ethical, and effective practice. As we regulate the behaviour analysis professions, we must take care to ensure that all practitioners have demonstrated similar minimal standards of technical and practice competencies.

For the safety of the consumer, we require that each newly qualified UKiBA demonstrate the entire framework, regardless of previous experience or education. The supervision between the UKBA(cert) and the UKiBA should emphasise the knowledge and skill items listed in the competence framework.

UKiBA registrants may have a maximum of 5 items signed off each month. All items must be completed in the first two years after certification¹. The signed competence items must be submitted to the UK-SBA for renewal in the second or third year.

If the registrant has not completed the items after two years, they will not be allowed to renew as an UKiBA and will be invited to apply as a UK Vocational Behaviour Analyst (UKvBA). The UKvBA member may continue to demonstrate and be signed off for competence items and reapply for UKiBA after they complete the framework.

Applicants who are registered as UKvBA or Practising Members may begin to receive supervision on the competencies up to two years before applying to become UKiBA.

The UKiBA competence items are a subset of the UKBA(cert) framework. Signed off competence items will remain "valid" for 5 years. If a UKiBA is working towards their UKBA(cert), they may apply any items that have been signed off in the past five years – the same signed off item may be applied to the UKiBA and the UKBA(cert).

After the competence items have been signed off, the supervision topics are at the discretion of the UKiBA and UKBA(cert).



Documenting Supervision

Each supervision session should be recorded on the final attestation form, and competence items should be recorded on the competence log.

Sample forms are provided in this manual; registrants may use the attached forms or adapt them to suit their needs. These forms will be submitted to the UK-SBA during the membership renewal in the year they are completed.

We strongly encourage UKiBA to take detailed notes of the topics and recommendations discussed in supervision sessions and have the notes signed by the supervisor.

In the case of a complaint against a UKiBA, the panel will enquire if the UKiBA has documented notes that the case was discussed during supervision. The UKBA(cert) supervisor will not be held responsible for the practice of the UKiBA.

MAINTENANCE REQUIREMENTS

In order to maintain UKiBA status, professionals must adhere to the following:

- Complete the UKiBA Competence Framework in the first two years as a certificant
- Complete ongoing supervision (this may overlap with above)
- Behave in accordance with the **UK-SBA Code of Professional and Ethical Conduct** at all times.
- Complete the yearly renewal and recertification paperwork, which includes an up-to-date DBS, evidence of insurance, and appropriate safeguarding training prior to certification expiring, continuing education, and pay the correct fees.
- Complete a minimum of 16 of CPDs in each renewal year.

Exceptions can be made if a certificant takes leave or pauses their membership during the first two years.



Continuing Professional Development

Continuing professional development is required to ensure that certificate holders continue to expand their behaviour-analytic skills and remain current in their practice.

Total APDs/CEUs required to recertify	16
APDs/CEUs (any topic)	12
Ethics (minimum)	2
Equality, Diversity, and Inclusion (minimum)	2

CERTIFICATION PERIOD

A certification period is 1 year, UKiBA will recertify at the same time as membership renewal.

CONTINUING PROFESSIONAL DEVELOPMENT UNITS

UKiBA are required to complete 16 APD/CEUs per year, two of which must be on the topic of ethics and two which must be on topics of Equality, Diversity, and Inclusion (EDI).

All APD/CEUs must occur within the certification period.



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.

DEFINITIONS

VALUES: refer to agreed and shared statements intended 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.

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.



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 1.1

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 to, understood by and created with individuals and their advocates.

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.

Skill items in this area should be demonstrated in written documents cited by the supervisor (e.g., meeting minutes, completed data sheets, social validity and preference questionnaires or interview notes), graphs cited by the supervisor, evidence of the supervisee seeking guidance (e.g., articles, websites, or documents sourced by the supervisee) direct observation of the supervisee working with the client.

Knowledge	Skill
<p>1.1.1 Awareness of the impact of individual and organisational identity, learning history, and culture on service delivery.</p> <p>1.1.2 Describes the importance of a focus on functional of behaviour rather than what the behaviour looks like.</p>	<p>1.1.3 Seeks advice and guidance on identity and cultural issues relevant to clients when not familiar.</p> <p>1.1.4 Demonstrates respect for cultural and individual identity by incorporating relevant interests and preferences into service delivery.</p> <p>1.1.5 Makes decisions based on data rather than own opinions, values, and biases.</p> <p>1.1.6 Only provides services after obtaining appropriate assent and consent³.</p>

³ Items in Red must be observed by the supervisor. The items in black may be demonstrated via conversation and reviewing written texts.



Framework 1.2

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. The supervisor may also directly observe the supervisee implementing a programme which includes elements to promote generality (e.g., stimulus fading), or directly observe the supervisee teaching another person how to implement the programme.

Knowledge	Skill
<p>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.</p> <p>1.2.2 Describes methods for establishing effective working relationships from a behaviour-analytic perspective.</p>	<p>1.2.3 Establishes effective relationships with clients and their stakeholders.</p> <p>1.2.4 Establishes effective professional relationships, including consulting with non-behavioural colleagues when appropriate and appropriately refers or suggests the involvement of other professions if necessary.</p> <p>1.2.5 Consults within the scope of individual practitioner experience and expertise.</p> <p>1.2.6 Assists with implementation strategies to assist stakeholders in promoting generality of sustainable behaviour change.</p>



Framework 2.1

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.

Skill items in this competence area may be demonstrated through the supervisee developing conceptually-systematic programmes or intervention plans underpinned by evidence, lay summaries or 'cheat sheets' developed for clients and colleagues, or social validity assessments and the resulting data. The supervisor should also directly observe the supervisee implementing (or supporting the implementation) of a programme or intervention.

Knowledge	Skill
<ul style="list-style-type: none">2.1.1 Defines behaviours of interest.2.1.2 Describes evidenced-based interventions.2.1.3 Describes the contextual variables that influence the social validity of interventions.2.1.4 Describes the contextual variables that influence the effectiveness of interventions.2.1.5 Describes how sufficient behaviour change may be achieved by altering the environment without the need for additional intervention.2.1.6 Describes the antecedents that are relevant to understand the behaviour.2.1.7 Describe the reinforcement that maintain the behaviour of interest, including schedules and function.2.1.8 Describe potential negative side effects of consequent-led interventions.	<ul style="list-style-type: none">2.1.9 Supports the selection of interventions based on assessment data, social validity, and context.2.1.10 Implements interventions based on analysis of the assessment data.2.1.11 Provides information about interventions to clients and colleagues to promote effective behaviour change.2.1.12 Supports the evaluation of interventions.2.1.13 Supports the evaluation of the social validity of intervention2.1.14 Provides behaviour- based skills training to clients and colleagues to promote effective behaviour change.2.1.15 Uses reinforcement procedures to increase behaviour.



Framework 2.2

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	Skill
<ul style="list-style-type: none">2.2.1 Knowledge of all workplace policies relevant to area of practice.2.2.2 Knowledge of professional code of conduct and ethics relevant to practice.2.2.3 Knowledge of best practice guidelines in area of practice.2.2.4 Describe rights of clients.	<ul style="list-style-type: none">2.2.5 Practices in accordance with the UK- SBA ethical code and other relevant ethical codes.2.2.6 Seeks supervision when presented with ethically complex situations.2.2.7 Advocates for the needs of the client (in balance with consideration of safety issues and the needs of the wider community).



Framework 2.3

COMPETENCE AREA 2.3: FRAMING, MEASURING, AND PLANNING

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

Knowledge items in this area of competence may be demonstrated through the supervisee's verbal behaviour. Supervisors may ask the supervisee to justify their choice of data collection method, to produce an empirical article supporting their choice, or to describe their process for selecting the behaviour of interest.

Skill items in this area of competence may be demonstrated by written documents such as data sheets (that include operational definitions that are complete, unambiguous, and objective), graphs, intervention plans, and clinical notes. The supervisor may directly observe the supervisee directly observing behavioural variables in-situ and conducting assessment procedures.

Knowledge	Skill
2.3.1 Describes methods for selecting a behaviour to target.	<p>2.3.2 Uses a range of methods to determine functional relations (which may include indirect and descriptive methods).</p> <p>2.3.3 Collects data relevant to behaviours of interest.</p> <p>2.3.4 Assesses relevant skills as appropriate</p>



Framework 3.1

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 challenges to the field (e.g., Critchfield's (2014) Ten Rules for Discussing Behaviour 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	Skill
3.1.1 Describes the barriers and enablers to effective communication in specific contexts.	3.1.2 Communicates information about behaviour-analytic approaches and services to clients and other professionals. 3.1.3 Effectively conducts interviews with clients and other key stakeholders (establishes and maintains rapport, gathers relevant information, etc). 3.1.4 Uses appropriate communication methods (e.g., vocal, written, graphic, technical language, lay language) for audience.



Framework 3.2

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	Skill
<ul style="list-style-type: none">3.1.2 Describes the risk and protective factors related to burnout in professional practice .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.	<ul style="list-style-type: none">3.2.7 Regularly evaluates own practice (skills, knowledge, and bias).3.2.8 Uses supervision effectively (e.g., asks appropriate questions, demonstrates appropriate demeanour, commits to behaviour change).3.2.9 Uses feedback constructively (e.g., indicates appreciation of feedback, acknowledges corrective feedback, solicits feedback from supervisor).3.2.10 Gives feedback on supervision to supervisor.3.2.11 Engages in self-care activities (e.g., places boundaries on communication outside of working hours, plans leave).3.2.12 Arrives prepared to supervision meetings (e.g., punctually, documents ready, goals for session clearly articulated).



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