



CONSTRUCTIVIST & EXISTENTIAL COLLEGE

SUPERVISION POLICY and GUIDELINES

- Section 1: Standards of Supervision for Constructivist and Existential College (CEC)
- Section 2: Grandparenting Process for entry to the UKCP Directory of Supervisors
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STANDARDS OF SUPERVISION FOR the CONSTRUCTIVIST and EXISTENTIAL COLLEGE

Introduction

This document outlines a framework for Constructivist Standards of Supervision:

1. Minimum Standards/Competencies
2. The nature of supervision
3. Purpose of supervision
4. Tasks of supervision
5. Clinical issues
6. Ratio for supervision (individual and group)
7. Standards for supervisors
8. Responsibility to the supervisee
9. Clinical responsibilities
10. The Supervisors Responsibility to Self
11. The relationship between trainers, supervisors and training supervisors

1. Minimum Competencies for Supervision of Constructivist Psychotherapists

A Constructivist Supervisor must demonstrate that they are able to:

1. Operate within the appropriate professional, ethical and legal context for the provision of supervision and with an understanding of the inherent responsibility.
2. Work within the different legal & ethical responsibilities & requirements for practitioners with children if supervising their work. Supervisors of Constructivist practitioners with children are expected to consider the protection & wellbeing of children and the essential requirement for cross-professional communication as paramount.
3. Model the professional role, e.g. managing boundaries, including protecting time, confidentiality, accountability.
4. Establish and negotiate appropriate contractual relationships with supervisees and maintain a supervisory alliance.
5. Work with appropriate models of learning across culture & difference and other diversities as appropriate which may have an impact on supervision.
6. Create safe environments for facilitating learning and be aware of the core construing that can affect the development of a supervisory relationship and the changing expectations & role relationships over time.
7. Use frameworks of Constructivist supervision including managing validation & invalidation of professional constructs, with reflexive reference to your own professional development.
8. Demonstrate an understanding of the transferability of professional skills into supervision and the tensions between the roles of practitioner & supervisor.
9. When working with trainees undertaking training in Constructivist Psychotherapies, to have an understanding of Constructivist formulations of assessment, and skills and evaluation.

10. Use a variety of methods to gain information and give positive & critical feedback (e.g. role-play, self report, audio and video tapes, peer review and client reports).
11. Use a range of supervisory approaches and methods to match the needs & professional constructs of supervisees.
12. Demonstrate awareness of ethical issues in supervision and an understanding of how this may affect the supervisory process, including power differentials.
13. Demonstrate understanding of the complex issues around difference and diversity in supervision.
14. Ensure on-going development of personal supervisory skills and the need for further reflection/supervision training.
15. Demonstrate that they have knowledge of Constructivist frameworks to invite evaluation of the supervision experience.

2. The Nature of Supervision

Supervision is a process conducted within a formal working relationship in which a qualified or trainee psychotherapist presents his or her client work to a designated supervisor as way of enhancing their practice through careful reflection on the process. Supervision can take place on a one to one basis or in groups.

3. Purpose of Supervision

The primary purpose of supervision is to enhance the professional development of the supervisee so as to ensure the best possible psychotherapy practice for their client. To this end supervision should perform the functions of education, support, and evaluation against norms and standards of the profession and of society. This is the case irrespective of employment arrangements and applies both in private and public service.

Supervision can also contribute towards a gate-keeping process which allows for the recognition of certain situations, e.g. burnout, where because of the supervisee's physical, mental or emotional state it is unsuitable for them to work with clients.

4. Tasks of supervision

Constructivist Supervisors need to be aware of the broad range of tasks that their role entails. These include:

1. Creating an open, trusting working alliance with supervisees in which the supervisee is confident to reveal the difficulties within his/her work.
2. Being supportive – providing affirmation of good practice, collegiality in assisting the supervisee in handling the difficulties encountered in their practice.
3. Taking an educative role - using coaching skills, or aspects of mentoring to enlarge the supervisee's theoretical knowledge and to highlight areas of further training.
4. Recognising that there is a normative role in supervision that includes upholding the standards of good professional practice, guiding and supporting supervisee's in addressing ethical issues, balancing the needs of supervisee and client and addressing issues of safety and right conduct.
5. Ensuring that any vulnerable adult, safety or child protection issues are being dealt with effectively.
6. Enabling new construing and understanding to emerge in the process of the work.

7. There may be a formal evaluative role where the therapist is in training or where it is required by the employing organisation.

5. Clinical Issues Particular to Constructivist Psychotherapy

1. Dealing with complex legal and ethical issues such as confidentiality, record keeping and child protection within a framework of collaborative & transparent working relationships.
2. The presentation of some clients exhibiting symptoms of mental ill-health or distress may be formulated quite differently by a Constructivist model than by a mainstream psychiatric or medical model.
3. The need to be responsive, creative and innovative to meet the client in their model of the world through the use of Constructivist therapeutic tools & understandings.
4. Active engagement with diversity in personal, family, social & cultural difference, as well as the impacts of racism & discrimination are foundational to Constructivist practice.

6. Ratios for Individual Supervision

1. Professional Obligations
 - a. Being able to recognise and act appropriately when the situation requires heightened duty of care towards vulnerable and / or unstable clients.
 - b. It is mandatory that recently qualified practitioners (less than three years in practice as a registrant) and **ALL** trainees working with clients are in professional supervision.
 - c. In the case of trainees, peer supervision is **always unacceptable**.
 - d. In the case of the recently qualified practitioner they should have regular professional supervision.
2. The principle governing supervision is that the ratio of supervision is commensurate with the clinical experience of the therapist and the complexity of the client group.
3. CEC recognises that the provision of supervision for Trainees & for qualified UKCP registered psychotherapists are very different undertakings. While some trainings offer Training Supervision within the course, some Training Supervision may take place independently. In all such circumstances it is required that the Supervisor be competent to provide a course report assessing the progress of the trainee, detailing clinical competence and development within an overall understanding of the training process.

For Supervision of Trainees the Supervisor should be either:

- a) UKCP-registered for a minimum of 5 Years, having completed a UKCP-SETS equivalent supervision course, and able to demonstrate current supervision of supervision arrangements.

Or:

b)UKCP-registered for a minimum of 8 years and able to demonstrate current supervision of supervision arrangements. For Supervision of Qualified Constructivist Psychotherapists, the Supervisor should be UKCP-registered for over 5 years and able to demonstrate current supervision of supervision arrangements.

Guidance ratios are as follows:

1. Trainee: 1 hour of supervision per 3 clinical hours. Generally supervision may be a higher ratio at the beginning of the training.
2. First year of practice post-qualification: 1 hour of supervision per 6 clinical hours with a minimum of one hour per month.
3. Years 2 & 3 of practice post-qualification: 1 hour of supervision per 15 clinical hours with a suggested minimum of one hour per month.
4. Year 4 of practice onward: 1 hour of supervision per 30 clinical hours with a suggested minimum of one hour monthly.
5. It is recognised that for experienced practitioners, the nature of the supervisory relationship and the purpose of supervision will evolve into a more consultative role that has a collegial quality. The frequency and amount of supervision would be decided in consultation with the supervisor. The decision will be based on the nature of the client group that the supervisee is working with and the number of clients they are seeing.

For all practitioners it is recognised that working with severely disturbed, traumatised or abused clients will require higher rates of supervision and may be as much as one hour per week.

Supervisors may advise additional supervision where they deem necessary. Failure on the part of the supervisee to heed such advice must be addressed in supervision.

7. Ratios for Group Supervision

Group supervision provides the therapist or trainee with invaluable opportunities for shared learning and support. For Trainees group supervision should be on a ratio of a minimum of 30 minutes of supervision per supervisee with a maximum group size of four. It is essential, however, that trainees have additional individual supervision.

8. Standards for Supervisors

1. The supervisor has undertaken UKCP training in psychotherapeutic supervision and/or is on the College or UKCP Register of supervisors.
2. The supervisor must have a recognised UKCP psychotherapy qualification.
3. The supervisor must work to the Code of Practice, and Complaints Procedure relevant to the Constructivist and Existential College and the service provider they are employed by.
4. Supervisors must have a suitable Professional Indemnity Insurance.

9. Responsibility to the Supervisee

1. The supervisor must make a contract with the supervisee incorporating into the contract a clear understanding of their clinical responsibilities many of which are covered in section 10 below.
2. If the supervisor is to have an evaluative role and be required to report on the supervisees work then this must be discussed in the initial contracting session.
3. Supervisors must be clear when contracting with supervisees, as to what action they would take if they were concerned about the supervisees work or capacity to practice.
4. Supervisors must verify that their supervisees are covered by Professional Indemnity Insurance.

10. Clinical Responsibility

1. The supervisor needs to be aware of the extent of their clinical responsibility in relationship to the agency that the supervisee works within. It is the supervisor's responsibility to make sure that the supervisee has clear lines of communication with the organisation or agency they work for and that adequate risk management & safeguarding procedures are in place.
2. The supervisor must be aware of both the limits of their own competence and those of their supervisee and be prepared to help the supervisee refer a client on appropriately. To this end, they would need to have a wide-ranging knowledge of referral possibilities and support their supervisee through any process of referral. Supervisors may need to recommend that the supervisee undertakes additional training. The supervisor also needs to be aware when more specialist supervision than they are able to give is indicated to meet the best interests of the client and supervisee.
3. Where the supervisee is working in independent practice, the supervisor must ensure that adequate provisions are in place and that the practice environment is suitable and relevant to the work. Furthermore, they must have a written record of the action plan and referral procedures that the supervisee holds to cover cases where a client's safety or health is at risk.
4. Supervisors are ethically responsible for ensuring best practice.
5. Supervisors are responsible for making sure to the best of their ability that they are aware of all of the clients the supervisee is currently working with.
6. Given the emotional demands that working with highly complex & severe cases can entail, the supervisor needs to be able to recognize signs of stress and 'burn-out'.
7. Supervisors need to be alert to the potential for the supervisee to construe the client's material unhelpfully within the psychotherapeutic relationship and know when this goes beyond the containment that can be given in supervision and must be taken to the appropriate forum for personal development and/or personal therapy.

11. The Supervisor's Responsibility to Self

Constructivist Supervisors must receive appropriate supervision of their own supervision from a supervisor who meets the criteria above.

Supervisors need to have appropriate continuing professional development plans to keep up to date with developments and research in the field of Constructivist psychotherapy and the broad arena of mental health.

CONSTRUCTIVIST and EXISTENTIAL COLLEGE

Grand Parenting ROUTE to ACCEPTANCE onto the UKCP DIRECTORY OF SUPERVISORS

1. Introduction

In this document the aim is to make clear the route by which already established supervisors can reach College recognition and entry to the UKCP Directory of Supervisors through the route known as Grandparenting (Accreditation of Prior Experience and Learning -APEL).

As with all the Training, Education and Practice Guidelines and Requirements of UKCP, these guidelines should be understood as forming part of the quality assurance and regulatory map of this College and its OMs. It is to be read in conjunction with the **UKCP Supervisors SETs** (UKCP Supervision (Adults) Document No. 1).

This document outlines the minimum guidelines and requirements framework for Constructivist Organisational Members to develop standards for the purpose of Grandparenting Supervisors to a CCP list for the UKCP Register of Supervisors of Psychotherapists and Trainee Practitioners working with adults. For the purposes of this document the term adult is understood to refer to any person who is 18 years and over in age.

Constructivist Supervisors of Practitioners with Children must refer to the specific UKCP Supervision SETs for Psychotherapy with Children in conjunction with this document.

In this context Grandparenting can be defined as the process of recognising the skills and knowledge of an individual who has not necessarily completed a UKCP accredited training programme in Supervision, but who nevertheless meets the minimum standards set by the Constructivist College, by virtue of their considerable proven, relevant, professional experience for a minimum of 5 years.

Grand-parented individuals will have trained and/or developed their expertise in the field of supervision before the introduction of the current standards for Supervision.

While the individual may have had minimal sustained formal training in this field, their long professional experience and continuing professional development will be such that they will have achieved equivalence to learning outcomes as stipulated in the document **UKCP Supervisors SETs** (UKCP Supervision (Adults) Document No. 1: Appendix E) and can evidence such equivalence.

The Grandparenting Route will be available for three years from the date of this document. **Applications will need to be submitted by 30th September 2016.**

Application for the UKCP Supervision Grandparenting Route must be made to an Organisational Member (OM) / College in the first instance. The standards described here are based on the existing requirements for competence of the UKCP standards framework for supervision work with psychotherapeutic practitioners working with adults.

Model for Registration:

1. UKCP Supervisor Recognition is achieved through College recognition (via the OMs) and the successful candidate being put forward by the College to be included in the UKCP Directory.

2. The list of accredited supervisors will be compiled from the information provided by each College.
3. The UKCP office will hold the centralised Directory of Supervisors arranged in modalities in order to provide information to enquirers. (It is expected that some psychotherapeutic practitioners may seek supervision from outside their own modality).
4. In order to stay on the Directory recognised supervisors will be required to apply for re-recognition at an interval of no longer than five years.

Individuals may lose their right to be included on the Directory as a result of a successful complaint being brought against them.

Definition of Supervision

1. Constructivist supervision is understood as a reflective process conducted within a formal working relationship in which a qualified or trainee psychotherapeutic practitioner presents client work to a designated supervisor, as a way of learning how to work more effectively & reflexively with clients.
2. The purpose is to ensure safe and competent practice through regular supervisory contact. To this end supervision should perform the functions of education, support, and evaluation against norms and standards of the profession and of society. This is the case irrespective of employment arrangements and applies both in private and public service.
3. Supervision can also contribute towards a gate-keeping process allowing the recognition of certain situations, e.g. burnout, where because of the supervisee's physical, mental or emotional state it is unsuitable for them to work with clients.
4. The principle governing supervision is that the ratio of supervision is commensurate with the clinical experience of the therapist and the complexity of the client group.
5. College guidance for suggested frequency and ratios of clinical work to supervision hours are as follows:
 - i. Trainee: Generally supervision will be at a higher ratio at the beginning of the training, e.g. 1 hour of supervision per 3 clinical hours, working towards a lower ratio as training progresses e.g. 1 hour of supervision per 6 clinical hours.
 - ii. First year of practice post-qualification: 1 hour of supervision per 8 clinical hours with a minimum of one hour per month.
 - iii. Years 2 & 3 of practice post-qualification: 1 hour of supervision per 15 clinical hours with a suggested minimum of one hour per month.
 - iv. Year 4 of practice onward: 1 hour of supervision per 30 clinical hours with a suggested minimum of one hour monthly.

3. ROUTES TO ENTRY TO THE DIRECTORY

3.1 There are two routes to registration as a Constructivist Supervisor:

a) Through the successful application to be considered under the Grandparenting Scheme for existing supervisors who may or may not have undertaken formal supervision training. This route will remain open for three years until **30th September 2016**

Applicants who have completed courses previously or who will have completed a course prior to the end of the grandparenting period and who meet all the grandparenting criteria should apply following the APEL/Grandparenting route and list the training on the application form.

b) Through successful completion of a College and/or UKCP recognised Supervisor Training Course or equivalent. This will require at least 3 years' experience of providing supervision using a Constructivist model, with a minimum of at least 10 hours per year, and not less than a total of 50 hours over the three years. See Appendices D and E for UKCP Supervisor Training Course SETS Requirements & Course Learning Outcomes

Application for entry onto the UKCP Directory of Supervisors via the Grandparenting Route

Introduction

The Constructivist & Existential College (CEC) recognises the importance of skilled supervision and consultation throughout professional life and the need for high level skills to carry out this work.

The term 'supervision' is used throughout this document to include supervision of clinical practice with clients and the consultation that supervisors undertake to reflect on and review their own practice. This does not imply a line management role, although agency context will sometimes determine that both roles are carried out concurrently. It is assumed that psychotherapists on the register will be able to supervise and consult to a range of professions and to constructivist psychotherapists in training as well as those who are qualified. All supervisors have a responsibility to be aware of the limits of their expertise and should not practice outside these limits.

The Grandparenting Route

The Grandparenting route is designed to enable CCP Registered Members who are currently practicing as supervisors and who have considerable experience of supervision and/or training in supervision, as well as maintaining their clinical practice and relevant CPD, to be included on the UKCP Directory of Supervisors.

This document sets out the process of applying for registration as a Constructivist Supervisor through the grandparenting process. Applications must be submitted and the process completed within three years of the date of publication of this document **1st October 2013**.

Application Requirements

1. Applicants must be members of a CEC Organisational Member and have either
 - a) a minimum of 5 years experience as a UKCP registered psychotherapeutic practitioner and have completed a Supervision training

or:

b) a minimum of 8 years experience as a UKCP Registered psychotherapeutic practitioner if no relevant training has been undertaken.

2. You must have completed at least 3 years experience of post-registration work as a supervisor or 50 hours of formal supervision given (50% or more of this should normally be one to one supervision). These three years form part of the 5 or 8 years outlines in the above criteria.
3. You must be in supervision for the practice of your supervision (separate from client case supervision and not including peer supervision.)
4. You must satisfy the CPD requirement of your OM in relation to supervision.
5. You must have insurance cover for the activity of supervision.

Process for making an Application

1. Complete the Grandparenting Application Form including the Applicant Declaration and the Supervision of Supervision Declaration, attached here, and submit this to your Organisational Member Administration Office.
2. Your OM will scrutinise your application against the criteria and recommend either:
 - a) that you have provided sufficient and suitable evidence that you fulfill the criteria and are therefore eligible to be entered onto the Directory
 - b) that you have not yet provided sufficient or suitable evidence that you fulfill the criteria and make recommendations about what further evidence you need to submit.
3. Having been accepted that you meet the criteria your OM will advise the College and UKCP accordingly and your details will be submitted to the Directory held centrally by UKCP

APPENDIX A (UKCP Supervision Policy March 2012 p. 1)

UKCP Supervision Statement:

Supervision is understood as a reflective and evaluative process conducted within an articulated working relationship between a qualified or trainee psychotherapeutic practitioner and an appropriately knowledgeable supervisor. (*Appropriately knowledgeable' to be defined by College or Member Organisation in their written Supervision Statements/policies.*)

UKCP's position on Supervision is that all members (both student and full) should be able, in principle, to provide informed documentation as set out by their College or Organisational Member, which demonstrates and supports the way that they are participating in supervision at any given time. (*This requirement is not intended to be overly prescriptive. Documentation may take many forms – for example, a reflective journal; clinical notes; video or audio tapes; supervision reports. What is required is that the practitioner is able to demonstrate and articulate the ways in which they monitor their own practice, and seek appropriate support and guidance in their practice from others*)

The purposes of supervision are:

- 1) To underpin and promote reflective and informed practice (for example, by making transparent the contract for, and mode of, work, and the assumptions that it embodies)
- 2) As a result, to underpin and support best practice in a way that is beneficial to both practitioners and service-users.

It is not the intention of this document to be prescriptive about the many ways in which effective supervision can be utilised and provided. Supervision can traditionally take a number of easily identifiable formats: in groups; on a one-to-one basis; by telephone; by internet; in writing, verbally or by videotape and so on).

Colleges and Organisational Members should feel able to explore and develop their own models of supervision. Minimum requirements are:

1. Each College will take responsibility for ensuring that it has an easily accessible and transparent Supervision Statement, which sets out clearly and unambiguously what the requirements for Supervision are for any practitioner belonging to that College.
2. That Organisational Members who wish to implement their own Supervision Policies are able to do so in accordance with College Supervision Statements.
3. That the requirements of the Supervision Statement, whether at College or Organisational Member level, are being implemented and that every individual practitioner is able to provide documentation to demonstrate this.

Collegiate Supervision Statements should cover the following:

i) Supervision requirements for students and trainees.

UKCP expects supervision requirements for students and trainees to be more detailed and prescriptive than supervision for qualified practitioners.

Comprehensive guidelines exist within the Standards for Education and Training (SETs) for students/trainees who are training to work with adults, families and/or children.

Collegiate Supervision Statements should clearly articulate and signpost supervision requirements for students and trainees.

Collegiate Supervision Statements should offer a clear view about who is appropriately experienced and qualified to offer supervision to trainees, taking into account the above points.

ii) **Supervision requirements for qualified psychotherapists**

Collegiate Supervision Statements should articulate clearly the requirements for ongoing post-qualification professional supervision, within the guidelines set out above.

Statements should signpost practitioners to the relevant guidelines within their College or Member Organisation.

Statements should make clear and specify what records/documentation of supervision should be kept, on an ongoing basis, by individual practitioners.

Statements should make clear and specify what documentation/evidence is required for re-accreditation purposes.

Statements should specify how practitioners are expected to show that they meet their OM's Diversity and Equality Policy.

Practitioners who are direct registrants will be expected to use Collegiate Statements to show how their practice meets the above requirements.

APPENDIX B (UKCP Supervision Policy March 2012 pp 3 – 4)

Guidelines on Grandparenting to Supervisor Status

Collegiate Grandparenting to Supervision Status Statements should clearly articulate and signpost requirements for practising supervisors to gain registered status through this process.

Grandparenting routes should be robust and tally with training standards (see iv) and supervision standards (see i). Applicants must demonstrate that they, through previous training and experience, meet these standards.

iv) Guidelines on Training Standards for Courses offering trainings in Supervision.

Where Colleges have Organisational Members that provide training routes for those wishing to practice as Supervisors, Supervision Statements should refer to the appropriate training guidelines and grandparenting routes offered by individual Member Organisations.

Training guidelines and grandparenting routes should distinguish between trainings for supervisors who wish to work with students in training, and trainings for supervisors who wish to work with qualified practitioners.

Training guidelines and grandparenting routes should include clear policies on Diversity, Equality and Social Responsibility and should be able to demonstrate how they promote access to training and practice.

Colleges are expected to serve a gatekeeping function in terms of determining which trainings meet the criteria set out by its Collegiate Supervision Statement.

Colleges who wish to be able to put forward names to go on a central UKCP Supervision Register (see below) must be able to demonstrate to the ETPC and CFC that their standards of education and training for supervisors meet the standards required by the Registrar.

Colleges may choose to use UKCP's generic SETs for supervision trainings for this purpose. These trainings will automatically meet the criteria for inclusion of graduates on a central UKCP supervision register.

However, UKCP acknowledges that there are some Colleges who may wish to develop their own modality-specific SETs for trainings in supervision that they consider to meet the requirements of their Collegiate Supervision Statements. In this situation, the College and Faculties Committee (CFC) and the Education, Training and Practice Committee (ETPC) will provide support and guidance in this respect, where required; trainings that do not use the generic supervision SETs must be submitted to a panel consisting of the CFC, ETPC and two College Chairs (one of whom may be the Chair of the College submitting SETs) for formal validation.

For new supervision trainings, Organisational Members are required to submit trainings to their College for validation.

All validated trainings will be subject to the usual quinquennial review process.

APPENDIX C UKCP Supervision Policy March 2012, pp 7-8

Generic Guidelines and Requirements for Colleges on Standards of Education and Training (SET) for UKCP Accredited Supervision Trainings for Adult Client Work

1. Introduction

1.1 UKCP historically has agreed **principles** on which to base its **Training Standards** and **policies** to **regulate** them across all psychotherapeutic modalities. These principles and policies concern the Council's Education, Training & Practice Committee, the Colleges' Training Standards Committees and Accreditation Committees, and the individual Training Organisations that devise and run psychotherapy and psychotherapeutic counselling training courses leading to registration with the Council.

1.2 Basic Training Standards were established in 1993 and published as '**Training Requirements of UKCP**'. A Regulatory Framework to integrate the Training Standards with Training Outcomes was agreed in 2001 and published as **UKCP Training Standards: Policy and Principles**. (An update version is currently being created entitled **UKCP Standards of Education and Training: Policy and Principles**. This SETs update will have completed passage to adoption by UKCP before the adoption of the UKCP Supervision Policy and Principles.

1.3 This document aims to make clear the route by which qualified and experienced practitioners can reach College accreditation and formal registration as a **UKCP Supervisor** for adult client work through the **Training Route**.

1.4 UKCP Colleges are required to produce an Education and Training Standards document outlining the Modality / College requirements for all their UKCP MOs offering training in supervision. All such courses shall have the requirement of UKCP Registration as a psychotherapeutic practitioner.

1.5 Purpose: The primary purpose of supervision is to enhance the professional development of the supervisee so as to ensure the best

possible psychotherapeutic practice for their client. To this end supervision should perform the functions of education, support, and evaluation against the norms and standards of the profession and of society. This is the case irrespective of employment arrangements and applies both in private and public service.

1.6 Supervision often can also contribute towards a gate-keeping process that allows for the recognition of certain situations, e.g. burnout, (where because of the supervisee's physical, mental, or emotional state it is unsuitable for them to work with clients); lack of clinical capacity to deal with the client's issues, etc.

1.7 This document takes the view that **the supervision of clinical practice with clients whether by a psychotherapeutic counsellor or a psychotherapist requires similar levels of attention to the nature and standards of supervision**. Such an approach is seen as being in line with the principles of protection of the public interest and of safeguarding the client.

1.8 For the purpose of this document the term psychotherapeutic practitioner throughout will refer to both psychotherapists and psychotherapeutic counsellors.

1.9 The development of these standards is essential for Colleges where their Organisational Members (OMs) wish to run supervision training courses and put forward accredited supervisors to be placed on the UKCP Register of Supervisors for Adult Psychotherapy and Adult Psychotherapeutic Counselling or where the Organisational Member (OM) is an accrediting organisation solely for the purpose of putting suitably qualified practitioners to the register of supervisors.

1.10 The development of these standards establishes the **requirement for Colleges to work towards the inclusion of MO Supervision Training Courses in College course approval and quinquennial review processes** where the course and / or accreditation processes of the MO is intended to put forward accredited supervisors to the UKCP Register of Supervisors.

1.11 *Please see the list at the end of this document for the correct titles of other UKCP documents relating to minimum generic guidelines and requirements for education and training standards of supervision and routes to supervisor accreditation, including specific documents relating to working with children.*

APPENDIX D UKCP SUPERVISION POLICY pp 11-13

2. Course Requirements – UKCP Supervision SETs (Adults)

2.1 All training courses must publish:

- 1 Selection criteria
2. Selection procedures
- 3 Selection Appeals procedures
- 4 APL and APEL procedures
- 5 Codes of Ethics for trainers, supervisors, supervisor trainees
- 6 Codes of Conduct and Practice for trainers, supervisors and supervisor trainees
- 7 Diversity and Equality Policy and Procedures, *including addressing these issues in the curriculum specifically*
- 8 A Curriculum and course Learning Outcomes
- 9 Written and practical course requirements
- 10 Assessment procedures and assessment appeals procedures
- 11 Staff / trainers appointment procedures
- 12 Staff / trainers names, relevant qualifications and relevant professional memberships

2.2 All training courses must:

- a) Where the course is intended to train appropriately qualified practitioners to supervise work with children as well as adults – the training programme must include all those additional elements as specified in the current Guidelines for Supervisors published by the UKCP Psychotherapy with Children Committee (PwCC);
- b) Contain both theoretical teaching and supervised supervision as components required to achieve the competences of a supervisor;
- c) Reflect responsibility for transparency and accountability as relevant and important in the training and in the practice of supervision;
- d) Cover more than one theoretical model of supervision
- e) Include at least one form of assessment of work with a supervisee and one piece of written work exploring the theory and practice of supervision;
- f) Include production / presentation of a short written model of their Supervision Framework including style, approach and understanding of supervision and reflection on practice (we recommend that this should be no more than 1.5 to 2 sides of A4 typed);

2.3 The procedures, policies and requirements of the supervision training course should satisfy the minimum requirements and guidelines set out in this and allied documents relating to registration as a UKCP Supervisor of Psychotherapeutic Counsellors and/or a UKCP Supervisor of Psychotherapists.

2.4 Identify and specify the personal and professional qualities, background and previous experience that make candidates suitable for training in the profession of psychotherapeutic supervisor.

2.5 All requirements, policy, procedures and practice must demonstrate adherence, content and positive intent to diversity and equality best practice.

2.6 Minimum Compulsory Entry Requirements to Training:

2.6.1 Relevant UKCP professional qualification or UKCP recognised professional equivalent.

2.6.2 UKCP Registrant of good standing or UKCP recognised professional equivalent.

2.6.3 At least 5 years' experience of work with clients as a psychotherapeutic practitioner or the equivalent of approximately 1,600 hours, which means an average of 8 clients over 5 years for those working with clients long-term.

2.6.4 At least **three years of this experience must be post-registration** as a UKCP Psychotherapist, Psychotherapeutic Counsellor or UKCP recognised professional equivalent.

2.6.5 Multiple Registration:

a. Where Supervisors wish to be registered to supervise practitioners working with children and adults they must fulfil the requirements set out in the current UKCP supervision documents that relate to **each** client group.

b. Where Supervisors wish to be registered to supervise practitioners from both the Psychotherapeutic Counselling and Psychotherapy Registers they must have an equivalence of qualification or reasonably wide experience of the work and contexts of the professional group being supervised.

APPENDIX E UKCP Supervision Policy pp 14- 15

Learning Outcomes (recommended for training course routes leading to registration as a UKCP Supervisor):

3.6.1 Demonstrates an ability to foster an open, trusting working alliance with supervisees in which the supervisee is confident to reveal the difficulties and challenges within his/her work.

3.6.2 Is able to demonstrate fulfilment of the following aspects of the supervision role:

a. **Supportive** – providing affirmation of good practice, collegueship in assisting the supervisee in handling the difficulties and challenges encountered in their practice.

b. **Educative** – using coaching skills, or aspects of mentoring to enlarge the supervisee's theoretical knowledge and to highlight areas for further training.

c. **Normative** – upholding standards, values and principles of good professional practice, guiding and supporting supervisee in addressing ethical issues, balancing needs of supervisee and client, addressing issues of safety and appropriate conduct.

3.6.3 Demonstrates ability to match the style of the supervision to the experience and individual needs of the supervisee, with a particular emphasis on demonstrating understanding and capability to work with diversity and equality considerations and issues.

3.6.4 Is able to work with different ways of evidencing the supervisee's practice according to OM and college specific methodologies, such as CD-Rom, audio or video tapes, transcripts, 'live' supervision etc., and to request these as appropriate, with due regard to equalities considerations.

3.6.5 Shows an ability to recognise specific abilities as well as limits of the supervisee, these may be socio-cultural, temperamental, physical or exist within the context of the supervisee's life.

3.6.6 Demonstrates an ability to work with differences in relation to supervisees and show a similar awareness and capability within their own understanding.

3.6.7 Demonstrates an ability to understand and critique work from the standpoint of the client, the therapist and the supervisor. Recognise and be able to work with the parallel systems, processes and transference or

similar processes among these and the environment as applicable to the modality approach(es) to supervision.

3.6.8 Demonstrates an understanding of why and how supervision requires knowledge, experience and skills *in addition to* those required by a qualified psychotherapeutic practitioner.

3.6.9 Demonstrates an ability to understand the principles, values and ethical issues particular to the practices of psychotherapy and psychotherapeutic counselling which need to be understood, communicated and adhered to.

3.6.10 Reflects responsibility for transparency and accountability as relevant and important in the training and in the practice of supervision.

UKCP Acknowledgement: Please note these guidelines are the culmination of work done by several organisations and individuals within and outwith the UKCP over a number of years across several modalities. All the contributors known and unknown, are thanked for their thoughts, ideas, efforts and contributions.

Documents

Training Standard of UKCP - 1993

UKCP Training Standards: Policy and Principles – 2001

Psychotherapy with Children; UKCP Guidelines for Training -2003

Psychotherapy with Children; Principles, Aims and Guidelines for Training -2007

UKCP Standards of Education and Training: policy and Principles—(being created)

DOCUMENT HISTORY			
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05/07/13	Documentation agreed by Phillipa Whittick at ETPC Meeting		Final Agreed Version