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Professional Supervision: Guidelines for Practice for Educational Psychologists

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Foreword

Supervision is central to the delivery of high quality psychological services. Good supervision supports professionally competent practice and ensures that legal and ethical responsibilities to clients are met. The experience of good supervision is invaluable, yet is not always experienced. Of great concern is that in times of change, when support is most necessary, supervision may be regarded as a luxury and minimised due to economic and time demands (putting workers and clients at risk).

The Supervision Working Group was convened by the DECP committee in response to requests from a range of stakeholders for professional practice guidance and clarification of the skills and competencies necessary for successful supervision. The remit of the working group was to consider the range of supervisory structures and arrangements that educational psychologists may be involved with and include supervision of:

- Trainee educational psychologists;
- Qualified educational psychologists;
- Supervision by educational psychologists of other professional groups.

We began initial planning in January 2009, sourcing literature and guidance about supervision. We were keen to ensure that there was comprehensive representation on the working group and were privileged to work with colleagues from across the profession, who contributed their valuable time, knowledge and experience. Meetings took place during 2009 and the early part of 2010 and these were stimulating yet challenging, involving deliberation about key questions and dilemmas and drawing on information and views collected from a national survey. The wide representation meant that there were broad debates, yet a clear consensus emerged. This guidance is a testament to the focus and energy of everyone involved and we wish to thank all those who contributed in various ways to the production of these guidelines.

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Dr Jane Leadbetter, University of Birmingham.

1. Introduction

Good supervision has an important role in assuring quality standards of service delivery and supporting service development. It should address both the well-being and professional development of the supervisee but also attend to outcomes for children, young people and their families. This document has been produced as a result of recognition of the changing contexts in which educational psychologists (EPs) work and the development of the profession of educational psychology. The majority of educational psychologists working in the United Kingdom (UK) are employed within Local Authorities but there are increasing numbers working within health, privately or for smaller, diverse organisations. Changes in organisational structures within Local Authorities have resulted in some EPs being supervised by more than one manager, and sometimes by people from other professional backgrounds. Also, increasingly EPs are supervising other professionals who come from a range of backgrounds other than educational psychology. Hence it is important that the role of supervision is given due attention and tools to develop and support good practice are available.

It is recognised that other bodies exist that provide guidance, codes of conduct and requirements for supervision and this guidance document does not intend to give definitive advice on policy or conduct. Rather, it provides contextualised guidance aimed at helping EPs, at whatever stage of their professional careers, in whatever role they find themselves. The Working Group, set up by the British Psychological Society (BPS) Division of Educational and Child Psychology (DECP) comprised a wide range of representatives including the Association of Educational Psychologists (AEP). A full list of members and the organisations or groups they represent is given in Appendix 8.

In 2009 there was an important change for the profession in that the Health Professions Council (HPC) became the regulatory body for all psychologists practising in the UK. Hence this document has due regard to the requirements on supervision, from the HPC. Within the HPC *Standards of proficiency* document, Section 2c relates to the *Critical evaluation of the impact of, or response to, the registrant's actions*. Further, Section 2c.2 notes registrant practitioner psychologists must: be able to audit, reflect on and review practice. As part of this section, one point notes the need to understand models of supervision and their contribution to practice. In a separate document issued by the HPC, *Standards of conduct, performance and ethics*, one of the duties of a registrant is noted (Section 8) as follows: *You must effectively supervise tasks you have asked other people to carry out*. This requirement relates to line management supervision, but the detail mentions issues of competence, knowledge and skills.

This current document will, therefore, be of interest to all practising EPs, employers, managers within Local Authorities, the BPS/DECP, the AEP, the HPC and EPs in independent practice. The document gives guidance on a range of topics pertinent to supervision and the supervisory relationship and includes a comprehensive analysis of the competencies required for supervision, which can serve as a development, training or management tool.

It is important that this document is read with due regard to other relevant documents such as the BPS *Code of Ethics and Conduct*, the BPS *Generic Professional Practice Guidelines*, the BPS *Child Protection Portfolio* and also the DECP *Professional Practice Guidelines*, all of which are accessible via the BPS website.

2. Context

All EPs, at whatever stage of their career and in all work contexts, should engage in professional supervision. The term professional supervision (rather than clinical supervision, developmental supervision or practice supervision) is preferred and is used throughout this document. It is recognised that in addition to professional supervision of generic practice, some individuals need more specialist supervision for aspects of their role. This issue is discussed in more detail in Section 4.

It is important to recognise and identify that line management supervision and professional supervision exist within the working lives of EPs and that these are different in very important ways. There is, therefore, a conceptual need to separate the functions and tasks of line management and professional supervision, with an acknowledgement that an individual may hold both roles at the same time. However, these may also be held by different individuals within a range of structures in place within organisations. The table below shows some possible arrangements.

	Line Manager	Professional supervisor
Option 1	EP1	EP2
Option 2	EP1	EP1
Option 3	Non-EP	EP

Line management supervision and structures are determined by employing organisations and will include:

- appraisal;
- monitoring of performance;
- operational issues;
- quality assurance; and
- evaluation of outcomes.

This form of supervision is necessary to comply with governance requirements and accountability.

Professional supervision is concerned with all other aspects of an EP's work. The overall focus is on the personal and professional development of the individual. It is possible that in many organisations, the functions of these two types of supervision are not differentiated. For example, in the documents published by the Children's Workforce Development Council (CWDC) entitled *Providing Effective Supervision* (2007) and *Inspiring practice. A guide to developing an integrated approach to supervision in Children's Trusts* (2010), they are combined. However, in planning the current document, it was agreed that there is a need to provide guidance and competency statements in relation to professional supervision rather than line

management supervision. In Appendix 5, case examples have been included where both types of supervision may be necessary and it is hoped that these serve to exemplify the differences between line management and professional supervision and provide useful stimuli for discussion.

Supervision should be provided by someone who is able to give a high quality, developmental experience. The format, frequency and duration of supervision should be negotiated and reviewed by the supervisors and supervisees to ensure that identified needs are met. For each arrangement it is important that contracts are drawn up at the onset, agendas are agreed and parameters, roles and functions are clarified and agreed. These are covered in later sections of this document.

3. Definitions and models of supervision

There are a range of definitions of supervision available from professional bodies and organisations, individual Educational Psychology Services and from well-established writers and researchers. Many consider supervision to be a psychological process that enables a focus on personal and professional development and that offers a confidential and reflective space for the EP to consider their work and their responses to it. Similarly underpinning models and frameworks are available and have been devised to help plan and structure supervision. Most policy documents make reference to:

- The role and function of supervision;
- The aims of supervision;
- Ethical and professional issues;
- The models to be used;
- Links to line management and performance management; and
- Links to continuing professional development and training.

There are a range of models of supervision in use within Educational Psychology Services and on training programmes for EPs. The most common are, Hawkins and Shohet's process model (2007) which outlines three main functions of supervision: managerial, educative and supportive. More comprehensively, Scaife's General Supervisory Framework (GSF; 2001) considers the focus of supervision, the medium of supervision and the supervisor role and behaviour.

Although the most common approach to supervision is to provide individual one-to-one supervision, there are EPs who have access to group supervision and peer supervision who report their usefulness.

Finally, if a supervisee is undertaking a specific type of work, then a particular type of supervision may be employed. Hence within some supervision sessions, a solution-focussed or psycho-dynamic approach might be used.

4. Supervision of Educational Psychologists' work

This section, in line with the whole document, relates to professional supervision as distinct from line management supervision. Hence this refers to supervision provided by other EPs. Where line management supervision is provided by another professional group, then the parameters, accountabilities and agenda should be clear and agreed at the start of the process. The principles of good practice, in terms of respect, confidentiality and professionalism should be followed at all times.

Professional supervision may be generic, specialist or a mixture of both. The possibilities are conceptualised and represented below.

Supervision Competencie



There are general supervisory skills (core competence), which should be expected in all supervisory relationships, as noted above, including respect, listening skills, understanding of professional and ethical issues and confidentiality and these serve as a basis upon which to build. Secondly there are supervisory skills relating to professional supervision that pertain to the work of an EP (profession specific competence). These include a wide range of aspects that are detailed later in this document under the competencies framework. The main headings are: training, values, context, knowledge, skills and evaluation.

The third section of the diagram relates to specialist supervision (specialist/therapeutic competence). This covers supervision that may be requested to cover work in a specific area or using a particular approach. Supervision of this type of work embraces all the skills mentioned above. However, it will also involve specialist knowledge, competence and experience on the part of the supervisor. Hence if an EP were using a specific technique, such as Cognitive Behaviour Therapy (CBT), managing organisational change or Video Interaction Guidance (VIG), they should access specialist supervision. It is important that EPs have access to specialist supervision and this may need to be negotiated, commissioned or bought in from specialist sources. In such cases the supervision should be provided by someone with the requisite competencies who also has a current knowledge of the role and working context of the Educational Psychologist, but who may or may not be an EP.

Professional supervision should be structured and provided by a competent supervisor with requisite qualifications and experience. The competencies framework in this document can be used to promote development of supervisory skills. Professional development needs can be explored in relation to all aspects of the work of EPs through supervision, both for the supervisor and the supervisee and this should inform any plans for action that may need to be pursued through separate line-management supervision.

5. Supervision provided by Educational Psychologists

(a) Supervision of other EPs

Where EPs are supervising the work of other EPs they may be drawing on a range of competencies depicted in the diagram shown earlier. Throughout, core and profession specific competencies will be required but it may be that individual EPs have developed specialist competence, depending on their knowledge, training and experience. However, it may be appropriate for supervision of a specialist area of work to be delegated to another professional with specialist competence in the field.

(b) Supervision of Trainee Educational Psychologists (TEPs)

Within three year initial professional training doctorates for EPs, TEPs spend 300 days on placements within Local Authorities. It is vital that in addition to the supervision provided by their university tutors, the TEPs receive high-quality professional supervision from a suitably competent EP acting as nominated lead supervisor. Hence EP Services need to ensure that they have enough EPs who are trained and supported to be supervisors, have time allocated to undertake the role and receive suitable recognition.

EPs that are supervising the work of TEPs will require a range of core and profession specific competencies. Requirements are detailed within the DECP Training Committee *Criteria for the accreditation of three-year training programmes for educational psychology in England, Northern Ireland and Wales* (September 2007, p.18) as follows:

10.8 Clear written guidelines for supervision should be made available to supervisors. Regular workshops on skills in supervision and other teaching events for supervisors should be organised by the programme to enable a high standard of supervision. Supervisors should attend supervisors' meetings and teaching events.

10.9 Each trainee educational psychologist should be supervised by a lead nominated supervisor. Trainee educational psychologists may benefit from supervision by more than one person, provided that the supervisory arrangements, roles and responsibilities are clearly defined.

10.10 The lead supervisor of a trainee educational psychologist shall normally be an educational psychologist who has at least three years' experience as a qualified educational psychologist, and is eligible for registration as a Chartered Educational Psychologist.

10.11 Supervision can take many different forms. The lead placement supervisor should provide regular, formally protected supervision time. The equivalent of 30 minutes per day on placement should be provided as a minimum. Where the supervisor meets the trainee educational psychologist on a one-to-one basis, formal notes of the meeting should be kept.

(c) Supervision of other professionals

In addition to supervising other EPs in their organisations, EPs are frequently commissioned to supervise other professionals working within Local Authorities such as staff from Portage Services, Children's Centres, and Health Service workers. In order to protect themselves and to ensure they provide high quality supervision, it is important that EPs ensure they have acquired core competencies in supervision. It is also important that EPs are cognisant of and adhere to the Codes of Professional Ethics and Conduct which pertain to them. The competencies framework provides a tool for checking and developing competencies in supervision.

Where an EP supervises a person from another profession, it is vital that key lines of accountability in decision-making are clearly agreed and recorded. It is crucial that there is clarity with regard to liability, legal and case responsibility that normally remains within line management structures.

Multi-disciplinary and multi-agency supervision is a growing area and one which offers many opportunities for EPs to develop and enhance their supervisory skills. Facilitation skills and problem-solving skills are key to helping individuals from different professional backgrounds enhance their practices and work in reflective ways.

6. Practicalities

Supervision, whether individual, group or peer supervision, focussed upon general, professional or specialist areas needs to be set up in a careful and planned manner. For each supervisory relationship the roles and responsibilities should be agreed between the supervisor and supervisee. It can be useful to draw up a contract listing these and agreeing methods for setting agendas and agreeing the focus of meetings. Record keeping and confidentiality measures also need to be agreed at the start of the relationship. Where there is the possibility for confusion (e.g. when the same people are involved in a professional supervisory relationship and hold line-management responsibility), then the contract needs to be clarified and boundaries discussed and agreed. In order to do this, it is important to establish the range of issues to be brought to supervision, to address which areas of work will not be brought and the methods used to explore them.

Negotiation and protection of a safe, private space, agreement of timings and other organisational issues should be clarified. This should include how sessions will be structured and reviewed.

(a) Supervision contracts

Roles and responsibilities should be established during the negotiation of the supervision contract. More detailed information about the contracting process can be found in Appendix 3. If the line manager is a different person from the professional supervisor, then particular attention needs to be paid, at the contracting stage, to the relationship between the two types of supervision and the information exchange between the two processes. It is important for all participants to be clear about the nature and purpose of the supervision and also to agree details about the relationship between the supervision pair/group and other 'stakeholders'. Furthermore, there is a need to clarify what is and is not going to be addressed in this supervisory relationship and ensure that there is agreement about accountabilities and the boundaries of confidentiality. Finally, at the outset there should be consideration of how any differences and difficulties in the relationship will be addressed should they arise (e.g. who might be involved to help in addressing any difficulties, and at what point?)

(b) Record keeping

A record keeping system will need to be established at the start and terms agreed (i.e. what records are for, who will see them, where will they be stored and for how long?). Records need to be fit for purpose. Records for TEPs may need to be more detailed or include specific elements and specific recording systems will be required for more specialist approaches (e.g. video recording for VIG supervision). In Appendix 4 there is an example of a general record keeping format that can be adapted for use. There is also an example of a record keeping format using the Seven-Eyed Model of Supervision developed by Hawkins and Shohet (2007, p.80).

7. Supervision competencies

Epstein and Hundert (2002) argue that the development of professional competence involves ‘the habitual and judicious use of communication, knowledge, technical skills, clinical reasoning, emotions, values and reflection in daily practice for the benefit of the individual and community served’ (p.226). For EPs, the ability to give and receive supervision is a core professional competence, yet one that is often neglected. This framework was developed to support reflection and appraisal of supervisory competence and to assist identification of individual professional development needs. It is based on the core principle that from the start of professional training, there is an ethical responsibility for all individuals to acquire competence in supervision.

Supervision takes place within a social context and may take many forms (e.g. individual, peer or group). The main focus of this document relates to supervisor competencies in individual supervision, though many of the principles can be extended to other supervisory arrangements. Definition of terms used can be found in the Glossary in Appendix 2.

The competencies framework was developed by members of the working group and was influenced by a paper by Falender et al. (2004) that provided a useful structure within which to locate the competency statements that had been generated. The framework can be used as a tool for self-assessment, and to support reflection on the development of professional supervisory skills. This process can be supported by feedback from supervisees, colleagues and others and through self-reflection, to provide evidence of specific competencies. In addition, requesting information about areas for improvement will help judgements about training and professional developments needs.

Appendix 1: Supervision Competencies Framework

1. Training

Supervisor demonstrates competence by:	<i>Training need identified?</i>		<i>Competent</i>
1.1 Actively seeking new experiences	<i>Yes</i> <input type="checkbox"/>	<i>No</i> <input type="checkbox"/>	<input type="checkbox"/>
1.2 Seeking supervision of own supervision practice	<i>Yes</i> <input type="checkbox"/>	<i>No</i> <input type="checkbox"/>	<input type="checkbox"/>
1.3 Seeking to extend knowledge, skills and understanding of supervisory practice	<i>Yes</i> <input type="checkbox"/>	<i>No</i> <input type="checkbox"/>	<input type="checkbox"/>
1.4 Participating in relevant training courses	<i>Yes</i> <input type="checkbox"/>	<i>No</i> <input type="checkbox"/>	<input type="checkbox"/>
1.5 Identifying limitations in knowledge and experience and taking action where appropriate	<i>Yes</i> <input type="checkbox"/>	<i>No</i> <input type="checkbox"/>	<input type="checkbox"/>

2. Values

Supervisor demonstrates competence by:		Training need identified?		Competent
2.1	Creating a safe and trusting forum for discussion and recognising potential power imbalances	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>
2.2	Modelling and facilitating good and ethical practice (e.g. in relation to diversity)	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>
2.3	Ensuring supervisory dilemmas are explicitly informed by the BPS <i>Code of Ethics and Conduct</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>
2.4	Being willing to expose vulnerabilities, discuss mistakes and take risks	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>
2.5	Being flexible in considering a variety of interventions in applying psychology to practice	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>
2.6	Being committed to personal and professional growth	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>
2.7	Maintaining a balance between support and challenge	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>
2.8	Being open to learning about new supervisee experiences and situations	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>
2.9	Encouraging and fostering a constructive ethos	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>
2.10	Valuing difference and diversity	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>

3. Context

Supervisor demonstrates competence by:	Training need identified?		Competent
	Yes	No	
3.1 Drawing up a contract at start of supervision	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>
3.2 Engaging in reflective, reciprocal, balanced communication)	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>
3.3 Clarifying lines of accountability and relationship between line management and supervision	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>
3.4 Agreeing information that should be brought to supervision by both parties at the outset (e.g. client outcome information, service user feedback, etc.)	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>
3.5 Ensuring that adequate records of supervision are kept by both supervisor and supervisee	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>
3.6 Defining boundaries and dual-relationships	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>
3.7 Responding appropriately to ethical and legal issues (e.g. safeguarding, discrimination, domestic violence, bullying)	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>
3.8 Responding appropriately to the developmental stage of the supervisee and the supervisory relationship	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>
3.9 Being reliable	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>
3.10 Acknowledging and adapting appropriately to the supervision context	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>
3.11 Discussing supervision issues in the wider socio-political context	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>
3.12 Presenting the position and views of stakeholders to broaden the perceptions of the supervisee	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="checkbox"/>

4. Knowledge

Supervisor demonstrates competence by:		<i>Training need identified?</i>		<i>Competent</i>
4.1	Knowing about models, theories, modalities and research on supervision	<i>Yes</i> <input type="checkbox"/>	<i>No</i> <input type="checkbox"/>	<input type="checkbox"/>
4.2	Knowing about ethical and legal issues relevant to supervision	<i>Yes</i> <input type="checkbox"/>	<i>No</i> <input type="checkbox"/>	<input type="checkbox"/>
4.3	Knowing about evaluation of process and outcomes of supervision	<i>Yes</i> <input type="checkbox"/>	<i>No</i> <input type="checkbox"/>	<input type="checkbox"/>
4.4	Knowing about evaluation of process and outcomes for children and their families	<i>Yes</i> <input type="checkbox"/>	<i>No</i> <input type="checkbox"/>	<input type="checkbox"/>
4.5	Actively seeking to extend knowledge	<i>Yes</i> <input type="checkbox"/>	<i>No</i> <input type="checkbox"/>	<input type="checkbox"/>
4.6	Applying a range of psychological theories and frameworks to issues presented	<i>Yes</i> <input type="checkbox"/>	<i>No</i> <input type="checkbox"/>	<input type="checkbox"/>
4.7	Knowing about a variety of interventions	<i>Yes</i> <input type="checkbox"/>	<i>No</i> <input type="checkbox"/>	<input type="checkbox"/>
4.8	Knowing about how to progress if supervisee competency or ethical issues arise	<i>Yes</i> <input type="checkbox"/>	<i>No</i> <input type="checkbox"/>	<input type="checkbox"/>
4.9	Knowing and using appropriate models of supervision	<i>Yes</i> <input type="checkbox"/>	<i>No</i> <input type="checkbox"/>	<input type="checkbox"/>

5. Skills

Supervisor demonstrates competence by:	<i>Training need identified?</i>		<i>Competent</i>
5.1 Structuring supervision	<i>Yes</i> <input type="checkbox"/>	<i>No</i> <input type="checkbox"/>	<input type="checkbox"/>
5.2 Providing accurate and constructive feedback	<i>Yes</i> <input type="checkbox"/>	<i>No</i> <input type="checkbox"/>	<input type="checkbox"/>
5.3 Setting up and maintaining a constructive supervisory alliance	<i>Yes</i> <input type="checkbox"/>	<i>No</i> <input type="checkbox"/>	<input type="checkbox"/>
5.4 Being sensitive to the tensions around multiple roles	<i>Yes</i> <input type="checkbox"/>	<i>No</i> <input type="checkbox"/>	<input type="checkbox"/>
5.5 Balancing multiple roles	<i>Yes</i> <input type="checkbox"/>	<i>No</i> <input type="checkbox"/>	<input type="checkbox"/>
5.6 Developing and maintaining critical mind-sets in order to assist the supervisee to work in a reflective way	<i>Yes</i> <input type="checkbox"/>	<i>No</i> <input type="checkbox"/>	<input type="checkbox"/>
5.7 Managing boundaries and dual-relationships	<i>Yes</i> <input type="checkbox"/>	<i>No</i> <input type="checkbox"/>	<input type="checkbox"/>
5.8 Agreeing learning needs and professional development plans with supervisee	<i>Yes</i> <input type="checkbox"/>	<i>No</i> <input type="checkbox"/>	<input type="checkbox"/>
5.9 Managing conflict and seeking resolution	<i>Yes</i> <input type="checkbox"/>	<i>No</i> <input type="checkbox"/>	<input type="checkbox"/>
5.10 Empowering supervisee to deal with a broad range of issues	<i>Yes</i> <input type="checkbox"/>	<i>No</i> <input type="checkbox"/>	<input type="checkbox"/>
5.11 Supporting formulation through encouraging exploration of new knowledge and its practice applications	<i>Yes</i> <input type="checkbox"/>	<i>No</i> <input type="checkbox"/>	<input type="checkbox"/>
5.12 Responding appropriately to the level of competence and experience of the supervisee	<i>Yes</i> <input type="checkbox"/>	<i>No</i> <input type="checkbox"/>	<input type="checkbox"/>
5.13 Recognising and adapting response to the supervisee	<i>Yes</i> <input type="checkbox"/>	<i>No</i> <input type="checkbox"/>	<input type="checkbox"/>
5.14 Making decisions about how to progress if supervisee competency or ethical issues arise	<i>Yes</i> <input type="checkbox"/>	<i>No</i> <input type="checkbox"/>	<input type="checkbox"/>
5.15 Being able to work trans-culturally and with difference	<i>Yes</i> <input type="checkbox"/>	<i>No</i> <input type="checkbox"/>	<input type="checkbox"/>

6. Evaluation

Supervisor demonstrates competence by:		<i>Training need identified?</i>		<i>Competent</i>
6.1	Evaluating the usefulness and impact of supervision	<i>Yes</i> <input type="checkbox"/>	<i>No</i> <input type="checkbox"/>	<input type="checkbox"/>
6.2	Using evaluative feedback from the supervisee to develop supervisory practice	<i>Yes</i> <input type="checkbox"/>	<i>No</i> <input type="checkbox"/>	<input type="checkbox"/>
6.3	Knowing when to take a supervisory issue to own supervision	<i>Yes</i> <input type="checkbox"/>	<i>No</i> <input type="checkbox"/>	<input type="checkbox"/>
6.4	Being aware of ongoing training needs in supervision	<i>Yes</i> <input type="checkbox"/>	<i>No</i> <input type="checkbox"/>	<input type="checkbox"/>
6.5	Being able to assess own competence and its limitations honestly and accurately	<i>Yes</i> <input type="checkbox"/>	<i>No</i> <input type="checkbox"/>	<input type="checkbox"/>
6.6	Seeking, receiving and responding to feedback	<i>Yes</i> <input type="checkbox"/>	<i>No</i> <input type="checkbox"/>	<input type="checkbox"/>

Appendix 2: Glossary

Competence is the ability to perform a specific task, action or function successfully.

Communication:

- **Balanced communication** involves determining what steps need to be taken to describe targets or tasks and find measurable goals so that as a result supervisor and supervisee are more knowledgeable and empowered to take the necessary action.
- **Reciprocal communication** means communicating with others to make our needs and desires known, and enabling others to communicate back to us to acknowledge and respond to our needs.
- **Reflective communication** involves listening attentively, avoiding the use of power; communicating decisions in a thoughtful manner and displaying empathy and warmth in the process

Constructive ethos is the promotion of improvement or development through the demonstration of practical skills and knowledge about the subject matter.

Critical mind set requires more listening than speaking. It allows the professional to grasp the content better so they can have an informed, knowledgeable opinion. It is achieved by thinking critically and actively improving thought processes and actions based on the difference between current thoughts/views and desired future thoughts/views.

Diversity encompasses variety, multiplicity and difference.

Socio-political context relates to issues that are regulated by political policy (national or local) that affect the whole of EP work; that is, within the Educational Psychology Service, schools, the local authority and wider community.

Supervisory alliance is a concept on which supervisors and supervisees have their own perspective and different variables will exert an influence depending upon whose perspective is examined. Having an established contract may facilitate on-go monitoring of this aspect of the work.

Appendix 3: Example of Supervision Contract

Supervisor:.....

Supervisee(s):

.....
.....

Purpose for supervisor:

Purpose for supervisee(s):

Purpose for the service/line manager(s):

Frequency:.....

Time and duration:

Location:

Scope:

Confidentiality and exceptions:.....

Records and their purpose:

How will dual relationships or conflict be addressed?:.....

What to do if advice is needed between sessions:

Systems of review and their frequency:.....

Date:.....

Review date:

Signatures:

.....
.....
.....

Supervision Contract Guidelines

- Be clear about the nature and purpose of the supervision for all participants.
- Decide on the relationship between the supervision pair/group and other 'stakeholders'.
- Clarify what is and is not going to be addressed in this supervision relationship (e.g. is this case management supervision; training supervision; line management supervision?)
- Discuss what confidentiality means and what the exceptions are.
- Agree what records are for, who will see them, where will they be stored and for how long.
- Ensure the room is private and comfortable. Ensure the supervisee feels safe.
- Decide how the session is going to be organised.
- Discuss and decide how to address differences and difficulties in the relationship(s). Decide how to manage possible dual relationships. Discuss who might need to help in addressing any difficulties, and at what point.
- Decide how the sessions are going to be reviewed.

Important considerations:

1. Address the range of material brought to supervision, issues/areas of work not brought and the methods used to explore them.
2. Agree any action points and the responsibilities for carrying them out.
3. Monitor the ways in which the relationship is developing.

Roles and responsibilities within supervision

Supervisor:

Creating a safe place
Time keeping
Managing the overall agenda of the session
Giving feedback
Monitoring the supervisory relationship
Monitoring ethical issues of supervision
Keeping notes of sessions
Drawing up any reports required

Supervisee:

Preparing for supervision
Presenting in supervision
Learning objectives and applying what is learned from supervision
Feedback to self and supervisor
Keeping notes of sessions for application

Appendix 4: Example of Supervision Record Keeping Form

Supervisor:.....

Supervisee:

Issues raised:.....

Intervention issues:.....

Supervisee issues:.....

Supervisor issues:.....

Organisational issues:.....

Action points:.....

Signed:.....

Date:.....

(taken from Carroll & Gilbert, 2008)

Example of a note-taking format

(from the Seven-Eyed Model of Supervision, Hawkins & Shohet, 2007, p.80)

The process of the supervisee/client session is reported and reflected on.

Mode 1: the content of the session

Mode 2: the strategies and intervention used

Mode 3: the process and relationship

Mode 4: what the supervisee is left with

Focus on the process as reflected in the supervision session

Mode 5: Focus on the here-and-now as a mirror or parallel of the there-and-then

Mode 6: Focus on the supervisor’s internal process/feelings that are evoked

Mode 7: Focus on the wider context

Appendix 5: Case examples of professional and line management scenarios

1. A complaint about an EP from a school

A complaint from a Head teacher about the practice of an EP is received.

The complaint is likely to be investigated by the line manager, through enquiries and discussion. Line management supervision might cover, subsequent investigations, actions taken, accountabilities, responsibilities, next actions agreed.

During professional supervision, the incident may be raised by the EP, in order to explore what can be learned from the incident, whether there are ethical issues, issues around competence, whether there are professional development opportunities arising. Additionally affective aspects may be discussed and how this might have impacted upon other aspects of practice and whether, in future, steps could be taken to lessen any negative effects. There may additionally be aspects of the process of the management supervision that could usefully be discussed as part of professional supervision.

2. EPS policy on allocation and management of time

An EP is struggling to manage the job expectations in terms of statutory advice, school visiting and record keeping.

Line management supervision might consider whether individual targets have been met, whether any changes to working practices are needed, whether support is required and whether changes to the tasks allocated to the EP should be discussed and reviewed.

Professional supervision might consider the approach taken by the EP to working in schools and discuss other ways of working to reduce time spent and increase effectiveness. The personal impact of the work pressures might be discussed and support offered. Particular pieces of work might be highlighted and discussed and alternative approaches considered. If professional development issues arise, these might be discussed and prioritised for the future.

3. Child protection case

An EP is involved with an individual child where child protection concerns were raised.

The EP might immediately bring the matter to the attention of their line manager and ensure that correct procedures and guidelines have been followed. In this way the manager is aware of the case and can be involved in the future if necessary.

The EP may choose to bring the case to professional supervision in order to discuss more specific aspects of the case, relating to psychological factors, the role of the EP in relation to school staff and the family, decision-making and many other

possible areas of concern. Additionally, the emotional or psychological impact upon the EP may be discussed and, again any learning emerging from the piece of work. This might in turn lead to a discussion about professional development and the possible enhancement of competencies.

Appendix 6: Documents considered by the Working Group

1. Common Core of Skills and Knowledge for the Children's Workforce (CWDC)
2. Providing Effective Supervision (CWDC)
3. Generic Professional Practice Guidelines (BPS)
4. Guidelines on Supervision for Coaching Psychology (BPS)
5. Guidelines for Supervision: Division of Counselling Psychology (BPS)
6. Policy Guidelines on Supervision in the Practice of Clinical Psychology (BPS)
7. DCP Policy on Continued Supervision 2005 (BPS)
8. DCP Continued Supervision Policy Document July 2006 (BPS)
9. DECP Professional Practice Guidelines (BPS)
10. DECP Quality Standards for Educational Psychology Services (BPS)
11. A Competence framework for the Supervision of Psychological therapies (CORE)

Appendix 7: Useful sources and references

- CWDC (2007). *Providing Effective Supervision*. Leeds: CWDC.
- CWDC (2010). *Inspiring practice. A guide to developing an integrated approach to supervision in Children's Trusts*. Leeds: CWDC.
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- Hawkins, P. & Shohet, R. (2007). *Supervision in the helping professions* (3rd ed.). Milton Keynes: Oxford University Press.
- Proctor, B. (2000). *Group supervision*. London: Sage Publications.
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Appendix 8: Members of the Working Group

<i>Organisation/ Role Representation</i>	<i>Name</i>	<i>Place of work</i>
DECP Lead	Sandra Dunsmuir	University College London
DECP Lead	Jane Leadbetter	University of Birmingham
CWDC	Liz Robinson	Children's Workforce Development Council
Trainee EP	Katie Callicott	Birmingham EPS
PEPs/Supervising maingrade EPs	Mike Hymans	Brent EPS
NAPEP rep	Harriet Martin	Luton EPS
Programme Directors	Mary Robinson	University of East London
Independent practice	Viv Clifford	
Supervising non-EPs	Anita Soni	Worcestershire EPS
Supervising non-EPs/ mainscale EPs	Sydney Bayley	Essex EPS
Supervising non-EPs/TEPs	Liz Kennedy	Tavistock Clinic
Supervising non-EPs/TEPs	Liz Clayton	Birmingham EPS
AEP	Carole Adair	Northern Ireland
AEP	Sean O'Donohue	Norfolk EPS
Scottish DECP	Jean Campbell	Scotland
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