|  |
| --- |
| **Appendix 1: Candidate Learning Record – Level 6 Certificate in Therapeutic Counselling Supervision (TCSU-L6)** |

|  |
| --- |
| Instruction: Print out (or otherwise detach) this Candidate Learning Record and the [Completion Statement](#Completion_statement) which follows it. Then insert both of them in the front of your portfolio. |

Please confirm that your portfolio contains the following items (which are required in order to complete the qualification) by ticking each box below:

 Supervisee record (15 hours minimum)

 Supervision of supervision record (5 hours minimum)

 1 supervisor report

When you have completed your Candidate Learning Record (CLR), please tick the following box to confirm that you have inserted – **in the CLR as a whole** – cross-references to all three types of coursework (i.e. documents, tutor observation and testimony): 

|  |  |  |
| --- | --- | --- |
| **TCSU-L6** |  |  |
| **LEARNING OUTCOME:** | **1. Model and supervise the professional framework** |  |
| **Assessment criteria** | **Candidate guidance to criteria** | **Portfolio references** |
| * 1. Work within an ethical and legal framework for supervision | * Give an example of when you have worked as a supervisor, within an ethical framework, in accordance with legal requirements, policy and procedure |  |
| * 1. Work within own limits of proficiency   Supervisors Report  Journal | You must meet all these bullet points to meet this criterion   * Explain the importance of working within the limits of proficiency in relation to the supervision context, supervisor’s training, and experience etc. * Give an example of when you may refer a supervisee to a different supervisor due to the limits of your proficiency. You could include details of conversations you have had in supervisory supervision |  |
| * 1. Research and access appropriate personal and professional support | You must meet all these bullet points to meet the criterion   * Show that you have identified a support need, you could draw on the resource map we did in session one * Show that you have researched possible ways your need might be met, for example, supervisory supervision, personal counselling, peer support, insurance company etc * You must show you have accessed the support you have identified |  |
| * 1. Support and challenge counsellors to: * work within an ethical and legal framework * work within their limits of proficiency * manage referrals * research and access appropriate personal and professional support   Supervisor’s Report  Journal | Choose either one of these to meet this criterion   * Give an example of when you have facilitated a supervisee’s understanding and application of ethical and legal frameworks for counselling practice. * Give an example of when you have raised and worked with issues relevant to the supervisee’s practice – e.g. suicidal emergencies, child protection, Prevent duty, data protection, agency/independent policy, and practices in supervision sessions. * Show how you have facilitated your supervisee to address issues of proficiency and manage referrals. * Give an example of how you have helped your supervisee to access appropriate personal and professional support. |  |
| **LEARNING OUTCOME:** | **2.** **Model and supervise the skilled use of the relationship** |  |
| **Assessment criteria** | **Candidate guidance to criteria** | **Portfolio references** |
| 2.1 Establish and sustain the boundaries of the supervision relationship | You must meet both these bullet points to meet the criterion   * Give an example of when you have negotiated clear boundaries for supervision work * Give an example of how you have maintained and managed the boundaries of the supervision relationship |  |
| 2.2 Manage the stages of the supervision relationship  Supervisory Relationship Assignment | Choose either one of these to meet the criterion   * Reflect on theory to inform your understanding of ‘stages’ in the supervision relationship referring to Hawkins CLEAR model or Gilbert and Caroll’s work * Give an example of how you have managed the stages in the supervision relationship and show how you used supervisory skills appropriately at each stage. |  |
| 2.3 Use theory, research, and skills to enhance the supervision relationship | Choose either one of these to meet the criterion   * Refer to theory and research such as the CLEAR model or Gilbert and Caroll’s work to show your understanding of models of the supervision relationship. * Show how you have integrated supervision skills and theory (name the skill and theory) to build and develop the supervision relationship with supervisees. |  |
| 2.4 Support and challenge counsellors to:   * establish and sustain the boundaries of the counselling relationship * manage the stages of the counselling relationship * use theory, research and skills to enhance the therapeutic relationship | Choose either one of these to meet the criterion   * Give an example of when you have helped your supervisee to establish appropriate boundaries for counselling work. * Give an example of when you have helped supervisees to work within the boundaries of the counselling relationship and manage challenges to these boundaries. * Give an example of how you have helped your supervisee to manage the stages of the counselling relationship. * Give an example of when you have used supervision skills to develop your supervisee’s understanding of – and skills for – working with the therapeutic relationship. |  |
| **LEARNING OUTCOME:** | **3. Model and supervise the use of theory and research on diversity** |  |
| **Assessment criteria** | **Candidate guidance to criteria** | **Portfolio references** |
| 3.1 Use theory and research on diversity to inform and enhance supervision work | Choose either one of these to meet the criterion   * Give an example of when you have used theory and research (such as D’Andrea and Daniels Respectful Cube) on diversity issues relevant to supervision work and the supervision relationship. * Reflect on differences between you and your supervisee (such as theoretical approach, learning styles, ethical framework, context for their work, stage of professional development) referring to theory and explain how you have worked with the differences to enhance the supervisory process. |  |
| 3.2 Support and challenge counsellors to:   * use theory and research on diversity within counselling work * explore and challenge personal issues, fears and prejudices concerning working with diversity   Supervisor’s Report  Journal | Choose either one of these to meet the criterion   * Give an example of when you have helped supervisees to apply theory and research on diversity to their counselling work. For example, you might introduce your supervisee to the work of D’Andrea and Daniels. * Give an example of when you have challenged a supervisee’s fears and personal issues in relation to difference. |  |
| **LEARNING OUTCOME:** | **4. Model and supervise a user-centred approach to the work** |  |
| **Assessment criteria** | **Candidate guidance to criteria** | **Portfolio references** |
| * 1. Negotiate an agreement for supervision that meets the counsellor’s needs   Supervisor’s Report  Supervisory Relationship Assignment  Journal | * Give an example of having negotiated agreements with individual supervisees which meet their supervision needs. |  |
| * 1. Maintain a focus on the counsellor’s supervision needs   Supervisor’s Report  Supervisory Relationship Assignment  Journal | Choose either one of these to meet the criterion   * Give an example of a time when you have reviewed and revisited the supervision agreement with your supervisee to maintain a focus on their supervision (as opposed to therapeutic) needs * Give an example of when you have used Kolb’s learning styles to identify and work in a way that matches with a supervisee’s learning needs |  |
| * 1. Support and challenge counsellors to: * use a coherent assessment strategy that meets the client’s needs * work within a user-centred agreement * maintain a user-centred focus throughout the counselling work | Choose either one of these to meet the criterion   * Give an example of how you have enabled a supervisee to respond to the client’s needs within a coherent assessment strategy and when making an agreement for the counselling work. * Give an example of how you have enabled a supervisee to remain focused on the client’s needs throughout the work. |  |
| **LEARNING OUTCOME:** | **5. Model and supervise the skilled use of the self** |  |
| **Assessment criteria** | **Candidate guidance to criteria** | **Portfolio references** |
| * 1. Use self-awareness in supervision work   Supervisor’s Report  Self-Review Assignment  Journal | Choose either one of these to meet the criterion   * Reflect on how your personal awareness has connected with your work as a supervisor. Give a specific example from your supervision work. You may consider your relationship to authority, power, holding risk, responsibility etc. * Give an example of drawing on personal understanding in supervision work (with reference to, for example, process, tasks, and relationship). |  |
| * 1. Support and challenge counsellors to: * develop self-awareness and their use of self in counselling work * manage the psychological impact of client material on their personal well-being and professional functioning | Choose either one of these to meet the criterion   * Give an example of when you have helped a supervisee to develop their self-awareness. * Give an example of when you have helped a supervisee with a personal process that has ‘overlapped’ and impacted on their work as a counsellor. * Reflect on how you have used supervision skills to help your supervisee work with self-awareness in their counselling work. * Discuss how you helped your supervisee identify, explore and address personal issues evoked by their counselling work. * Give examples of how you enabled supervisees to maintain a healthy balance between personal and professional life. |  |
| **LEARNING OUTCOME:** | **6. Model and supervise the coherent use of theory, research and skills** |  |
| **Assessment criteria** | **Candidate guidance to criteria** | **Portfolio references** |
| * 1. Critically evaluate different approaches to supervision | Choose either one of these to meet the criterion   * Explain the pros and cons of two different approaches to supervision, for example a process model and a developmental model. * Explain how different approaches meet the different needs of supervisees (at different stages of their development and the supervisory relationship) |  |
| * 1. Use a coherent theoretical framework within supervision work   Supervisor’s Report  Self-Review Assignment  Journal | * Give examples of how you have worked with Hawkins and Shohet’s Seven Eyed Process Model in your work with a supervisee. |  |
| * 1. Use research findings to inform and enhance supervision work | You must meet both bullet points to meet this criterion   * Show evidence of reviewing research findings (such as Hawkins Shohet, D’Andrea and Daniels, Stoltenberg and Delowrth, etc) to question and deepen your understanding of your supervision work. * Give an example of applying the research you have reviewed to your supervision practice. |  |
| * 1. Use supervision skills and techniques associated with own theoretical approach to enhance supervision work   Supervisor’s Report  Journal | You must meet both bullet points to meet the criterion   * Give an example of when you have used your own counselling theoretical approach (Person Centred, Integrative etc) to enhance supervision work. * Explain how you know that use of your theory enhanced your supervision work including what you might do differently. |  |
| * 1. Support and challenge counsellors to: * work within a coherent framework of theory and skills * work effectively with common life problems and common mental health problems | Choose either one of these to meet the criterion   * Give an example of when you have helped a supervisee to work within a coherent framework of counselling theory and skills. * Use supervision skills to develop your supervisee’s ability to work with common life problems and common mental health problems. |  |
| **LEARNING OUTCOME:** | **7. Model and supervise the self-reflective practitioner** |  |
| **Assessment criteria** | **Candidate guidance to criteria** | **Portfolio references** |
| * 1. Reflect on and evaluate supervision work   Self Awareness Assignment  Self-Review Assignment | You must meet all these bullet points to meet the criterion   * Reflect on your work with supervisees and your skills practice sessions – and give examples where the process of reflection has had a direct impact on your work as a supervisor. (you could use the work you did with your peer) * Evaluate the effectiveness of your supervision by monitoring its impact on the supervisee’s counselling practice. |  |
| * 1. Use appropriate professional support to monitor and enhance supervision   Supervisor’s Report  Journal | You must meet all these bullet points to meet the criterion   * Reflect on what you have learned about your own use of supervision * Explain how you have integrated learning and insights from supervision of supervision, into your supervisory practice. * Reflect on your needs for professional support as a supervisor. |  |
| * 1. Manage own professional development as a counselling supervisor | Choose either of these to meet the criterion   * Identify own development needs with reference to specific experience as a supervisor, using the supervisory relationship questionnaire with a range of supervisees or peers. * Develop a CPD plan explaining how your supervision work will benefit from this CPD. |  |
| * 1. Support counsellors to: * reflect on and evaluate their counselling practice * develop their use of supervision * manage their own professional development | Choose either one of these to meet the criterion   * Give an example of how you have helped your supervisee to reflect on and evaluate their counselling work. * Give an example of how you monitor your supervisee’s use of supervision. * Give an example of how you have supported supervisees to identify their development needs and access appropriate CPD. |  |

|  |
| --- |
| **Appendix 2: Completion Statement for TCSU-L6** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Completion statement for Candidate Learning Record**  **Level 6 Certificate in Therapeutic Counselling Supervision** | | | |
| **Learning outcome** |  | **Contra-indications**  **present Y/N** | **Tutor signature if learning outcome has been achieved** |
| 1 | Model and supervise the professional framework |  |  |
| 2 | Model and supervise the skilled use of the relationship |  |  |
| 3 | Model and supervise the use of theory and research on diversity |  |  |
| 4 | Model and supervise a user-centred approach to the work |  |  |
| 5 | Model and supervise the skilled use of the self |  |  |
| 6 | Model and supervise the coherent use of theory, research and skills |  |  |
| 7 | Model and supervise the self-reflective practitioner |  |  |

|  |  |  |
| --- | --- | --- |
| *To be completed by core tutor:*  Where the learning outcome has not been achieved please:   1. state clearly which learning outcome this relates to. 2. give specific and relevant reasons why the learning outcome has not been achieved. 3. record proposed course of action agreed between tutor and candidate to address/remedy concerns. | | |
| **Learning outcome** | **Details of relevant contra-indications** | **Proposed course of action** |
|  |  |  |

I declare this Candidate Learning Record to be a true and authentic record of evidence submitted in my portfolio:

Candidate name: Candidate signature: Date:

I declare that this Completion Statement is a true record of the candidate’s achievement: 

I declare that this candidate has achieved all the above qualification requirements for TCSU-L6: 

Tutor name: Tutor signature: Date: