

**PG Certificate in Clinical  
Supervision of  
Psychological Therapies  
Practice**

**PCT0PSYPSY04**

**January 2024  
Cohort 12**

**Trainee Supervisor's  
Handbook**

**Please consult ELE 2 for updated and revised versions of this handbook**

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## Welcome to the University of Exeter College of Life and Environmental Sciences, Psychology and Improving Access to Psychological Therapies

We are very excited to bring you the CYP Improving Access to Psychological Therapies (IAPT) module for training supervisors. This training complements our already highly successful and expanding portfolio of IAPT programmes and contributes to our wider clinical training portfolio which includes the Doctorate in Clinical Psychology and the MSc Psychological Therapies. We also have a firm commitment to evidence based clinical practice and as such we endeavour to ensure all our training programmes are firmly embedded within current research. This commitment is in no small way aided through the Mood Disorders Unit which is involved in undertaking clinical research which has national and international significance.

These are exciting and challenging times for us all. The team of highly experienced clinical trainers will endeavour to deliver the highest quality IAPT training to enable you to work competently and effectively as a supervisor within an IAPT service.

It is likely that you will find the training intensive and challenging, but hopefully enjoyable and especially practice enhancing.



A handwritten signature in black ink that reads "Catherine Gallop".

**Prof Catherine Gallop**  
**Director of PGT Programmes for CEDAR**

## Welcome to the PG Certificate in Clinical Supervision of Psychological Therapies Practice

Welcome to the University of Exeter's Postgraduate Certificate programme in Supervising Evidence-Based Psychological Therapies for Children and Young People. This programme is part of the national Children and Young People's Improving Access to Psychological Therapies (CYP IAPT) initiative and this year has a Cognitive Behavioural Therapy (CBT) Systemic Family Practice (SFP), ASD/LD and Parenting and 0-5 pathway.

The overall aims of the CYP IAPT Programme are to transform mental health services for young people and their families/carers; to maximise their effectiveness and efficiency and thus improve access to evidence-based and outcome-monitored interventions. Effective and sustainable supervision is at the centre of the project's aims and hence there is the need for high quality and evidence-based supervision training.

This training programme is heavily rooted within the development of clinical skills associated with a patient-centred approach and on the skills required to support CBT, SFP, ASD/LD, Parenting and 0-5 evidence based therapies and interventions through supervision. As such your training should not just be seen as being the time you spend being taught within the University, but full time, based also around your supervisory work undertaken within your work setting.




Successful completion of the clinical and written assignments and appropriate participation in tutorials and workshops will lead to the award of a PG Certificate. We hope that you will be able to act as 'product champions' for CYP IAPT principles and aims and to be available as teachers and consultants, in the various CYP IAPT settings in which you work.

A major contributing resource to the programme is the knowledge and experiences that you as programme members bring. We intend to draw upon and honour this knowledge and experience in order to develop your supervision skills and increase awareness and theoretical understanding. It is important, however, that understanding and use of theory is integrated with clinical application in a rigorous and constructively critical manner.

We hope you enjoy the training and look forward to meeting you over the coming months.

**Dr Alexandra Boyd**  
**Director of CYP Programmes**

## Meet the CYP IAPT Supervision Staffing Team

<p><b>Libby Rogers</b></p>		<p>Supervision Programme Lead and CBT supervisor/tutor  <a href="mailto:L.Rogers@exeter.ac.uk">L.Rogers@exeter.ac.uk</a></p>
<p><b>Peter Harwood</b></p>		<p>Programme Administrator          Tel: 01392 722459  <a href="mailto:cyp-iapt@exeter.ac.uk">cyp-iapt@exeter.ac.uk</a></p>
<p><b>Sarah Buttler</b></p>		<p>CBT supervisor / tutor  <a href="mailto:S.Buttler@exeter.ac.uk">S.Buttler@exeter.ac.uk</a></p>
<p><b>Karen Legge</b></p>		<p>Parenting / 0 – 5 supervisor / tutor  <a href="mailto:K.Legge@exeter.ac.uk">K.Legge@exeter.ac.uk</a></p>
<p><b>Louisa Jackson</b></p>		<p>SFP supervisor/tutor</p>
<p><b>David Mussell</b></p>		<p>ASD/LD supervisor/tutor  <a href="mailto:D.Mussell@exeter.ac.uk">D.Mussell@exeter.ac.uk</a></p>

## Programme Aims

The aim of this programme is to develop an advanced knowledge, understanding and competency in the skills required to undertake clinical skills supervision in line with CYP IAPT, and to support critical reflection upon supervisory skills.

These aims are achieved via attendance at the University, clinical practice and the completion of programme assessments.

Trainee supervisors attend a series of skills-based workshops at the start of the programme. These are followed by monthly supervision of supervision and tutorials. Delivery is through a mixture of online and face to face sessions.

Trainee supervisors are also required to complete a series of assessments and it is expected that study time will be provided to support them in this. It is recommended that the trainee supervisor has **1 day a week** to complete the training and offer supervision. If they are supervising the **SFP strand this increases to 2 days** due to the need for live supervision (based on supervising one or two trainees).

In addition to completing the supervision certificate supervisors will have a pivotal role in supervising CYP-IAPT trainees on the practitioner programme.

A note on terminology:

The term **staff supervisor** is used to refer to your supervisor here at the University – i.e. the people employed by the course to deliver the supervision of supervision to those people who are attending the course.

The term **trainee supervisor** is used to refer to yourselves i.e. the supervisors who are attending the course and completing the PG cert.

All the information that you need for the course can be found on the ELE page dedicated to the course.

As well as this handbook you will find other information about university resources and processes in the [CEDAR PGT Handbook](#).

## Course Content

The course includes workshops, supervision of supervision and tutorials but you are also expected to engage in self-directed study throughout the year.

The General Learning outcomes for the course are:

- Understand the aims, objectives and structure of the CYP IAPT programme
- Understand the importance of supervision as a key clinical activity within the CYP IAPT programme.
- Understand the importance of the supervisor as a change agent offering leadership and support to colleagues during the service transformation process.
- Be aware of the models of supervision applied within CYP IAPT programme services
- Be able to describe the supervision competencies outlined by Roth and Pilling (2007), published at: [www.ucl.ac.uk/pals/sites/pals/files/background\\_document\\_supervision\\_competencies\\_july\\_2015.pdf](http://www.ucl.ac.uk/pals/sites/pals/files/background_document_supervision_competencies_july_2015.pdf)
- Demonstrate practical understanding in the application of clinical supervision competencies.

The course is made up of two modules (PYCM089 and PYC042) which are described in the Appendix.

### Coursework (PYCM089)

#### Formative

1. Completion and reflection on Roth and Pilling competencies checklist on three occasions through the course.

#### Summative

1. Essay (3,000 words)
2. Practice Outcome Document (POD) (3,000 words)
3. Reflective commentary on summative SAGE tape submission (2,000 words)

### Coursework (PYCM042)

#### Formative

1. 60 minute video recording of supervision session and self-assessment using the SAGE
2. 20 minute presentation of theory of supervision to peers

#### Summative

1. 60 minute video recording of supervision session and self-assessment using the SAGE
2. Portfolio including all paperwork from supervision of supervisees including supervisee feedback and records of supervision of supervision including formative and summative supervision of supervision reports.



## Cedar Equity, Diversity and Inclusion Statement

It is our intention within Cedar that trainees from all diverse backgrounds and perspectives be well served by our training courses, that trainees' learning needs be addressed both in and out of teaching sessions, and that the diversity that trainees bring to their learning environment be viewed as a resource, strength and benefit. It is our intention to present materials and activities that are respectful of diversity. This includes, but is not limited to, gender and gender identify, sexuality, disability, age, socioeconomic status, ethnicity, religion, race, and culture. Your suggestions are at all times invited, encouraged and appreciated. We encourage you to let us know ways to improve the effectiveness of the course for you personally or for other trainees or student groups. In addition, if any of our training sessions conflict with your religious events, or if you have a disability or other condition necessitating accommodation, please let us know so that we can make the necessary arrangements for you in line with your professional body/ national curriculum requirements.

Our goal within Cedar as a learning community is to create a safe learning environment that fosters open and honest dialogue. We are all expected to contribute to creating a respectful, welcoming, and inclusive environment within which any form of discrimination will not be tolerated. To this end, classroom discussions should always be conducted in a way that shows respect and dignity to all members of the class. Moreover, disagreements should be pursued without personal attack and aggression, and instead, should be handled with care, consideration and a non-judgmental stance. This will allow for rigorous intellectual engagement and a deeper learning experience for all.

*(Statement adapted from the University of Iowa, College of Education and Yale University - Dr. Carolyn Roberts, Assistant Professor, History of Science & History of Medicine, and African American Studies)*

At Cedar, in our training of psychological professionals, we are committed to progressing and embedding the principles of equity, diversity and inclusion into all areas of our training courses, and are active in our endorsement of the Psychological Professions Network Equity, Diversity, and Inclusion Position Statement which can be read here:

<https://www.ppn.nhs.uk/resources/ppn-publications/462-ppn-equity-diversity-and-inclusion-position-statement-v1-0-october-2023/file>

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## General Administrative Information

### The University Campus

[Find out more about the Streatham campus.](#)

Key buildings you may wish to access include:

- The Forum (for Student Information Desk, non-academic enquiries & the Library)
- Devonshire House (cafés, shops, SU bar etc.)
- Reed Hall Mews (Student Health Centre).
- Northcote House houses the University's administration (the Vice-Chancellor, Registrar and Academic Secretary have their offices there, plus the Faculties Office, Registry, Accommodation and Examinations).
- The Sports Hall & open-air swimming pool adjacent to Cornwall House (open end of May to middle of September) and an indoor pool at St Luke's College.

Find out more information about [Car parking | Campuses and visitors | University of Exeter](#)

### Student Information Desk

The Student Information desk is based in the Forum. Opening times are detailed [here](#). To log an enquiry, click [here](#).

The SID desk will routinely deal with most enquiries, including those to do with IT.

### Library Facilities

The main library facilities are at the University of Exeter Streatham Campus. The library is stocked with psychology texts. The library catalogue, including access to electronic journals, and facilities for reserving and renewing books are on the web [www.exeter.ac.uk/library](http://www.exeter.ac.uk/library).

### Study Skills Service

The Study Skills Service offers confidential help to any student who would like to improve their study skills. The Study Skills Advisors can help with the following:

- Reading effectively
- Selecting reading from book lists
- Planning and writing assignments or essays
- Taking useful notes
- Revising for exams
- Organising your time
- Generally evaluating your study skills

This service is available to postgraduates, who can and do consult the Study Skills Advisors. Help is available throughout each term and during part of each vacation - see [www.exeter.ac.uk/student-engagement-skills](http://www.exeter.ac.uk/student-engagement-skills).

Online resources to support your study can be found here, [Study Zone | Study Zone | University of Exeter](#)

### The Wellbeing Service

More information regarding services provided by Wellbeing can be found [here](#).

### Students with Disabilities

The University employs Disability Advisors who offer support to students with disabilities and endeavours to provide facilities and equipment suited to people's individual needs including an Individual Learning Plan

[Exam adjustments and Individual Learning Plans | Student Wellbeing | University of Exeter](#)

### Student Registration

As the course runs over two university academic years you will need to register at the start of the course and again in September. You will be sent reminders to do this so please do this promptly so there are no issues with accessing ELE and your University of Exeter email.

## CEDAR General Information

### Access to Buildings

Washington Singer Laboratories and the adjacent Sir Henry Wellcome Building are home to the CEDAR programmes. Washington Singer Laboratories:

- Reception opening hours are 8am - 5pm term time.
- Building opening hours are 8am – 7.30pm.

If you wish to access the building out of hours please contact your Programme Administrator for advice.

### IT Facilities

There are numerous PCs with scanning and printing facilities available for programme members' use within Psychology.

In addition, all the PCs in rooms 220 and 221 are available for programme members' use in conjunction with undergraduates in Psychology. In term time these computers are subject to heavy use, although in University holidays they are underused. Software for PCs is available from the Psychology IT Department.

The University has many additional IT facilities. Please see the following links for more information:

- [Openaccess](#)
- [IT Helpdesk](#)

## Programme Governance

### Staff Student Liaison Committee Meetings

Programme members are able to participate in the running of the programme through participation in Staff-Student Liaison Committee meetings. These will be held once per term where the programme team will meet with the trainee representatives and for some SSLC committee meetings, Lived Experience Group members to discuss general issues in programme delivery.

SSLC meetings will consider any changes made to programme delivery dependent upon previous module evaluations. The Programme Lead will report to the Director of Clinical Training or Director of Programmes within the College of Life and Environmental Sciences.

### Attendance and Absences

The Supervisor's course is an applied clinical course where 100% of the competences, knowledge and skills need to be both received and evidenced and therefore **a 100% attendance is expected**. In exceptional circumstances where trainee supervisors have missed a session, the course team will work with them to produce an action plan as to how they will make up this missed learning and will go about evidencing this. Please do not book annual leave on University days.

**You must ensure you sign the register every time you attend the University – otherwise your attendance can not be counted.** If for any reason there is no register available please email Peter Harwood at CYP-IAPT to confirm your attendance so this can be registered. If the session is delivered virtually the trainer or supervisor will log your attendance with the university.

**If you are unable to attend a session please contact Peter to let him know** and liaise with the Programme Lead in order to determine how you intend to make up this session.

This video outlines the attendance and engagement expectations for the course in CEDAR

[CEDAR A&E Video edited \(panopto.eu\)](#)

## Timetables and Rooms

This year we have 4 strands to the Supervision certificate. CBT, 0 - 5, Systemic and ASD/LD

Most of the teaching will be as a whole group with supervision of supervision and tutorials within your strand. However, please note that there are some dates which are specific to your strand so please study the timetable carefully to check when you are due in. If you are unsure please ask.

The programme is delivered as a mix of face to face and virtual sessions.

*On weeks that you are not at the University please ensure you have at least a day a week (depending on your number of supervisees) to provide supervision and engage in self- directed study.*

## Timings

Workshop days **start at 10.00am and finish 16.30**

Supervision/tutorial days **start at 9.45 and end at 16.30 or 12:45 if just morning session**

There will be regular tea / comfort breaks during these sessions.

## Feedback

You will be asked to complete feedback after each teaching session. We encourage that you do this so that we can continue to improve the programme.

## Timetable

You can find the up-to-date timetable on your ELE page under the 'Course Information' section, titled 'CYP Supervisors Cohort 12 Timetable'.

## Supervision of Supervision

Supervision of supervision is central to the course and you will receive this monthly at the University with the course supervisor for your modality.

You need to complete the following paperwork for these sessions and keep for your Portfolio

- Supervision Contract (one at the beginning and one half-way through the course)
- Supervision Preparation Form
- Supervision Received Form
- Your university supervisor will also complete Formative and Summative Supervisor reports on your practice and these need to be submitted in the Portfolio

Your supervisor will also ask you to complete the Helpful Aspects of Supervision Questionnaire (HASQ) each session.

Copies of this paperwork is on the ELE page.

## Supporting supervisees on CYPIAPT practitioners courses

The majority of supervisors will have supervisees on the practitioner courses. You will have **access to details of the practitioner course on ELE and it is important that you check on here and with your supervisee the dates for submission of supervisors reports and assessments of them.** We have sessions in the timetable to link in with the leads of these courses to help you better understand the practitioner courses and pick up any issues.

You will need to complete the following paperwork for all your supervision session with your supervisees and keep for your portfolio.

- Supervision Given Form
- Helpful Aspects of Supervision Questionnaire (HASQ)

You will also be required to complete **(see practitioner page for modality specific copies of these and details of how to mark them)**

- Three CAPS Precise as a competency measure of your supervisee's practice
- Three Formative and Summative supervision reports

Copies of this paperwork is also on the ELE page.

*Workplace service leads will be routinely informed of trainee supervisors' marks on their academic and clinical assignments. Workplace service leads are invited to make contact with the programme lead for the practitioner's course should any concerns about a trainee supervisor's development arise throughout the year.*



## Assessment Overview

You are required to undertake a range of assessments to assess both academic and clinical competences. **All assessments must be passed in order to pass the course** These are:

**3000 word essay** (words over 3000 will not be marked, no lower limit)

### **Assessment of competency**

You will be required to submit two (one formative and one summative) live supervision sessions of **up to 60 minutes** – (minutes over 60 will not be marked) you have had with a supervisee. These will be self-rated and be rated by a member of the teaching team using the **Supervision Adherence and Guidance Evaluation (SAGE)**.

### **Reflective commentary**

This will be a reflective commentary on your own summative recorded session of your supervision session with a supervisee, based on the SAGE competencies and using the Kolb learning cycle. It is advised that you focus on one aspect of your practice to reflect on. The word count for this is up to 2000 words.

### **Supervision Portfolio**

This will be a summary of your supervision experience and competencies and associated paperwork. It will include a summative supervisor's report which needs to be passed.

### **Practice Outcomes Document**

You will be required to reflect on and provide evidence in support of your ability to complete 11 Roth and Pilling supervisor related competences. The written summary reflections should be no more than 3,000 words.

## Assessment Submission Dates

Assignment/Assessment	Module	Deadline	Length and Module Weighting
Essay	PYCM089	18 <sup>th</sup> April 2024 before 1pm	3000 words 70%
Presentation to peers on a model of supervision (formative)	PYCM042	23 <sup>rd</sup> May 2024 Afternoon	20 minute presentation
Supervision recording, self-rated SAGE and consent form (formative)	PYCM042	27 <sup>th</sup> June 2024 before 1pm	<i>Up to 60 mins</i>
Supervisor report (formative)	PYCM089	15 <sup>th</sup> August 2024 before 1pm	
Supervision recording, self-rated SAGE and consent form (Summative)	PYCM042	7 <sup>th</sup> November 2024 before 1pm	Up to 60 mins 100%
Reflective commentary	PYCM089	7 <sup>th</sup> November 2024 before 1pm	Up to 2000 words- note no lower word limit 30%
Supervision Portfolio including Summative Supervisor's report and 3 Roth and Pilling Competency ratings	PYCM042	12 <sup>th</sup> December 2024 before 1pm	PASS/FAIL
Practice Outcome Document (Reflective supervision report)	PYCM089	12 <sup>th</sup> December 2024 before 1pm	Up to 3000 words – note no lower word limit  PASS/FAIL

PYCM042 – Clinical Supervision Practice Placement

PYCM089 – Supervising Evidence-Based Psychological Therapies /Interventions in Child and Adolescent Mental Health

## Process around Client / Service Confidentiality Breaches Across CEDAR PGT Training Programmes

### **Clinical Supervision Portfolios:**

1. In the clinical supervision portfolio, the trainee and the service can be identified but no identifiable information on clients should be included.
2. In clinical supervision portfolios, if confidentiality breaches occur in relations to clients, this will be marked as an automatic fail and the trainee will be asked to address the area of concern (and any other changes) for resubmission.

### **Essays and Reflective commentaries:**

1. No identifiable information should be presented on the supervisee or the service.
2. A minor breach where confidentiality /anonymization has occurred, and gets picked up by the marker the work will be returned to the author for correction. The Trainee supervisor will have 48 hours to reply and correct the errors, otherwise it will be marked as a fail.
3. When major breaches are present or anonymisation has not occurred and / or been made explicit, this will be an automatic fail and the trainee would need to resubmit a second submission correcting the error (and making any other changes if there are any other resubmission criteria).

### **SAGE:**

Initials or pseudonym for clients should be used in submitted recordings. Identifiable information such as name of school or where someone lives should be avoided. Please ensure your supervisee is aware of this and is supported to present clients in an appropriate way.

## Plagiarism

The University takes plagiarism breaches extremely seriously and will be investigated by the academic misconduct committee. The University uses software to detect plagiarism and any essay with a Turnitin score of over 25% will be investigated. Any essay with a Turnitin score of over 50% is automatically investigated at college level and may go to the academic misconduct committee.

It is a requirement that everyone completes the Academic Integrity training and assessment. [Academic Honesty Module](#)

## Assessment Hand-In Procedure

All online submissions of written work (e.g. essay and reflective commentary) must be done via **ELE 2**. Please find guidance on this in the following links [here](#) and [here](#).

### **SAGE Recordings and Reflective Commentary:**

- Recording/Tape submissions, consent forms, the associated coversheet, and self-rated SAGE documents are currently submitted via MS Forms.
- Written submissions (such as the Reflective Commentary) must be submitted to ELE 2.
- A link to the MS Forms for your submissions is available on ELE 2 under the Submissions section.
- A link to the relevant MS Form will be sent to you before your deadline via email as a reminder.
- Mitigated submissions should be submitted using the original MS Form link.

There is a 1GB limit for Recording submissions so please check your file size before you submit.

You can reduce file size when recording by setting a lower quality or resolution.

Once recorded you can reduce file size through compression, by using software such as Handbrake.fr.

Please liaise with your service IT team for guidance on what options are available to you.

Please note the following re: consent forms:

1. The relevant sections must be signed and dated by both yourself and the supervisee
2. If your supervisee has signed the form by typing their name, you must also supply an email from them confirming each section they have signed.

### **Portfolio and Practice Outcomes Document:**

POD and portfolios with cover sheets will be uploaded through MS Forms. You will be given a link to the appropriate MS Form and this will also be on ELE 2 under the Submissions section.

There is the option to submit this as a hard copy to the Information Point in the Washington Singer building - However this will need to be arranged in advance of the deadline with your programme lead and administrator.

**Each assessment must be submitted as one complete document.**

Please note: if you have any queries about digital submissions or need any assistance, please contact Peter Harwood at [cyp-iapt@exeter.ac.uk](mailto:cyp-iapt@exeter.ac.uk).

## Written Submission Formatting Guidance

All written assessments should be word-processed using double-line spacing font size of 11pt or 12pt and in a font that is easy to read, e.g. Arial, Verdana, Tahoma. All pages should be numbered.

To assist with “blind marking” please do not put your name or ID number anywhere in your submission.

Written work must stay within the specified word count and there will not be an upper percentage margin. Markers will stop marking at the point where the limit has been reached.

The word count includes the text and in-text citations of the body of the work, but not the title, contents, APA reference list or appendices, or the text on any diagrams/graphs.

All referencing must follow APA 7<sup>th</sup> Edition guidelines which can be found here -

[Cite Them Right \(oclc.org\)](https://oclc.org)

## Management of Work Submitted late and Mitigation Process

For information about mitigation (the process to extend your submission deadline), please visit the [CEDAR PGT Handbook](#), where you will find:

- Information about mitigation process
- Under Guidance, there is a short video about the mitigation process
- Under Forms, there are the forms needed to request a mitigation

For some assessments (where you do not submit a recording), you can apply a 72 hour evidence-free extension on ELE 2. Please see the [guidance here](#).

More information about mitigation can be found in the [TQA](#). Acceptable reasons (and accepted evidence) for mitigation can be found in [Annex F of the TQA](#).

### Mitigation Extension Dates

Module code	Assignment Name	Original Submission Deadline	First extension (2 weeks)	Second extension / Deferral date 1
PYCM089	Essay	18 <sup>th</sup> April 2024	9 <sup>th</sup> May 2024	13 <sup>th</sup> June 2024
PYCM042	Formative SAGE & Self-rated SAGE	27 <sup>th</sup> June 2024	11 <sup>th</sup> July 2024	22 <sup>nd</sup> August 2024
PYCM089	Formative Supervisor's Report	15 <sup>th</sup> August 2024	29 <sup>th</sup> August 2024	26 <sup>th</sup> September 2024
PYCM042	Summative SAGE, Self-rated SAGE	7 <sup>th</sup> November 2024	21 <sup>st</sup> November 2024	2 <sup>nd</sup> January 2025
PYCM089	Summative Reflective Commentary	7 <sup>th</sup> November 2024	21 <sup>st</sup> November 2024	2 <sup>nd</sup> January 2025
PYCM042	Portfolio, inc. Summative Supervisor's Report	12 <sup>th</sup> December 2024	2 <sup>nd</sup> January 2025	30 <sup>th</sup> January 2025
PYCM089	POD (Practice Outcomes Document)	12 <sup>th</sup> December 2024	2 <sup>nd</sup> January 2025	30 <sup>th</sup> January 2025

For more information, please see the mitigation folder on your course ELE page:

## Process in Respect of Assessment Failure

You must pass all assessments in order to pass the programme.

Where a piece of summative work does not reach pass standard you will be:

- Given feedback on what is required in order to meet pass standard.
- The opportunity to meet with the Programme Lead to discuss your feedback.
- Required to resubmit – Standard resubmission deadline is 4 weeks.

Following resubmission the module for the piece of work relates to be will be capped at 50%

Should you decide not to resubmit then this will result in programme failure and withdrawal from the course. You will not be able to continue as workplace supervisor for any practitioner course trainees.

Should your resubmission also not meet pass standard then this will result in programme failure and withdrawal from the course. You will not be able to continue as workplace supervisor for any practitioner course trainees.

Where you have failed a resubmission, but you feel that you have mitigating circumstances which prevented you from achieving a higher mark, you will be able to apply for an exceptional third attempt through the standard mitigation process detailed above.

## Essay Questions

Choose one of the following essay questions. Maximum word length is 3000 words

**Submission date: 18<sup>th</sup> April 2024**

- **What factors support the development of a good '*supervisory alliance*' and how are these promoted within CYPIAPT?**
- **How have theories of learning influenced the supervisory practice used with CYPIAPT trainees?**
- **Consider in detail one model of supervision and how it supports the delivery of evidence-based supervision in CYPIAPT?**



# Improving Access to Psychological Therapies

PGDip Psychological Therapies Practice (Children, Young People & Families)

## FRONT SHEET

This e-form must be completed and uploaded online (via the relevant MS Form) on or before the deadline for the assessment.

NAME: \_\_\_\_\_

ID NUMBER: \_\_\_\_\_

MODULE NUMBER: \_\_\_\_\_

MODULE TITLE: \_\_\_\_\_

ESSAY/ASSIGNMENT TITLE: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

DEADLINE DATE: \_\_\_\_\_

WORD COUNT: \_\_\_\_\_

*"I certify that all material in this assignment/assessment which is not my own work has been identified and properly attributed. I have conducted the work in line with the appropriate professional practice guidelines."*

**Signed**.....

# Essay Guidelines

You will be assessed on the following dimensions:

<b>*Interpretation of title</b>
Marks will be awarded for your ability to answer the essay question posed. Therefore ensure you read the essay question clearly and that you understand it; if not ask. In order to pass this section you will need to clearly address all elements of the essay question.
<b>*Understanding of theory</b>
Marks will be awarded where you demonstrate a clear understanding of relevant theory and the ability to apply this understanding to answer the essay question.
<b>*Critical analysis</b>
Marks will be awarded where you demonstrate an ability to not only pull together relevant information but also to analyse this critically, for example weighing it against evidence that does not fit with the point you are making and demonstrating a thoughtful reflective approach or commenting on the rigor of the evidence cited. You should clearly differentiate your own opinions from those critiques reported from the work of other authors'.
<b>*Summary of arguments &amp; implications</b>
Marks will be awarded where you demonstrate an ability to summarise your arguments <i>and</i> comment on the implications they may have for clinical practice and or future research. The essay should not be a purely theoretical exercise and it is important that you demonstrate your ability to apply your conclusions to the broader context within which you are working.
<b>Use of sources</b>
You need to ensure that where possible the points you make are backed up by relevant literature. We would expect you to use a wide source of references e.g. journals, books and websites. An absolute minimum of 10 references would be the norm.
<b>Structure &amp; style</b>
Marks will be awarded for a well-structured essay. The essay should flow well with a clear introduction (including essay plan), middle and end. Make use of summaries to help the reader through your arguments. Think about what point you are making and why, make your point and where available support it with evidence, and then reflect and summarise the point. Be mindful of your use of language both the use of colloquialisms and jargon.  Where appropriate you may use diagrams, tables and bullet points. These should be used to aid clarity. If used, subheadings should relate to subsequent material presented and help to structure your essay. If used, appendices and footnotes should be used appropriately and not to help with word count. Key information needs to be in the main body of the text. Appendices should be clearly referred to and labelled and come after references.
<b>References</b>
References MUST conform to APA both in text and at the end of your essay (see University guidance). Please check and double check references in terms of accuracy, consistency and ensuring that all references in the text are referred to in the reference section.
<b>Spelling, grammar, typographical errors and presentation</b>
You will be marked down for typographical, grammatical and spelling errors. Work should be double spaced and page-numbered. Where available get someone else to proof read your essay before submitting. If you have problems in this area please use the study skills department.
<b>Word count</b>
Word count excludes: essay title, tables, the reference list, figures and appendices. <b>All other words are counted. Work exceeding this limit will not be marked and will not receive credit.</b>

\* Indicates a key area; failure on more than one of these areas is likely to result in an overall fail.

## Criteria for Assessing Essays

Programme Member \_\_\_\_\_

**(Please tick)**

Module PYCM

Module PYCM

Distinction

Merit

Pass

Fail

	Fail (49% and below)	Pass (50-59%) Satisfactory	Merit (60-69%) Good	Distinction (70% and above) Very Good
*Interpretation of title	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
*Understanding of theory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
*Critical analysis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
*Summary of arguments & implications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of sources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Structure & style	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Referencing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spelling/grammar/typos/presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adheres to word limit	yes / no			

### Comments

**Overall comments:**

**Interpretation of title:**

**Understanding of theory:**

**Critical analysis:**

**Summary of argument & implications:**

**Use of sources:**

**Structure & style:**

**Referencing:**

**Spelling, grammar, typos & presentation:**

\* \* Indicates a key area; failure on more than one of these areas will result in an overall fail.

## The Faculty of Health and Life Sciences

### Generic Notched Marking Criteria (for the Majority of Assessments)

With effect from the 2016/7 academic session, CLES Education Strategy Group has agreed to implement a notched marking scheme to support consistency and reliability within the assessment process. Within the marking scheme only certain marks may be used within each grade. The marks available for award are described in the table below with accompanying marking criteria.

This document is a guide to the CLES Generic Marking Criteria which are used so that the same rules apply for all students on taught programmes in all disciplines at all levels. It is an implementation of the University's [Generic Marking Criteria](#) described in the University's Teaching Quality Assurance Manual (TQA). The CLES Generic Marking Criteria should be used in conjunction with the level specific marking guidance provided by the University in TQA as follows:

- [Level 3 \(pre-UG\)](#)
- [Level 4 \(first year UG\)](#)
- [Level 5 \(second year UG\)](#)
- [Level 6 \(final year UG\)](#)
- [Level 7 \(Masters\)](#)

Each discipline is encouraged to develop more subject-specific or assessment-specific marking criteria but must ensure that these criteria are consistent with the CLES Generic Marking Criteria shown below. Subject-specific or assessment-specific marking criteria could potentially drill down to the level of an individual notch.

This marking scheme must be used for all assessments except those where non-subjective or electronic marking (e.g. MCQ, SAQ assessments) or marking to specified national criteria is undertaken.

In the marking scheme below the description for the mark of 65% is used as the benchmark to denote the work of a good student (ie the middle point of the upper second class or merit classification) at the appropriate level. Other mark descriptions are written relative to this benchmark of good and should be used accordingly. Where language includes statements of quality relative to expectation (e.g. "above the standard expected of a good student at the appropriate level"), then benchmarks should be referred to for consultation by the student receiving the mark and feedback. Currently the relevant URL is to Chapter 4 of the TQA: <http://as.exeter.ac.uk/academic-policy-standards/tqa-manual/its/genericassessment/#three>, or to Chapter 7: <http://as.exeter.ac.uk/academic-policy-standards/tqa-manual/cqf/academiclevel/>. Access to these benchmarks should be stated clearly at the top of the feedback sheet. The TQA is written using "Level" language which may not be obvious to students. Feedback sheets should also clarify the equivalences of Stages and Levels of study.

Mark (%)	Corresponding UG classification	Corresponding PGT classification	Description
100, 95	First class	Distinction	<b>Outstanding</b> The work is unique, outstanding and original and attains the highest standards of scholarship expected for the discipline at the appropriate level without the need for revision. It would be difficult to recommend improvements in any way. The work goes far beyond that expected of a good output at the appropriate level, with the higher mark demonstrating even greater comprehension, insight and originality at this level. The work is of publishable quality and would be likely to receive that judgement if submitted to a peer-reviewed journal, or attains the professional standards expected for the discipline without need for revision. The lower mark effectively represents the need for very minor revision to achieve publishable standard.
88, 85, 82	First class	Distinction	<b>Exceptional</b> The work is exceptional. It shows originality, a critical awareness of the principles and practices of the discipline, thorough comprehension of the assessment's requirements and the subject matter, exceptional ability, insightfulness, and fully realises learning outcomes for the assessment and develops them far beyond normal expectations. It shows excellent evidence of outside reading and synthesis of the primary literature. It would be difficult to recommend more than minor improvements. The work goes well beyond that expected of a good output at the appropriate level, with the higher mark demonstrating even greater comprehension, insight and originality at this level.
78	First class	Distinction	<b>Excellent</b> The work is excellent. It shows real insight and originality, is articulate with a clear logical structure, and demonstrates a comprehensive understanding and coverage of the subject, engagement with scholarship and research, very good analytical ability, and contains no major flaws. It shows very good evidence of outside reading. It would be possible to recommend some improvements. The work goes beyond that expected of a good output at the appropriate level.
75	First class	Distinction	<b>Excellent</b> The work is excellent but shows minor deficiencies in either comprehension, insight or originality.
72	First class	Distinction	<b>Excellent</b> The work is excellent but shows minor deficiencies in two or more aspects from among comprehension, insight and originality.

Mark (%)	Corresponding UG classification	Corresponding PGT classification	Description
68	Upper second class	Merit	<b><u>Very Good</u></b> The work is very good. It demonstrates a very good comprehension of all of the assessment's requirements and presents a good selection of relevant examples. It is sound and well thought out, and well expressed with a clear logical structure, demonstrating an organised knowledge of the subject, very good evidence of outside reading, and use of critical references. It realises the intended learning outcomes, and demonstrates very good analytical skills. The work is slightly above the standard expected from a good output at the appropriate level (see benchmark statement). The higher mark indicates that more critical evaluation of theory and empirical evidence has been demonstrated.
65	Upper second class	Merit	<b><u>Good</u></b> The work is good. It demonstrates a good comprehension of all of the assessment's important requirements and presents a good selection of relevant examples. It demonstrates a secure knowledge of the subject, with some evidence of outside reading, and appropriate use of references. It broadly realises the intended learning outcomes, and demonstrates good analytical skills. The work is at the standard expected from a good output at the appropriate level (see benchmark statement). The work may show some limitations in writing style or presentation.
62	Upper second class	Merit	<b><u>Fairly Good</u></b> The work is fairly good. It demonstrates a fairly good comprehension of the assessment's important requirements and presents a selection of relevant examples. It shows some knowledge of the subject, is generally sound but is in parts unclear or lacking structure, with limited evidence of outside reading. It generally realises the intended learning outcomes, and demonstrates satisfactory analytical skills. The work is slightly below the standard expected from a good output at the appropriate level (see benchmark statement). The work tends to be more descriptive, lacks depth, contains some flaws or errors or demonstrates limitations in writing style or presentation.
58	Lower second class	Pass	<b><u>Competent</u></b> The work is competent. It demonstrates comprehension of some of the assessment's important requirements and presents a selection of relevant examples. The work is descriptive, showing an adequate or routine knowledge of the subject, with some limitations in understanding or writing style. It lacks a clear structure or shows weaknesses in presentation, analysis or interpretation of results. The work is below the standard expected from a good output at the appropriate level. It makes a reasonable attempt to realise the intended learning outcomes.

Mark (%)	Corresponding UG classification	Corresponding PGT classification	Description
55	Lower second class	Pass	<b><u>Fairly Competent</u></b> The work is fairly competent. It demonstrates comprehension of some of the assessment's requirements and presents an adequate selection of relevant examples. It makes a reasonable attempt at achieving learning outcomes but does not cover all the necessary material and lacks depth. The work is largely descriptive, confused in places with limitations in understanding or writing style. The work is below the standard expected from a good output at the appropriate level. It lacks a clear structure with incorrect or poor interpretation or analysis of data.
52	Lower second class	Pass	<b><u>Adequate</u></b> The work is adequate. It demonstrates some comprehension of the assessment's requirements and presents some relevant examples. It makes a reasonable attempt at achieving learning outcomes but does not cover all the necessary material and lacks depth. The work is clearly below the standard expected from a good output at the appropriate level. The work is descriptive, contains inaccuracies and false statements, is poorly organised and/or is illogical.
48	Third class	Fail	<b><u>Weak</u></b> The work is weak. It demonstrates some comprehension of some of the assessment's requirements and presents few relevant examples. It shows some evidence that the learning outcomes have been achieved, but is muddled, poorly argued, and lacks focus and depth of understanding. Some critical elements are missing, there are errors, and the work reveals some deficiencies in presentation, analysis or interpretation. Marks at the upper end indicate a fair attempt at answering the question. The work is well below the standard expected from a good output at the appropriate level.
45	Third class	Fail	<b><u>Very Weak</u></b> The work is very weak. The work contains deficiencies as described above, but also contains significant errors, or significant deficiencies.
42	Third class	Fail	<b><u>Extremely Weak</u></b> The work is extremely weak. The work contains deficiencies as described above, but also contains significant errors and serious deficiencies.

Mark (%)	Corresponding UG classification	Corresponding PGT classification	Description
38, 35, 32	Fail	Fail	<p><b>Fail</b></p> <p>The work is poor. There is little or no evidence of the subject that is relevant to the assessment. There is little or no evidence that the learning outcomes of the assessment have been achieved. The work is marred, although at the upper end of the mark range there may be brief signs of comprehension. The work shows basic misunderstandings or misinterpretations, and demonstrates little ability to meet the requirements of the assessment. The work is significantly below the standard expected from a good output at the appropriate level. Work at the lower end is incomplete, irrelevant and does not meet the requirements of the assessment.</p> <p>Or</p> <p>The work demonstrates evidence of fairly detailed, module-derived knowledge, but the work is based on an identifiable misinterpretation of the assessment's requirements.</p> <p>Marks at the lower end of this scale are for work whose poor attributes are significant and/or serious.</p>
25	Fail	Fail	<p><b>Very Poor Fail</b></p> <p>The work is very poor. The intended learning outcomes for the assessment have not been realised. The work is irrelevant, confused, and incomplete. The work demonstrates an unacceptable and minimal understanding at the appropriate level of the requirements of the assessment. The work is significantly below the standard expected from a good output at the appropriate level. The work shows some knowledge and understanding at the appropriate level of material relevant to the general area of the topic, but not directly relevant to the specific question or assignment.</p> <p>Or</p> <p>The work demonstrates evidence of fairly detailed, module-derived knowledge, but the work is based on a major, identifiable misinterpretation of the assessment's requirements.</p>
15	Fail	Fail	<p><b>Extremely Poor Fail</b></p> <p>The work is extremely poor. The intended learning outcomes for the assessment have not been realised. The work is irrelevant, confused, and incomplete. The work demonstrates an unacceptable and minimal understanding at the appropriate level of the requirements of the assessment. The work is significantly below the standard expected from a good output at the appropriate level. The work shows some knowledge and understanding at the appropriate level of material relevant to the general area of the topic, but not directly relevant to the specific assessment.</p>



Mark (%)	Corresponding UG classification	Corresponding PGT classification	Description
5	Fail	Fail	<b>Incompetent fail</b> There is virtually no evidence that the assessment's requirements have been understood. Relevant content is virtually absent.
0	Fail	Fail	<b>Complete fail</b> There is a total misunderstanding of the requirements of the assessment with no relevant content whatsoever, even to the general area of the topic, or a non-submission or blank script with no evidence of mitigating circumstances.

When moderating an individual piece of work that has been marked using the notched marking scheme, the following principles should apply:

- a. In the case of disagreement between two markers and where the marks are within two notches, the two separate marks can be averaged to produce a final mark that may or may not be on the scale above. For the purposes of determining whether individual marks are within two notches, please refer to the table below:

Notch 1	Notch 2
100	88
95	85
88	82
85	78
82	75
78	72
75	68
72	65
68	62
65	58
62	55
58	52
55	48
52	45
48	42
45	38
42	35
38	32
35	25
32	15
25	5
15	0

- b. Where two markers cannot agree a mark to within two notches (see table above), a third marker should be used to adjudicate a final agreed mark which does not have to be on the scale above.

## Supervision Practice Competency Tapes (SAGE)

You will have to submit **two** different supervision video recordings over the year (one formative and one summative).

- **The recordings must be of a genuine supervision session**
- **Please note that minutes over 60 will not be marked.**
- **The recording should be of a continuous supervision session and not stopped at any point**– unless there are exceptional data protection issues, if this is the case then this needs to be discussed prior to submission.
- **You must not submit a recording in which you have shown a substantial proportion on in supervision of supervision or received feedback from your supervisor for the purposes of submission.**

### Guidance on Recording Sessions

You will be expected to submit two videos as part of the clinical assessment and bring clips to supervision on a regular basis. It is essential that you obtain the consent of your supervisee for the recording to be used for supervision and/or assessment and submit this with your competency tapes. The consent form also asks whether your supervisee will be willing for the recording to be used in future training.

You should consult your placement supervisor / manager about your Trust's policies on storing the recordings.

Discuss with your supervisee that the names and details of the children and family recorded in supervision should be minimized and initials and no details of school or area where they live are given to protect their identity.

Please ensure that both your and your supervisee's face are visible on the recording.

### Recording Equipment

All services should provide supervisors with recording equipment to make video recordings.

### Marking Criteria

The SAGE (Supervision Adherence and Guidance Evaluation) instrument is used to assess supervision competencies.

**A pass mark of 50% on this measure will need to be achieved on the final**

**summative tape and you MUST score at least a 2 on every item.**

**Any time over 60 minutes will not be marked.**

### **Formative Guidance**

Your formative recording must be submitted by the deadline. The videos must be clearly audible and be of a complete session of **no more than one hour**. You will also need to submit a self-rated assessment. Using the SAGE with this tape. You must submit your video along with a completed front cover sheet **which includes your own ratings**.

We would expect you to obtain in the region of 40% on your formative tape.

### **Summative Guidance**

Your final summative video must be submitted by the deadline. The video must be clearly audible and be of a complete session of no more than one hour. Minutes over 60 will not be marked. Trainees **MUST** achieve an overall mark of 50% but **MUST** include a rating of at least 2 on **EVERY** item in order for the tape to pass.

### **Systemic Strand SAGE**

We have made a few changes to the wording of the SAGE for systemic supervisors and encourage them to use this version.

## RECORD SHEET: SUPERVISION: ASSESSMENT AND GUIDANCE EVALUATION (SAGE)

Trainee supervisor: .....Date of Supervision Session:  
\_\_\_\_/\_\_\_\_/\_\_\_\_

Rater/Observer): \_\_\_\_\_ Date of rating: \_\_\_\_/\_\_\_\_/\_\_\_\_

Total mark: ..... Percentage mark .....

Are all items 2 or above YES/NO is the session 60 mins (any minutes over 60 will not be marked)

<b>Competence level</b>	<b>Examples</b>
<p><i>Incompetent</i></p>	<p>0                    Absence of feature, or highly inappropriate performance</p>
<p><i>Novice</i></p>	<p>1                    Inappropriate performance, with major problems evident</p>
<p><i>Advanced beginner</i></p>	<p>2                    Evidence of competence, but numerous problems and lack of consistency</p>
<p><i>Competent</i></p>	<p>3                    Competent, but some problems and/or inconsistencies</p>
<p><i>Proficient</i></p>	<p>4                    Good features, but minor problems and/or inconsistencies</p>
<p><i>Expert</i></p>	<p>5                    very good features, minimal problems and/or inconsistencies</p> <p>6                    excellent performance, or very good even in the face of difficulties</p>

<b>THE COMMON FACTORS</b>	<b>Rating</b>	<b>Comments</b>
<p><b>1. Relating Interpersonally effective)</b> (Displays core conditions; social support-restorative, optimal learning environment; Emotional awareness).</p>		
<p><b>2. Collaborating</b> (Active partnership encouraged, productive team-work; learning alliance).</p>		
<p><b>3. Managing</b> (Generally well structured / 'scaffolded' e.g. pace/ efficiency),; appropriate challenge addressing 'normative' issues).</p>		

<u>THE COMMON FACTORS</u>	Rating	Comments
<p><b>4. Facilitating</b> (Gently questioning-etc- to develop supervisee's grasp, including perplexity).</p>		
<b><u>THE SUPERVISION CYCLE</u></b>		
<p><b>5. Agenda-setting (&amp; adherence)</b> (Needs led; SMARTER goal-setting /objectives; Adherence; assignments).</p>		
<p><b>6. Demonstrating</b> (modelling competence; socialization to profession/service)</p>		
<p><b>7. Discussing</b> (reviewing; challenging; disagreeing; problem-solving effort; consulting: capability development)</p>		
<p><b>8. Evaluating</b> (summative: monitor closely /check)</p>		
<p><b>9. Feeding-back</b> (giving) (providing general summary of + and -'s; supporting -praise/ reinforce; contingent and constructive).</p>		
<p><b>10. Feeding-back</b> (receiving) (eliciting: e.g. helpful events/transfer; determine understanding).</p>		
<p><b>11. Formulating</b> (analysis/synthesis/explaining; integration; interpreting mode)</p>		
<p><b>12. Listening</b> (summarising; genuine/authentic)</p>		
<p><b>13. Observing</b> (live/recording: iconic)</p>		
<p><b>14. Prompting</b> (reminders/cues; deliberation &amp; recall)</p>		
<p><b>15. Questioning</b> (open/closed; gather info; re-conceptualisation/consolidation)</p>		
<p><b>16. Teaching</b> (informing-e.g. self-disclosing/ explaining/educating/Q&amp;A; instruction in techniques/case conceptualization)</p>		

<u>THE COMMON FACTORS</u>	Rating	Comments
17. <b>Training</b> /experimenting (behavioural/ enactive instruction; e.g. role-play/rehearse)		

<u>THE SUPERVISEE'S LEARNING</u>		
		Comments
18. <b>Experiencing</b> (Supervisee recognises own affect –Including self-awareness and negative emotions).		
19. <b>Reflecting</b> (e.g. Supervisee reporting/expressing own ideas and integrating material to enhance personal meaning).		
20. <b>Conceptualising</b> (Public information/supervisor's information/ advice assimilated; reasoning enhanced; science- informed).		
21. <b>Planning</b> (Decision-making/planning)		
22. <b>Experimenting</b> (Enacting plans – e.g. in-session rehearsal/ (especially taped material) therapy assignments/transfer).		

Notes (e.g. Clarify high/low ratings):

Suggestions: any ways to improve competence?

## RECORD SHEET: SYSTEMIC SUPERVISION: ASSESSMENT AND GUIDANCE EVALUATION (SAGE)

Trainee supervisor:

Date of Supervision Session:

Rater/Observer):

Date of rating

Total mark:

Percentage mark

Are all items 2 or above YES/NO is the session 60 mins (any minutes over 60 will not be marked)

<b>Competence level</b>	<b>Examples</b>
<p><i>Incompetent</i></p>	<p>0                    Absence of feature, or highly inappropriate performance</p>
<p><i>Novice</i></p>	<p>1                    Inappropriate performance, with major problems evident</p>
<p><i>Advanced beginner</i></p>	<p>2                    Evidence of competence, but numerous problems and lack of consistency</p>
<p><i>Competent</i></p>	<p>3                    Competent, but some problems and/or inconsistencies</p>
<p><i>Proficient</i></p>	<p>4                    Good features, but minor problems and/or inconsistencies</p>
<p><i>Expert</i></p>	<p>5                    very good features, minimal problems and/or inconsistencies</p> <p>6                    excellent performance, or very good even in the face of difficulties</p>

<b>THE COMMON FACTORS</b>	<b>Rating</b>	<b>Comments</b>
<p><b>1. Relating Interpersonally effective)</b>(Displays core conditions; social support- restorative, optimal learning environment; Emotional awareness Ability to relate to more than one supervisee in the room if it is supervision around a live session).</p>		
<p><b>2. Collaborating</b> (Active partnership encouraged, productive team-work; learning alliance).</p>		
<p><b>3. Managing</b> (Generally maintaining systemic framework, well structured / 'scaffolded' e.g. pace/efficiency),; appropriate challenge addressing 'normative' issues).</p>		
<p><b>4. Facilitating</b> (Gently questioning- etc- to develop supervisee's grasp, including perplexity).</p>		

<b><u>THE COMMON FACTORS</u></b>	<b>Rating</b>	<b>Comments</b>
<b><u>THE SUPERVISION CYCLE</u></b>		
<b>5. Agenda-setting (&amp; adherence)</b> ( <i>Supervisees 'best hopes', supervision 'dilemma', supervisors input.</i> )		
<b>6. Demonstrating</b> (modelling competence; socialization to profession/service)		
<b>7. Discussing</b> (reviewing; challenging; disagreeing; problem-solving effort; consulting: capability development)		
<b>8. Evaluating</b> (summative: monitor closely /check)		
<b>9. Feeding-back</b> (giving) (providing general summary of + and – 's; supporting -praise/reinforce; contingent and constructive).		
<b>10. Feeding-back</b> (receiving) (eliciting: e.g. helpful events/transfer; determine understanding).		
<b>11. Hypothesising</b> ( <i>multiple perspectives/analysis/synthesis/explaining;integration; interpreting mode</i> )		
<b>12. Listening</b> (summarising; genuine/authentic)		
<b>13. Observing</b> (live/recording: iconic)		
<b>14. Prompting</b> (reminders/cues; deliberation & recall)		
<b>15. Questioning</b> (use of <i>circular</i> /open/closed questions; gather info; re-conceptualisation/consolidation)		
<b>16. Teaching</b> (informing-e.g. self-disclosing/ explaining/educating/Q&A; instruction in techniques/case conceptualization)		
<b>17. Training</b> /experimenting (behavioural/enactive instruction; e.g. role-play/rehearse)		

**THE SUPERVISEE'S LEARNING**  
**Comments**



<b>18. Experiencing</b> <i>(Supervisee open to own reflexivity, recognises own affect –Including self-awareness, positive and negative emotions).</i>		
<b>19. Reflecting</b> (e.g. Supervisee reporting/expressing own ideas and integrating material to enhance personal meaning, ).		
<b>20. Conceptualising</b> (Public information/supervisor's information/advice assimilated; reasoning enhanced; science- informed).		
<b>21. Planning</b> (Decision-making/planning		
<b>22. Experimenting</b> (Enacting plans – e.g. in-session rehearsal/ (especially taped material) therapy assignments/transfer).		

Notes (e.g. Clarify high/low ratings):

Suggestions: any ways to improve competence?

# Cover Sheet for Submission of Formative Supervision Practice Competency Tape (SAGE)

Submission date 27<sup>th</sup> June 2024

Name:

Date:

Supervisee Goal(s)

Supervision Question(s)

Are there any particular areas you would like feedback on?

*"I certify that I have conducted this clinical work in line with appropriate professional practice guidelines, Codes of Ethics [e.g. BABCP Standards of Conduct, Performance and Ethics] and/or workplace Policies, which have been strictly adhered to in terms of making the recording and seeking permission for use. A signed consent form is attached to demonstrate that the client has understood the reasons and manner of this recording."*

Signed: ..... Trainee Name: .....

**Please attach self-rating, supervisee signed consent form and your video.**

# Cover Sheet for Submission of Summative Supervision Practice Competency Tape (SAGE)

Submission date 7<sup>th</sup> November 2024

Name:

Date:

Supervisee Goal(s):

Supervision Questions:

*"I certify that I have conducted this clinical work in line with appropriate professional practice guidelines, Codes of Ethics [e.g. BABCP Standards of Conduct, Performance and Ethics] and/or workplace Policies, which have been strictly adhered to in terms of making the recording and seeking permission for use. A signed consent form is attached to demonstrate that the client has understood the reasons for and manner of this recording."*

Signed: ..... Trainee Name: .....

**Please submit this along with your self-rating, recording, and supervisee signed consent through the appropriate MS Form.**

**Please submit your reflection to the submission point on the ELE 2 page.**

# Consent Form

## Digital video recordings & Supervision CYP Training

### Information

It is important to ensure that staff providing Cognitive Behaviour Therapy (CBT) / Systemic Family Practice (SFP) Parenting / 0-5 / ASD/LD and low intensity intervention supervision receive supervision and that their skills are monitored to ensure quality of service to supervisees and clients. One way of achieving this is to video record sessions with supervisees so that the supervisor/trainer can listen to the session and can monitor skills and provide useful supervision.

Digital video recordings are securely stored on encrypted memory devices or computers at all times. They are kept by the University for no longer than 6 years from the date they are received. Please read the statements below and sign for each one you agree with and add the date.

### Consent for digital video recordings

I understand that \_\_\_\_\_ is currently undertaking specialist post-graduate training in supervision training and as part of this training, his/her supervisor and/or programme tutor will listen to recordings of our supervision.

I am happy for my sessions to be digitally video recorded and for the recordings to be used for supervision and to be submitted to the course tutors for assessment purposes.

I understand that I can take away my consent at any time

I confirm that I have consent from my client(s) to discuss them in supervision.

I confirm that I have consent from my client(s) to show recordings of them in supervision

Signed Supervisee: \_\_\_\_\_ Date: \_\_\_\_\_

Signed Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

### **Extra consent for teaching**

It is very helpful sometimes to use real life examples of supervision sessions for training other supervisors. The contents of any sessions shared in this way would be kept confidential.

I am happy for my sessions to be used to teach supervision skills.

I understand that I can take away my consent at any time without giving a reason.

Signed Supervisee: \_\_\_\_\_ Date: \_\_\_\_\_

Signed Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

*All recordings will be stored in accordance with the Data Protection Act (DPA), 1998. I give my consent on the understanding that the recording will be kept confidential and will be stored securely. I am aware that the recording will be erased once the teaching purposes have been fulfilled (six years from the date of submission) at which point the recording will be erased or securely destroyed. However, I may take away my consent at any time and have the recording erased.*

### Supervisor Statement

*"I certify that I have conducted this clinical work in line with appropriate professional practice guidelines, Codes of Ethics [e.g. BABCP/AFT/BPS Standards of Conduct, Performance and Ethics/ AVIGuk values and beliefs,] and/or workplace Policies, which have been strictly adhered to in terms of making the recording and seeking permission for use. This signed consent form will accompany the recording."*

Signed Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

## Reflective Commentary

Submission date: 7<sup>th</sup> November 2024

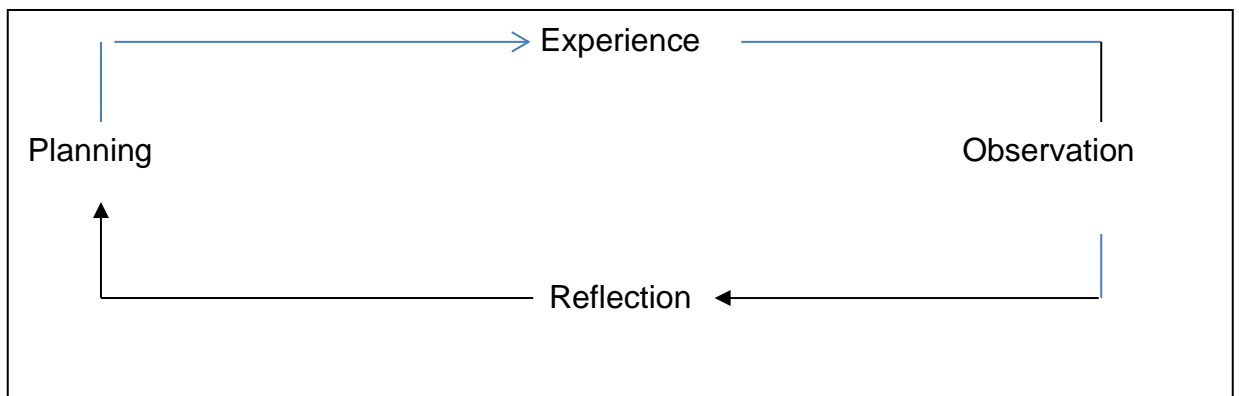
### Guidance on writing the reflective commentary

**You will be required to submit a Reflective Commentary with your summative supervision Competency Tape. The summary should be up to 2000 words. References are not required but can be included.**

You may choose to reflect on one particular part of the session or reflect on the session as a whole. We would expect you to identify the area of supervisory practice that you are going to reflect on and then provide a reflective analysis of this area followed by a plan. Your analysis should demonstrate your ability to identify personal and professional issues that impact on the supervision process and to reflect on your practice and in particular in relation to your developing supervision competencies in line with the SAGE. The analysis should provide a critical evaluation of the supervision skills that you demonstrate within the recording, drawing on relevant theory, research and literature and identify areas for improvement. The following model may help with this. You should make reference to your self-rating forms within the summary.

The four stage experiential learning model (Kolb 1984 and Lewin 1946) in Bennett-Levy et al (2004 p. 19) is the most widely used model in adult education (see fig. 1).

Figure 1. Experiential learning cycle (Bennett-Levy *et al.* 2004)



Different terms have been used by different authors to reflect the same four stages. **Plan, Experience, Observe, and Reflect.**

Effective learning is said to proceed through a series of these cycles.

EXPERIENCE: The experience

OBSERVE: What happened

REFLECT: Making sense of what happened by

- Relating it to previous experience and knowledge
- Searching for understanding
- Generalising, abstracting principles
- Fit with the formulation

PLAN: With the new understanding, how can I take this forward?

Bennett-Levy, J., Turner, F., Beaty, T., Smith, M., Paterson, B., & Farmer, S. (2001). The value of self-practice of cognitive therapy techniques and self-reflection in the training of cognitive therapists. *Behavioural and Cognitive Psychotherapy*, 29, pp. 203-220.

## **Guidance on Marking Criteria for Assessing the Reflective Commentary**

<p><b>*1. Introduction of topic of reflection</b></p> <ul style="list-style-type: none"> <li>• Clear identification of one particular part of the session or the session as a whole that forms the focus for the summary.</li> <li>• Identification of the supervisory theme that is being reflected on and rationale given.</li> <li>• Description of the reflective process. This may have involved the use of a model such as Kolb's learning cycle, discussion with supervisor, use of thought records, reflective discussions.</li> <li>• Identification of personal and professional issues that impact on the supervision process and description of the relevant concrete experience within the session e.g. supervisor and supervisee behaviour, verbal communications and events, patterns of interaction.</li> <li>• Observations of supervisor's own thoughts, emotions and responses (where relevant).</li> </ul>
<p><b>*2. Understanding and use of theory</b></p> <ul style="list-style-type: none"> <li>• Integration of critical analysis with existing knowledge of supervision.</li> <li>• Integration of critical analysis with relevant modality specific literature and research where appropriate</li> </ul>
<p><b>*3. Critical Analysis</b></p> <ul style="list-style-type: none"> <li>• Analysis of the specific experience and observations within the session and beyond. Taking an objective and critical stance and consideration of alternative interpretations.</li> </ul>
<p><b>*4. Summary and implications for future practice</b></p> <ul style="list-style-type: none"> <li>• Summary of learning.</li> <li>• Description of plans for taking the learning back into practice, (experimentation) and plans for further learning and clinical practice.</li> <li>• The implications should flow from the supervisor's reflections and their analysis of these.</li> </ul>
<p><b>5. Structure &amp; style:</b></p> <ul style="list-style-type: none"> <li>• Clear structure with a logical flow, which demonstrates the progression of the supervisor's journey through the reflective process</li> </ul>
<p><b>6. Spelling / grammar / typos</b></p> <ul style="list-style-type: none"> <li>• You will be marked down for errors.</li> <li>• References – Where reference to theory is made, references should conform to APA guidelines.</li> </ul>
<p><b>* * Indicates a key area; failure on more than one of these areas will result in an overall fail.</b></p>

## Criteria for Assessing Reflective Commentary

Programme Member \_\_\_\_\_

**(Please tick)**

Module PYCM

Module PYCM

Distinction

Merit

Pass

Fail

	Fail (49% and below)	Pass (50-59%) Satisfactory	Merit (60-69%) Good	Distinction (70% and above) Very Good
*Introduction/identification of area(s) for reflection.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
*Understanding and use of theory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
*Critical analysis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
*Summary & implications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Structure & style	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spelling/grammar/typos/presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adheres to word limit	yes / no			

### Comments

**Overall comments:**

**Introduction/identification of area(s) for reflection.**

**Understanding and use of theory**

**Critical analysis**

**Summary & implications**

**Structure & style**

**Spelling/grammar/typos/presentation**

\* \* Indicates a key area; failure on more than one of these areas will result in an overall fail.

**Portfolio Marking**  
**Marking (please see separate portfolio handbook for details)**

**Submission date 12<sup>th</sup> December 2024**

**Name:**

- |   |        |
|---|--------|
| 1. Consent forms (to be <b>signed by each supervisee</b> )    | YES/NO |
| 2. Supervision contract / agreement <b>signed</b>             | YES/NO |
| 3. Supervision preparation forms                              | YES/NO |
| 4. Supervision records (received and given) <b>signed</b>     | YES/NO |
| 5. HASQ <b>(originals/copies or signed typed)</b>             | YES/NO |
| 6. Supervision report (Formative and Summative) <b>signed</b> | YES/NO |
| 7. Supervision log (received and given)                       | YES/NO |
| 8. Self-Rated SAGE rating scale (2 minimum).                  | YES/NO |
| 9. Roth and Pilling supervisors' competences checklist X 3    | YES/NO |

**Comments:**

**Portfolio Mark**

**PASS/FAIL**

For any items that were marked as NO please indicate what is required e.g. Missing items or difficulties with the items that were included.

\* see separate marking criteria for this item.



**Practice Outcomes Document (Reflective supervision report)  
Marking (please see separate POD handbook for details)**

**Submission date 12<sup>th</sup> December 2024**

**Name:**

- |   |        |
|---|--------|
| 1. Ability to employ educational principles which enhance learning                                    |        |
| a. Summary  | YES/NO |
| b. Evidence   | YES/NO |
| 2. Ability to enable ethical practice   |        |
| a. Summary  | YES/NO |
| b. Evidence   | YES/NO |
| 3. Ability to foster competence in working with difference  |        |
| a. Summary  | YES/NO |
| b. Evidence   | YES/NO |
| 4. Ability to take into account the organizational context for supervision                            |        |
| a. Summary  | YES/NO |
| b. Evidence   | YES/NO |
| 5. Ability to form and maintain a supervisory alliance  |        |
| a. Summary  | YES/NO |
| b. Evidence   | YES/NO |
| 6. Ability to structure supervision sessions  |        |
| a. Summary  | YES/NO |
| b. Evidence   | YES/NO |
| 7. Ability to help the supervisee present information about clinical work                             |        |
| a. Summary  | YES/NO |
| b. Evidence   | YES/NO |
| 8. Ability to help supervisee's ability to reflect on their work and on the usefulness of supervision |        |
| a. Summary  | YES/NO |
| b. Evidence   | YES/NO |
| 9. Ability to use a range of methods to give accurate and constructive feedback                       |        |
| a. Summary  | YES/NO |
| b. Evidence   | YES/NO |
| 10. Ability to gauge supervisee's level of competence   |        |
| a. Summary  | YES/NO |
| b. Evidence   | YES/NO |
| 11. Ability for supervisor to reflect (and act on) on limitations in own knowledge and experience     |        |
| a. Summary  | YES/NO |
| b. Evidence   | YES/NO |

**Comments:**

**Practice Outcomes document**

**PASS/FAIL**

For any items that were marked as NO please indicate what is required e.g.  
Missing items or difficulties with the items that were included

## Roth and Pilling Competencies Checklist

Name ..... Date.....

	Not yet competent	competent	Expert
<b>Generic Competencies</b>	0	1	2 3 4 5 6
Ability to employ educational principles which enhance learning	Score and comments:		
Ability to enable ethical practice	Score and comments:		
Ability to foster competence in working with difference	Score and comments:		
Ability to take into account the organisational context for supervision	Score and comments:		
Ability to form and maintain a supervisory alliance	Score and comments:		
Ability to structure supervision sessions	Score and comments:		
Ability to help the supervisee present information about clinical work	Score and comments:		
Ability to help supervisee's ability to reflect on their work and on the usefulness of supervision	Score and comments:		
Ability to use a range of methods to give accurate and constructive feedback	Score and comments:		
Ability to gauge supervisee's level of competence	Score and comments:		
Ability for supervisor to reflect and act on limitations in own knowledge and experience	Score and comments:		

## University Supervisor's Report – Formative /Summative

Supervisor Trainee Name:

Supervisor Name:

Total observed practices:                      Dates:

Methods: in vivo, audio, video: (Please circle all those that apply)

**Ability to use supervision of supervision** (Regular attendance. Prepares supervision question and regularly brings video clips. Is open to reflection and discussion and experiential exercises. Is supportive and helpful to other supervisors in the group)

0                      1                      2                      3                      4                      5                      6

Comments:

**Areas of competency/strengths in their supervision practice:** Please rate and where relevant comment on the following areas:

**Ability to develop a supervisory alliance** (Displays core conditions by listening and demonstrating empathy, acceptance and genuine curiosity and support. Provides appropriate social support linked to restorative aspect of supervision. Creates optimal learning environment by being collaborative and encouraging active partnership/teamwork).

0                      1                      2                      3                      4                      5                      6

Comments:

**Ability to structure supervision sessions** (Generally well-structured and paced supervisions. Provides appropriate amount of challenge and addresses any normative issues that arise. Ensure effective use of agenda with time for check in and reflection and planning at the end)

0                      1                      2                      3                      4                      5                      6

Comments:

**Ability to encourage reflection in supervision** (Gentle questioning to encourage supervisee to make links for themselves, encouraging the supervisee to report their own thoughts and feelings and increase self-awareness as well as coming up with ideas for their practice)

0 1 2 3 4 5 6

Comments:

**Ability to incorporate theory in supervision** (Evidence of the supervisor being competent in their field and being able to convey theories and practice in supervision effectively. This includes being able to support the use of formulation or hypothesizing effectively)

0 1 2 3 4 5 6

Comments:

**Ability to use active methods in supervision** (Evidence of effective use of live or recorded observations to provide feedback and support the supervisee’s development. Effective use of experimental methods within the supervision such as role play to practice techniques, self-practice/self-reflection and other creative learning methods)

0 1 2 3 4 5 6

Comments:

**Ability to consider issues of Equality, Diversity and Inclusion in Supervision**  
(Encourages the supervisee to think about their own characteristics and how they impact on their clinical practice. Supports the supervisee to have awareness of differences within the client group they work with and adapt clinical practice accordingly)

0 1 2 3 4 5 6

Comments:

**Areas to work on:**

**Have any of these areas been flagged before in supervision?** Yes/No  
If yes, please comment on improvements made.


**Trainee Supervisor’s comments:**  
Nature and quality of supervision received

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**Overall Evaluation of trainee supervisor: Satisfactory / Unsatisfactory (please circle)**

Signed (supervisor) .....  
Signed (Trainee supervisor) .....  
Date .....



		Supervising Evidence-Based Psychological Therapies/Interventions in Child and Adolescent Mental Health or Education Settings			<b>CREDIT VALUE</b>		30
<b>MODULE TITLE</b>		<b>MODULE CODE</b>		<b>MODULE CONVENER</b>		Dr Catherine Gallop	
<b>MODULE CODE</b>		PYCM089					
<b>DURATION</b>	<b>TERM</b>	1	2	3	<b>Number Students Taking Module (anticipated)</b>	10	
	<b>WEEKS</b>	10					
<b>DESCRIPTION – summary of the module content</b>							
<p>Across all psychological interventions in child mental health or education settings, it is increasingly recognised that clinical supervision plays a fundamental role in improving clinical outcomes; supporting practitioners and ensuring safe and effective practice. In this module you will develop advanced skills and mastery of the supervision competencies associated with clinical supervision of Evidence-Based Psychological interventions for Child and Young Persons' mental health / emotional difficulties. Considerable opportunity for supervision and reflection on your supervisory practice will be afforded to enhance learning and ongoing action planning.</p>							
<b>MODULE AIMS – intentions of the module</b>							
<p>The aim of this module is to develop advanced practice skills in clinical supervision of children and young peoples' mental health practitioners and to support reflective practice. We aim to provide you with the scientific, intellectual and practical training that will enhance your professional practice and support your autonomous lifelong learning. We also aim to provide a supportive learning environment that fosters your clinical, academic and personal development.</p>							
<b>INTENDED LEARNING OUTCOMES (ILOs)</b> (see assessment section below for how ILOs will be assessed)							
On successful completion of this module <i>you should be able to:</i>							
<b>Module Specific Skills and Knowledge:</b>							
1	Synthesise theory and competencies in planning, delivering and reflecting on clinical supervision across relevant Children and young peoples' settings						
2	Demonstrate generic and modality specific competencies in clinical supervision of evidence-based psychological therapies / interventions for children and young people						
3	Evidence through the reflective supervision report how reflection on your clinical supervision skills influences your practice						
4	Identify how you meet the relevant national competency standards for clinical supervision in child mental health and social care practice						
<b>Discipline Specific Skills and Knowledge:</b>							
5	Address systematically complex supervision problems which may be framed within unpredictable contexts, think critically, creatively, and independently, and fully appreciate the complexities of the issues						
6	Describe the wider ethical and professional issues encountered within clinical supervision						
<b>Personal and Key Transferable/ Employment Skills and Knowledge:</b>							
7	Appraise your personal strengths and weaknesses in training and experience, and reflect upon the implications for your further training needs						
8	Give accurate and constructive feedback						
<b>SYLLABUS PLAN – summary of the structure and academic content of the module</b>							
<p>The taught content of this module will be delivered over a minimum of eight days of workshops and tutorials in term one to enhance your clinical skills, personal reflection and ongoing action planning. The development of your practical understanding in the application of clinical supervision competences will be achieved through group supervision sessions, tutorials and preparation of your reflective supervision report.</p>							
<b>LEARNING AND TEACHING</b>							
<b>LEARNING ACTIVITIES AND TEACHING METHODS (given in hours of study time)</b>							
Scheduled Learning and Teaching activities		60	Guided independent study	240	Placement/study abroad	0	
<b>DETAILS OF LEARNING ACTIVITIES AND TEACHING METHODS</b>							
Category		Hours of study time		Description			
Scheduled Learning and Teaching		32		Lectures			
Scheduled Learning and Teaching		8		Reflective learning groups – these will be used to debate and reflect upon salient supervision issues			

Scheduled Learning and Teaching	16	Procedural classes – these will be used to develop supervision competencies
Guided Independent Study	80	Reading and preparation for learning groups / classes
Guided Independent Study	40	Independent role playing/practice with colleagues or personal reflection to develop supervision competency
Guided Independent Study	120	Preparation of assessments

### ASSESSMENT

#### FORMATIVE ASSESSMENT - for feedback and development purposes; does not count towards module grade

Form of Assessment	Size of the assessment e.g. duration/length	ILOs assessed	Feedback method
Peer review of self-rated baseline supervision competencies	20 minute supervision group discussion	2-4, 7-8	Oral

#### SUMMATIVE ASSESSMENT (% of credit)

Coursework	100	Written exams	0	Practical exams	0
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#### DETAILS OF SUMMATIVE ASSESSMENT

Form of Assessment	% of credit	Size of the assessment e.g. duration/length	ILOs assessed	Feedback method
Reflective supervision report – pass/fail only (this assessment must be passed; failure in this assessment will lead to failure in the module and the programme)	0	3000 words	1-6	Written
Essay (this assessment must be passed; failure in this assessment will lead to failure in the module and the programme)	70	3000 words	1, 5-6	Written
Reflective commentary (this assessment must be passed; failure in this assessment will lead to failure in the module and the programme)	30	2000 words	1, 3-4, 7	Written

#### DETAILS OF RE-ASSESSMENT (where required by referral or deferral)

Original form of assessment	Form of re-assessment	ILOs re-assessed	Time scale for re-assessment
Reflective supervision report	Reflective supervision report	1-6	Four weeks from the date that feedback was provided
Essay	Essay	1, 5-6	Four weeks from the date that feedback was provided
Reflective commentary	Reflective commentary	1, 3-4, 7	Four weeks from the date that feedback was provided

#### RE-ASSESSMENT NOTES

Three assessments are required for this module. In all cases re-assessment will be the same as the original assessment. Where you have been referred/deferred for any form of assessment detailed above you will have the opportunity to retake within four weeks from the date that feedback was provided.

If you pass re-assessments taken as a result of deferral, your re-assessment will be treated as it would be if it were your first attempt at the assessment and the overall module mark will not be capped.

If you pass re-assessments taken as a result of referral (i.e. following initial failure in the assessment), the overall module mark will be capped at 50%.

If you fail re-assessments taken as a result of referral (i.e. following initial failure in the assessment), you will be failed in the module and as a consequence you will be failed in the programme and your registration as a student of the University will be terminated.



## RESOURCES

**INDICATIVE LEARNING RESOURCES** - The following list is offered as an indication of the type and level of information that you are expected to consult. Further guidance will be provided by the Module Convener.

Basic reading:

- Child IAPT National curriculum (2012). London: Department of Health
- Milne, D. (2009). *Evidence-based Clinical Supervision*. Chichester: Wiley-Blackwell.
- Proctor, B. (2000). *Group Supervision: a Guide to Creative Practice*. London, Sage.
- Roth, A.D. and Pilling, S. (2007). *Competencies required to supervise effective psychological therapies*. London: HMSO, Department of Health.
- Scaife, J. (2008). *Supervision in Clinical Practice; A Practitioner's Guide*. London: Routledge.
- Turpin, G. and Wheeler, S. (2011). *IAPT Supervision Guidance*. London: Department of Health.

Web-based and electronic resources:


- ELE page - <https://vle.exeter.ac.uk/course/view.php?id=3647> (All resources will be made available on ELE. This includes additional material covered in the tutorials, the required readings, information about assessment and additional material (e.g., videos).)

Other resources:

- DVD/audio competency clips from IAPT and University of Exeter teaching team.

<b>CREDIT VALUE</b>	30	<b>ECTS VALUE</b>	15
<b>PRE-REQUISITE MODULES</b>	None		
<b>CO-REQUISITE MODULES</b>	PYCM042 Clinical Supervision Practice Placement or PYCM090 Clinical Supervision Practice Placement (WP-CYP) or PYCM091 Clinical Supervision Practice Placement (EMHP)		
<b>NQF LEVEL (FHEQ)</b>	7	<b>AVAILABLE AS DISTANCE LEARNING</b>	No
<b>ORIGIN DATE</b>	07/01/2019	<b>LAST REVISION DATE</b>	07/01/2019
<b>KEY WORDS SEARCH</b>	Supervision, young people, children, improving access to psychological therapies, emotional wellbeing, evidence-based interventions, cognitive behavioural therapy, parenting, competency assessment		



		Clinical Supervision Practice Placement			<b>CREDIT VALUE</b>	30
<b>MODULE TITLE</b>		<b>MODULE CODE</b>		<b>MODULE CONVENER</b>	Dr Catherine Gallop	
		PYCM042				
<b>DURATION</b>	<b>TERM</b>	1	2	3	<b>Number Students Taking Module (anticipated)</b>	10
	<b>WEEKS</b>		10			
<b>DESCRIPTION – summary of the module content</b>						
<p>Within mental health settings it is becoming increasingly recognised that clinical supervision plays a fundamental role in improving clinical outcomes, supporting practitioners and ensuring safe and efficient practice. In this module you will develop advanced skills and mastery of the supervision competencies associated with clinical and case management supervision. Considerable opportunity for supervision and reflection on your supervisory practice will be afforded to enhance learning and ongoing action planning.</p>						
<b>MODULE AIMS – intentions of the module</b>						
<p>The aim of this module is to develop advanced practice skills in clinical and case management supervision for evidence based psychological therapies and to support reflective practice. We aim to provide you with the scientific, intellectual and practical training that will enhance your professional practice and support your autonomous lifelong learning. We also aim to provide a supportive learning environment that fosters your clinical, academic and personal development.</p>						
<b>INTENDED LEARNING OUTCOMES (ILOs)</b> (see assessment section below for how ILOs will be assessed)						
On successful completion of this module <i>you should be able to:</i>						
<b>Module Specific Skills and Knowledge:</b>						
1	Synthesise theory and competencies in planning, delivering and reflecting on clinical supervision practice					
2	Demonstrate generic and modality specific competencies in clinical supervision of evidence based psychological therapies					
3	Evidence through the portfolio how your reflection on your clinical supervision skills influences your practice					
4	Identify how you meet the national competency standards for clinical supervision practice					
<b>Discipline Specific Skills and Knowledge:</b>						
5	Address systematically complex supervision problems which may be framed within unpredictable contexts, think critically, creatively, and independently, and fully appreciate the complexities of the issues					
6	Describe the wider ethical and professional issues encountered within clinical supervision					
<b>Personal and Key Transferable/ Employment Skills and Knowledge:</b>						
7	Appraise your personal strengths and weaknesses in training and experience, and reflect upon the implications for your further training needs					
8	Give accurate and constructive feedback					
<b>SYLLABUS PLAN – summary of the structure and academic content of the module</b>						
<p>The taught content of this module will be delivered over six days of supervision and tutorials in term two to enhance your clinical skills, personal reflection and ongoing action planning. The development of your practical understanding in the application of clinical supervision competences will be achieved through group supervision sessions, tutorials and preparation of your Extended Supervision Practice portfolio. You will have extensive opportunities to deliver and reflect on your clinical supervision skills through your supervision practice placement and regular supervision.</p>						
<b>LEARNING AND TEACHING</b>						
<b>LEARNING ACTIVITIES AND TEACHING METHODS (given in hours of study time)</b>						
Scheduled Learning and Teaching activities	30	Guided independent study	170	Placement/study abroad	100	
<b>DETAILS OF LEARNING ACTIVITIES AND TEACHING METHODS</b>						
<b>Category</b>		<b>Hours of study time</b>		<b>Description</b>		
Scheduled Learning and Teaching		15		Tutorials – these will be used to debate and reflect on salient supervision issues		
Scheduled Learning and Teaching		15		Small group supervision – these will be used to develop and reflect on supervision competencies		
Placement		10		Practice-based supervision of supervision		
Placement		90		Preparation and delivery of practice based supervision		

Guided Independent Study	130	Reading and scholarly activity
Guided Independent Study	40	Preparation of supervision portfolio and practice outcome document

### ASSESSMENT

#### FORMATIVE ASSESSMENT - for feedback and development purposes; does not count towards module grade

Form of Assessment	Size of the assessment e.g. duration/length	ILOs assessed	Feedback method
Discussion of self and supervisor rating of supervision competencies	60 minute group presentation including video examples of supervision	2-4, 7, 8	Oral
Formative practical skills assessment – supervisor-rated competency assessment	60 minutes video/audio record and self-assessment	2-5, 8	Written

#### SUMMATIVE ASSESSMENT (% of credit)

Coursework	0	Written exams	0	Practical exams	100
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#### DETAILS OF SUMMATIVE ASSESSMENT

Form of Assessment	% of credit	Size of the assessment e.g. duration/length	ILOs assessed	Feedback method
Extended supervision practice portfolio to include feedback from supervisees – pass/fail only (this assessment must be passed; failure in this assessment will lead to failure in the module and the programme)	0	6000 words	1-8	Written
Practical skills assessment – supervisor rated competency assessment comprising of a video/audio record and self-assessment (this assessment must be passed; failure in this assessment will lead to failure in the module and the programme)	100	60 minutes	2-5, 8	Written

#### DETAILS OF RE-ASSESSMENT (where required by referral or deferral)

Original form of assessment	Form of re-assessment	ILOs re-assessed	Time scale for re-assessment
Extended supervision practice portfolio	Extended supervision practice portfolio	1-8	12 weeks from the date that feedback was provided
Practical skills assessment	Practical skills assessment	2-5, 8	12 weeks from the date that feedback was provided

#### RE-ASSESSMENT NOTES

Two assessments are required for this module. In all cases re-assessment will be the same as the original assessment. Where you have been referred/deferred for any form of assessment detailed above you will have the opportunity to retake within 12 weeks from the date that feedback was provided, following additional supervision sessions as necessary with the agreement of the Module Convenor.

If you pass re-assessments taken as a result of deferral, your re-assessment will be treated as it would be if it were your first attempt at the assessment and the overall module mark will not be capped.

If you pass re-assessments taken as a result of referral (i.e. following initial failure in the assessment), the overall module mark will be capped at 50%.

If you fail re-assessments taken as a result of referral (i.e. following initial failure in the assessment), you will be failed in the module and as a consequence you will be failed in the programme and your registration as a student of the University will be terminated.

## RESOURCES

**INDICATIVE LEARNING RESOURCES** - The following list is offered as an indication of the type and level of information that you are expected to consult. Further guidance will be provided by the Module Convener.

Basic reading:

- Child IAPT National curriculum (2012). London: Department of Health
- Hawkins, P & Shohet (2006) *Supervision in the Helping Professions*. Open University Press
- Milne, D. (2009). *Evidence-based Clinical Supervision*. Chichester: Wiley-Blackwell.
- Proctor, B. (2000). *Group Supervision: Guide to Creative Practice*. London, Sage.
- Roth, A.D. and Pilling, S. (2007). *Competencies required to supervise effective psychological therapies*. London: HMSO, Department of Health.
- Scaife, J. (2008). *Supervision in Clinical Practice; A Practitioner's Guide*. London: Routledge.
- Turpin, G. and Wheeler, S. (2011). *IAPT Supervision Guidance*. London: Department of Health.

ELE – All resources will be made available on ELE. This includes additional material covered in the tutorials, the required readings, information about assessment and additional material (e.g., videos).

Other resources: DVD/audio competency clips from IAPT and University of Exeter teaching team.

<b>CREDIT VALUE</b>	30	<b>ECTS VALUE</b>	15
<b>PRE-REQUISITE MODULES</b>	None		
<b>CO-REQUISITE MODULES</b>	PYCM041		
<b>NQF LEVEL (FHEQ)</b>	7	<b>AVAILABLE AS DISTANCE LEARNING</b>	NO
<b>ORIGIN DATE</b>	25/11/2012	<b>LAST REVISION DATE</b>	1410/2020
<b>KEY WORDS SEARCH</b>	Supervision, young people, children, improving access to psychological therapies, IAPT, cognitive behavioural therapy, parenting, competency assessment		

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