CENTRE FOR SUPERVISION TRAINING

AND DEVELOPMENT

Reflective Supervision in Education Training

Student Handbook

2025

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Reflective Supervision in Education

At CSTD we have long recognised the gap in appropriate supervision for those working in Education. It is no surprise that each year, whether state or private, staff from Primary, Secondary, FE and Higher educational institutions are choosing to leave the work they love due to its unprecedented pressures and impact on their health and well-being.

As a 'people profession', whether a person's role involves holding children, young people, families, or colleagues, as well as hugely rewarding, working in education can also be challenging, lonely and disempowering and even lead to vicarious trauma and burnout.

However, unlike almost every other helping profession, historically, those working in educational settings have not been offered a confidential and supportive, reflective space to help staff to process and manage the impact of their work.

As a well-established Supervision Training provider, we have drawn upon a wide range of experience from school staff, research, and clinicians to develop this exciting new bespoke training programme:

Reflective Supervision in Education Training (RSE)

Accessible to:

- Education staff currently working in an educational setting
- Anyone who previously worked in education and wishes to return to offer support
- Psychotherapists / Counsellors wishing to offer this support in education

Quality Assurance provided by:

- Completing this bespoke RSE pathway through our Supervision training, while retaining the core elements of training historically offered to everyone completing their Certificate or Diploma in Supervision at CSTD.

Pathway through the Course

As with all our supervision training, how long you take and whether you train f2f / online can be designed to fit your personal timescale and circumstances. You also decide whether to write one essay to achieve a Certificate in Supervision or three essays, for the Diploma in Supervision. All modules involve active supervision skills practice with peers.

To complete the CSTD Bath **Certificate** in Reflective Supervision in Education (RSiE), you'll need to have been receiving regular supervision for at least a year. This helps ensure you've had the chance to experience the process of reflective supervision.

If that's not the case for you, then the **Diploma** in Reflective Supervision in Education (RSiE) is the right starting point. It's designed to deepen your understanding of reflective practice and give you the insight and experience you need to supervise with confidence.

To find out more on the content of each module please refer to the CSTD website here: Diploma and Certificate in Reflective Supervision in Education - CSTD Bath.

Diploma in Supervision

Module One: Introduction to Reflective Supervison in Education (RSiE)

This three day module can be completed as a stand-alone introduction to the themes and tools required for RSiE. It also counts as module one (of four) towards the full certificate /diploma qualification in RSiE.

Module Two: Fundamentals of Supervision

After completing this module choose a tutor from the list (pages 7-8) and make brief contact with him/her. Book in a 25-minute **initial tutorial** (**1/2 Tutorial**) with them – this should ideally be within 4 weeks of the Fundamentals module. Discuss setting up as a supervisor and choice of optional Module, and the upcoming assignments.

Then write **first Assignment** (or a developed draft for discussion).

Arrange **Tutorial 1** for feedback on draft or on finished assignment.

Module Three

Choose ONE module from the following: Psychotherapeutic Supervision, Working with Supervisees within Organisational Settings, or Working with Groups.

Write **second Assignment**

Arrange **Tutorial 2:** Feedback on draft or on finished Assignment

Module Four: **Supervision Integration**

Please note: Before booking onto this module, your tutor will need to confirm to Rosa that you are ready. You should have completed at least half of the 50 hours of supervision before attending this module.

Self and Peer Assessment Process: gather feedback from sources as indicated on the form.

Assignment Three: Write a reflective summary of the feedback together with some comment on your 'journey' through the CSTD training (see page 12 for assignment details)

Final Qualifying Tutorial: Feedback on Third Assignment. Completion of **Tutor Report Form** leading to Award of the Diploma

Diploma Marking Fee of £300 due at time of booking

Important Note for the Award to be gained - 50 hours of supervised practice should have been completed + 10 hours of supervision on supervision.

Certificate in Supervision

Module One: Introduction to Reflective Supervison in Education (RSiE)

This three day module can be completed as a stand-alone introduction to the themes and tools required for RSiE. It also counts as module one (of four) towards the full certificate /diploma qualification in RSiE.

Module Two: Fundamentals of Supervision

After completing this module, choose a tutor from the list (pages 7-8) and make brief contact with him/her. Book in a 25-minute **initial tutorial** (**1/2 Tutorial**) with them – this should ideally be within 4 weeks of the Fundamentals module. Discuss setting up as a supervisor and choice of optional Modules.

Module Three

Choose ONE module from the following: Psychotherapeutic Supervision, Working with Supervisees within Organisational Settings, or Working with Groups.

Module Four: **Supervision Integration**

Please note: Before booking onto this module, your tutor will need to confirm to Rosa that you are ready. You should have completed at least half of the 50 hours of supervision before attending this module.

Self and Peer Assessment Process: gather feedback from sources as indicated on the form.

Assignment: Write a reflective summary of the feedback together with some comment on your 'journey' through the CSTD training (see page 12 for assignment 'three' details). Send this to your Tutor and arrange a Tutorial

Final Qualifying Tutorial: Feedback on Assignment. Completion of **Tutor Report Form** leading to Award of the Diploma

Certificate marking fee of £100 due at time of booking

Important Note for the Award to be gained - 50 hours of supervised practice should have been completed + 10 hours of supervision on supervision.

Amendments and cancellation of booked modules

Please note that cancellations and amendments to bookings made are subject to the following conditions.

Deposits

All deposits are non-refundable.

Cancellation

- More than 8 weeks prior to course - loss of deposit only
- 8 - 4 weeks prior to course - 50% of the course fee payable.
- Less than 4 weeks prior to course - full amount payable.

Postponement

Changing from one course to another will incur an administration fee of:

- More than 8 weeks prior to course - £ 25
- 8 - 4 weeks prior to course - £ 50
- If the course is postponed with less than 4 weeks' notice the full fee is payable.

Missed parts of modules

You are expected to attend all parts of the modules. In *exceptional* circumstances we may allow for small parts of modules to be missed. In this case you will be asked to attend an extra tutorial with the appropriate trainer for which you will be charged the standard tutorial rate.

Tutorials

Three and a half 50-minute tutorials are needed to be undertaken to obtain the Diploma, and one and a half tutorial sessions for the Certificate each with one of the Centre staff, the tutor to be decided on as early as possible in the process. The fee for each tutorial is £75 (£90 for sponsored fees). The initial half tutorial is only 25 minutes and is charged at £40 self-funding and £60 sponsored. This is usually payable direct to the tutor unless your sponsoring organisation has agreed to fund tutorials. *Please note that you can ask for extra tutorials if you require them.*

For both Diploma and Certificate students the initial tutorial takes place after the Fundamentals Course to plan the participant's learning and development.

Diploma Students have a **second and third tutorial** after completing their initial and second assignments; and a **final qualifying tutorial** after completing their assignment for Supervision Integration and completion of their hours. The fee for the marking of the three assignments is £300 and should be paid at the beginning of the process when registering for the Diploma.

Certificate Students have a **final qualifying** tutorial after completion of Supervision Integration and they have written their assignment. The fee for the marking of the assignment is £100 and should be paid at the beginning of the process when registering for the certificate.

Please choose your tutor from one of the CSTD faculty:



Kate Bowman, MA, Cert. Ed., Dip HIC, Dip HIP, UKCP reg. Kate is a psychotherapist, supervisor and trainer. She is Course Leader for the MA in Humanistic and Integrative Psychotherapy at Bath Centre for Psychotherapy and Counselling. One of her areas of interest is the nature of psychotherapeutic integration - the intersubjective with the dialogical, the embodied with the imaginal, the personal with the collective - and how this might help us to relate to others in a way that allows us to hold a paradox of not knowing whilst listening to what is already known. She has been in private practice in Bath for 15 years.
E-mail: **katebowman.bcpc@gmail.com**



Martin Capps MSc, GPTI is a gestalt psychotherapist, supervisor, coach and trainer with many years of experience in the private, NHS and third sectors. He has long been interested in the relational aspects of shame and how it affects individuals and organisations. He has taught at the Metanoia Institute and the Welsh Psychotherapy Institute's psychotherapy trainings as well as currently being a tutor and course manager with CSTD Bath. He is an associate of Relational Change, an organisation committed to helping individuals, couples, families, teams, organisations and communities find improved outcomes through better relationships. He is also the manager of the CSTD Bath training.
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Dawn Grantham MA, is a UKCP registered Psychotherapist, Supervisor working with Adults, Children and Young People. Dawn is also an EMDR Therapist, a Tutor for The Association of Sandplay Therapists and The Centre for Psychotherapy Education, is the Lead Counsellor in two schools and has a private practice in central London. As an Integrative and Transpersonal practitioner, she is particularly keen to explore the creative and systemically influenced aspects of therapeutic and supervisory relationships.
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Rae Howling C of Ed, CQSW, Dip HIP, MA HIP, UKCP Reg. Rae is a psychotherapist, supervisor and trainer, and works on the final stages of the psychotherapy MA at the Bath Centre of Psychotherapy and Counselling. She has a private practice in Bristol. She is particularly interested in the integration of Intersubjective Systems Theory and Dialogical Theory in her work as a psychotherapist. Rae has worked as a supervisor of psychotherapists and students in training for many years.
E-mail: rae.howling@blueyonder.co.uk



Roderic London B.Ed (Hons); MSc; Dip Supervision (CSTD) is a UKCP registered and mBACP accredited gestalt psychotherapist, supervisor and trainer with many years' experience in the private, NHS, HE and schools, and voluntary sectors. He has a private practice in Birmingham where he also taught in schools for many years. As well as working with individuals and groups in various settings, he also works outdoors and is interested in the role that relationship with the natural world has in resourcing and supporting therapeutic work and personal development. He is co-director of Gestalt Birmingham providing CPD to practitioners and was co-chair of the Gestalt Psychotherapy Training Institute 2022-25.
Email: rod@gestaltbirmingham.co.uk



Lisa Nel BA(Comb)Hons, PGCE, MBACP(Accred) has 33 years' experience in educational and therapeutic roles. She currently practises as a supervisor and integrative, humanistic counsellor with adults and under-18s in Warminster. Lisa teaches at the Bath Centre for Psychotherapy and Counselling, and also runs post-qualifying CPD courses in counselling children and young people. Special interests include developing robust reflective supervision for educators and learning new ways to support anyone impacted by trauma. Lisa runs workshops about vicarious traumatisation with her colleague, Mark Stancombe, from a shared belief in the value of proactive, compassionate self-care in the helping professions.
E-mail: lisa@imokyoureok.co.uk



Jane Purkiss, MA, PGCE, is a UKCP registered psychotherapist with 20 years' experience of training and supervision. She was Director of Studies at the Bath Centre for Psychotherapy and Counselling from 2007- 2011. She has extensive experience of supervising Graduate psychotherapists and students in training. One of her areas of interest is post modern approaches to loss and separation. She has run training days on this theme in various locations in the South West and published articles in *The British Journal of Psychotherapy Integration* (2010) and *Self and Society* (2009). Jane's background is in education and she is a fluent French speaker.
E-mail: jane.purkiss@cstd.co.uk



Maria Storey Walker, MA, is a UKCP registered psychotherapist, supervisor and trainer working with adults, children and young people. She is Programme Director for the MA in Transpersonal Child, Adolescent and Family Therapy at the Centre for Counselling and Psychotherapy Education (CCPE) in London, on which she lectures and supervises trainee psychotherapists. She has a private practice near Shaftesbury, Dorset. Maria's psychotherapeutic approach combines talking therapy with creative exploration using dreams, sandplay, art and visualisation to help 'make the unconscious conscious' and bring balance to life.
E-mail: info@mariastoreywalker.co.uk

Supervision on Supervision

You need a minimum of 10 hours of supervision on supervision covering 50 hours of supervision practice to gain the certificate or diploma.

Before being awarded the Certificate or Diploma, ten hours of supervision on supervision practice need to be completed with either one of the Centre staff (see previous page) or an approved supervisor.

We recommend you use a separate supervisor for your supervision on supervision.

Please choose your supervisor from the CSTD Bath list of approved supervisors on supervision. This is available on the website: https://www.cstdbath.co.uk/tutorials-and-supervision-on-supervision/

Or, if you are already working with a supervisor and wish to continue with them, provided they are familiar with the Seven-Eyed Model (CSTD's 'house model') please ask them to contact CSTD Bath: info@cstdbath.co.uk

Finding Supervisees

Here are some ideas for getting going as a Supervisor:

- **Work Setting**: Perhaps this offers opportunities for you to supervise colleagues. Pay attention to role and boundaries…. Ideally, you need to only be in the supervisor role and not a mixed role of manager and supervisor.
- **Private Practice**: You can advertise an offer of low-cost supervision on any available websites, indicating clearly that you are in training as a supervisor with CSTD Bath.
- **Specific arrangement with a colleague**: You can set this up as long as you adhere to clear boundaries (structure, timekeeping etc). And role – you are to be clearly in this position as Supervisor only.
- **Agency work**: Many people have offered their services as a volunteer supervisor within an Agency. This scenario has generally been productive for gaining experience as a supervisor, albeit working within any Agency guidelines. CSTD has a special arrangement with BCPC (Bath Centre for Psychotherapy and Counselling) and provides supervisors for their low-cost counselling and psychotherapy service (see below).

Student-to-Student Supervision Practice

As part of your supervision training with CSTD Bath, each student is required to complete **50 hours of supervision practice**. While these hours are typically achieved through supervision with external supervisees, to help you get going you may also engage in **student-to-student supervision** for a limited portion of this practice.

To maintain the integrity of the training and ensure all students benefit from a professional supervisory experience, please note the following boundaries:

- **Maximum of 10 Hours**: You may count **up to 10 hours** of supervision with a fellow student toward your total 50-hour requirement.
- **One-Way Contract Only**: Student-to-student supervision must follow a **one-way contract**. That means one student takes on the role of supervisor, and the other takes on the role of supervisee. You **cannot alternate roles** or function as mutual supervisors within the same arrangement. A copy of your agreed contract for this arrangement should be given to your supervisor of supervision.
- **Client Work Focus**: The one-way contract should clearly state that the supervision hours are focused on the supervisee's client work, not on their supervisees. This distinction must be explicitly included in the agreed contract.
- **Supervisory Responsibility**: The supervising student is expected to approach the supervision seriously, embodying the principles and responsibilities of the role as covered within the course.

This practice is designed to enrich your understanding and confidence, but it must reflect the same standards of professionalism and boundary clarity as any other supervision you undertake.

Reading List

Core Text

Hawkins, P., & McMahon, A. (2020) *Supervision in the Helping Professions (5th edn)* McGraw - Hill: Open University Press

Recommended Reading for RSiE

Edwards, Hollie., (2023) *Reflective Supervision in Education: Using Supervision to Support Pupil and Staff Wellbeing*: Jessica Kingsley Publishers

Sturt, P., & Rowe, Jo., (2023) *Using Supervision in Schools: A Guide to Building Safe Cultures and Providing Emotional Support in a Range of Education Settings,* (2nd Edition): Pavilion Publishing and Media Ltd

Supplementary Wider Reading about Supervision

Carroll, M. & Shaw, E. (2013) Ethical Maturity in the Helping Professions: Making difficult life and work decisions. London: Jessica Kingsley Publishing.

Gilbert, M. & Evans, K. (2000) Psychotherapy Supervision: An integrative Relational Approach to Psychotherapy Supervision Buckingham: Open University Press.

Hawkins, Peter & Smith, Nick (2013) Coaching, Mentoring and Organizational Consultancy 2E: Supervision, Skills and Development

Proctor, B. (2000) Group Supervision: A Guide to Creative Practice London: Sage Publications

Scaife, J. (2009) Supervision in Clinical Practice: A Practitioner's Guide (2nd edn) London: Routledge

Van Ooijen, E. (2013) Clinical Supervision made easy: a creative and relational approach for the helping professions (2nd edn) Monmouth: PCCS Books.

Wheeler, S., & Richards, K. (2007) The impact of clinical supervision on counsellors and therapists, their practice and their clients: A systematic review of the literature. *Counselling and Psychotherapy Research 7*(1), 54-65.

Module Tutors may recommend further texts and articles for their particular Modules

Additional Reading

Hawkins, P. (2019). Resourcing – the neglected third leg of supervision. In E. Turner and J Passmore (Eds). *The Heart of Coaching Supervision – working with reflection and self-care.* Abingdon: Routledge.

Hawkins, P. and Ryde, J. (2019). *Integrative Psychotherapy: a relational, systemic and ecological approach.* London: Jessica Kingsley. [Chapter on supervision]

Davys, A. and Beddoe, L. (2010). Best Practice in Professional Supervision: A Guide for the Helping Professions. London: Jessica Kingsley.

Bond, M. and Holland, S. (2010). Skills of clinical supervision for nurses: A practical guide for supervisors, clinical supervisors and managers. Maidenhead: Open University Press.

Owen, D. and Shohet, R. (2012). *Clinical supervision in the medical profession*. Berkshire: Open University Press, McGraw-Hill Education.

Page, S. and Wosket, V. (2015). Supervising the counsellor and psychotherapist: A cyclical model. 3rd edn. London: Routledge.

Turner, E. and Palmer, S. (2019). The heart of coaching supervision: Working with reflection and self-care. Abingdon: Routledge.

Bachkirova, T., Jackson, P. and Clutterbuck, D. (Eds) (2011). *Supervision in Coaching and Mentoring: Theory and Practice*. Maidenhead: Open University Press/McGraw-Hill.

Carroll, M. and Tholstrup, M (2008). *Integrative Approaches to Supervision*. London: Jessica Kingsley.

Assignment Titles and Writing Guidelines

Those studying for the Diploma will need to complete three assignments. Those studying for the Certificate only complete the third assignment.

Each assignment will be marked by your Tutor

First Assignment: Fundamentals of Supervision 2000 words

Write a document in two parts - to use directly with your current and prospective supervisees, and to prepare/develop your thinking about your supervision practice.

Part One: a short statement about the practical arrangements of your work (where, when, payment, cancellation etc)

Part Two: a more extended piece for yourself (to clarify your ideas for when you are meeting someone for the first time). This should outline why supervision is important, what it covers, how you work as a supervisor, and how your supervisee's clients will benefit from supervision.

Second Assignment (following your choice of Optional Modules) 2000 words

Write up a Supervision session (individual or group) showing the following: how you have applied what you have learnt from the Fundamentals Module and your chosen Optional Module, and how your learning has informed your reflection on the session.

Third Assignment: Supervision Integration 2000 words

Write a reflective piece on your journey through the supervision training. Include your reflections on the 360-degree feedback process on the Module. Discuss your understanding of your strengths as a supervisor as well as your learning needs in this role, and indicate how these will be attended to in your future development.

Writing Guidelines

These guidelines are designed to assist you with your assignments for the CSTD Modules. You write an assignment for the two required Modules (*Fundamentals of Supervision* and *Supervision Integration*). You choose TWO further Modules (from the following: *Psychotherapeutic Supervision, Working with supervisees in organisational settings, and Group Supervision)* and write an assignment showing how you have applied what you have learnt on these Modules.

Assignment Presentation

Assignments should be typed on A4 paper using a clear font at point 11 or 12. Include a cover sheet with the following details: Name, Date, Module, Assignment Title, Word Count (this can be **+/-** 10% of the 2,000 word limit). All assignments should have page numbers indicated.

Style

It is important that you find your own way with writing. Within that, you need to combine your personal thoughts on the topic with academic authority (critical reflection and accurate referencing) and examples need to be given from your own supervision practice.

Critical Reflection

This encourages an attitude of evaluating information both in the light of your own experience and with reference to the views of others. Characteristics of critical reflection include:

- A spirit of open inquiry
- Trust in one's own experiences and ideas
- Flexibility in considering and presenting alternative views
- Holding an awareness of not making judgements
- Remaining open in the face of difference

Referencing

This is important as an academic convention that enables readers of your work to understand the development of your ideas and to follow up sources themselves if they wish to do so. Accurate referencing is also important in relation to copyright law and avoidance of plagiarism.

Referencing in the text of your assignment

Direct quotations should be in italics. Use single inverted commas. Put the reference detail in brackets – see example below:

Hawkins and Shohet (2012) discuss how supervision is linked to reflective practice – *'Supervision develops out of the rich soil of reflective practice and in turn is a key element of supporting and developing the reflective practice of all who work in the helping professions'* (Hawkins and Shohet 2012:16)

Your Bibliography for this quotation would be put at the end of the essay and be written as follows:

Hawkins P & Shohet R (2012) (4th edition) *Supervision in the Helping Professions* McGraw-Hill Berkshire UK: Open University Press (first published 1989)

Ideally you can now use the 5th edition for your referencing (Hawkins & McMahon 2020)

Further points

- Brief quotations can be included in the *text* of your work
- Longer quotations (more than one line) are given as separate paragraphs, usually indented from the text margin

- Quotations may also come from journals, newspaper articles, conferences. Provide as much detail as possible regarding the source/publisher/date.
- Internet Referencing – specify the date on which you accessed the item and include the full internet linkage eg: www.cstdbath.co.uk/supervisoncourses (accessed 12/02/2014)
- Personal Communication: this is when you may have had a conversation/letter/email exchange with someone and you wish to refer to it. After the quotation provide the person's name or initials and the date in brackets – for example: (Personal Conversation Judy Ryde 2013)
-

Marking

Students will be given 1, Distinction; 2, Good Pass; 3, Satisfactory Pass; 4, Referral for further work; 5, Fail The majority should be given a 2 or 3 but if 4 or 5 is given then the Tutor may collaborate further with the Module tutor.

1. Distinction will be given when the tutor feels that the student has greatly excelled in all areas.

2. Good Pass: This will be given when the tutor thinks that the student has very adequately met all requirements.

3. Satisfactory Pass: This will be given when the tutor thinks that the student has adequately met most requirements.

4. A referral is made under these circumstances and when 3 of the 5 areas are not adequately covered:

1. Theory is inadequately covered and with insufficient understanding but with further work could reach a pass
2. Further work needs to be done to show adequate critical reflection
3. Further work needs to be done to show how theory relates to practice
4. Further work needs to be done to show adequate self-reflection
5. Some inaccuracies in the spelling, referencing and grammar need attention

5. A fail is given under these circumstances and when 4 of the 6 areas are present

1. There are a number of serious inaccuracies in the description of the theories drawn upon in the submission and very little or no evidence that the student understands these theories or their underlying assumptions.

2. There is inadequate evidence of the student's ability to critically reflect upon the theories drawn upon

3. No attempt has been made to relate theory to practice

4. There is no satisfactory evidence of the student's ability to be self-reflective.

5. The submission is very poorly presented with little care taken to ensure grammatical, spelling and typographical errors are corrected. Referencing is inaccurate and / or there are a number of omissions.

6. Overall, there are serious concerns about the professionalism and integrity of the student and / or their readiness to be a supervisor

Copy of Assignment Marking Sheet for reference in Appendix – Page 18

Events for People who have undertaken the Diploma or Certificate with CSTD Bath

We hope that people who have qualified with CSTD and gained our Diploma or Certificate will keep in touch with us through supervision groups and workshops. We value the community of supervisors who are trained with us in terms of shared on-going learning and exchange.

We will also put on workshops from time to time and you will be informed about them by email. Details can also be found on the website. If you would like a particular supervision issue to be discussed, then you could let us know and we may be able to run a one day on the subject.

APPENDIX

Conversion of CSTD Certificate to Diploma

Following completion of the Certificate, the following steps can be taken to convert to the Diploma:

- select a Tutor and make email contact to inform him/her of your intentions (perhaps best to have the same Tutor as for the Certificate).
- get support in whatever way needed for the first assignment.
- write first assignment.
- have tutorial for feedback and discuss second assignment.
- write second assignment.
- have tutorial for feedback and discuss third assignment (ways of integrating what you have already written for the Certificate, ie the feedback process).
- have tutorial for feedback and completion of Tutor Report Form for the Diploma.
- pay the Diploma assignment marking fee – (in addition there will also be the cost of additional tutorials to be paid to the tutor). The total Diploma marking fee is £300. If you convert from a Certificate to a Diploma within two years of completing training, a balance of £200 will be payable. If you convert after three years you will be required to redo the third assignment and the total fee of £300 will be payable.

CSTD Bath Diploma in Supervision

Marking Sheet for assignments

Student Name	
Date Submitted	
Module title	
Assignment title	

	Poor	Unsatisfactory	Satisfactory	Comprehensive	Outstanding
Clarity and accuracy of written English. Accurate referencing.					
Understanding of the question being asked in the essay title					
Ability to draw on multiple sources of learning (modules, practice, supervision of supervision, reading) and integrate them.					
Understanding of theory and its relevance to the assignment					
A capacity to reflect on practice and issues discussed					
Critical analysis and evaluation (if appropriate)					
Reflection on personal experience and development					

Mark Awarded	
Date	
Signature 1st Marker	
Signature 2nd Marker If needed	

CSTD: Tutor Report Form

This form should be filled in by the student's tutor at, or just after, the final qualifying tutorial and sent to all other tutors and the office administrator. Any comments from others need to be received within a week (sent to the student's tutor). Concerns will be taken up by the tutor directly with the student. If all is fine, then the tutor will liaise with the administrator for the Award (Diploma or Certificate) to be made.

Name of student	
Name of Tutor:	
Courses completed (with dates):	
Supervisor of supervision: Please include a comment from the Supervisor regarding the supervisee's work and progress over time	
Number of supervisees and hours of supervision; where the supervision has been supervised (eg private practice)	
Key issues that emerged from the 360 degree feedback and how the student is going to address them as they go forward	
Has the student a clear set of ethical principles they are committed to? If they are a member of a professional body with its own supervision ethical standards – please state which body this is	
Are there any agreements about what the student is doing going forward? If so what?	
Comment from Tutor regarding Assignment(s) including Grade(s) awarded Do you recommend we endorse them as a professional supervisor?	CERTIFICATE DIPLOMA (Delete as appropriate)
Signature of tutor	
Date:	

Self and other Assessment Questionnaire for Supervisors

This self-assessment questionnaire affords you the opportunity of getting some 360° feedback from yourself, your supervisees, peers and supervisor. Each person is asked to rate each area of skill on a one to five scale. **See detail regarding who to send it to at the end of the form.** To create some common understanding of how to use this rating scale the following definitions are offered:

1. Professional learning need – don't know how to do this
2. Second Stage learning need – know how to but unable to make it happen
3. Sporadically competent – occasionally do it fine
4. Consistently competent – this has become part of natural way of doing things
5. Mastery – can role model for this – can teach it to others

See above for full definition of headings	1 Professional learning need	2 Second Stage learning need	3 Sporadically competent	4 Consistently competent	5 Mastery	Notes
Knowledge						
1) Understand the purpose of Supervision						
2) Clear about the boundaries of Supervision						
3) Understand the following elements:						
Managerial / professional						

See above for full definition of headings	1 Professional learning need	2 Second Stage learning need	3 Sporadically competent	4 Consistently competent	5 Mastery	Notes
Educative / developmental						
Supportive / restorative						
C.L.E.A.R Supervision Skills **C**(contract) **L**(listen) **E**(explore) **A**(action) **R**(review)						
C. 1. Can explain to supervisees the purpose of supervision and can describe one's own way of working						
C. 2. Can negotiate a mutually agreed and clear contract (practicalities; roles and responsibilities; boundaries; joint-success criteria)						
C. 3. Can maintain appropriate boundaries						
C. 4. Can set a supervision climate that is:						
Empathic						

See above for full definition of headings	1 Professional learning need	2 Second Stage learning need	3 Sporadically competent	4 Consistently competent	5 Mastery	Notes
Genuine						
Congruent						
Trustworthy						
Immediate						
C. 5. Can maintain a balance between the managerial, educative and supportive functions						
C. 6. Can end a session on time and appropriately						
L. 1. Can listen well at multiple levels						
L. 2. Can appropriately match different people and build rapport quickly						
L. 3. Can use a range of appropriate questions						
E.1. Can flag clearly the intent of an intervention						

See above for full definition of headings	1 Professional learning need	2 Second Stage learning need	3 Sporadically competent	4 Consistently competent	5 Mastery	Notes
E.2. Can use the following types of intervention:						
Prescriptive						
Informative						
Confrontative						
Catalytic						
Cathartic						
Supportive						
E.3. Can appropriately express a wide range of emotions						
E.4. Can enable transformational moments in the here and now						
A.1. Can move supervisee into action phase						
A.2. Can clarify the who, what, when, where and how of the action						

See above for full definition of headings	1 Professional learning need	2 Second Stage learning need	3 Sporadically competent	4 Consistently competent	5 Mastery	Notes
A.3. Can help supervisees to rehearse appropriate interventions						
R.1. Can give feedback in a way that						
Clear						
Owned						
Regular						
Balanced						
Specific						

	Process Skills					
Can skilfully focus on:						
Client content / phenomena (Mode 1)						
Supervisee's interventions (Mode 2)						
Supervisee/Client relationship (Mode 3)						

Supervisee's reactions and assumptions (Mode 4)						
Supervision relationship and parallel process (Mode 5)						
Own reactions and assumptions (Mode 6)						
The wider context (Mode 7)						
Capacities or Qualities						
1) Takes Appropriate Leadership						
2) Has the appropriate authority, presence and Impact for the role of supervisor						
3) Able to build relationship and comment on it.						
4) Able to encourage, motivate and carry appropriate optimism and develop self-supervision skills in supervisee						
5) Has awareness of when they find themselves deferring to others.						

6) Can work across difference, trans-culturally sensitive to individual differences						
7) Has developed and practices ethical maturity						
8) Has a sense of humour						
9) Has a sense of humility						

See above for full definition of headings	1 Professional learning need	2 Second Stage learning need	3 Sporadically competent	4 Consistently competent	5 Mastery	
Commitment to one's own ongoing development						
1) Can ensure own appropriate supervision						
2) Committed to updating own practitioner and supervisory skills and knowledge						
3) Can recognise own limits and identify own strengths and weaknesses as a Supervisor						
4) Receives regular feedback from:						
Supervisees						

See above for full definition of headings	1 Professional learning need	2 Second Stage learning need	3 Sporadically competent	4 Consistently competent	5 Mastery	
Peers						
Own supervisor/seniors						
Optional:						
For Group Supervisors						
1) Can ensure knowledge of group dynamics						
2) Can use the process of the group to aid the supervision process						
3) Can handle competitiveness in groups						

See above for full definition of headings	1 Professional learning need	2 Second Stage learning need	3 Sporadically competent	4 Consistently competent	5 Mastery	
For Senior Organisational Supervisors						
1) Can supervise inter-professional issues						
2) Can supervise inter-organisational issues						
3) Has knowledge of stages in team and organisational development and systems theory						
4) Can surface the underlying team or organisational culture						
5) Can facilitate organisation change						
6) Can create a learning culture in which supervision flourishes						

Please try and use an appropriately wide range of scoring, do not reduce everything to a median score. **After scoring this yourself, please send blank copies of this self-assessment questionnaire to two supervisees, one colleague/peer and your supervisor**. Arrange for feedback from each person who fills in one of these forms. The objective is not so much to arrive at a score, but to start a series of 360° conversations that will hopefully stimulate further learning and new areas of focus for the development of your practice.

CSTD Certificate and Diploma – UKCP recognition

Both the Diploma and Certificate are recognised by the Humanistic and Integrative Psychotherapy College (HIPC) of The United Kingdom Council for Psychotherapy (UKCP) as 'Recognised Supervisor Training' (RST)

Whatever your profession you can use this in your advertising – for example
'I have completed Supervision Training with CSTD Bath (Centre for Supervision, Training and Development) and have obtained a Certificate/Diploma* Award. CSTD Bath is endorsed by The United Kingdom Council for Psychotherapy as a 'Recognised Supervisor Training' and meets all UKCP's requirements for Supervision Training'
(* delete as appropriate)

If you are a UKCP registered Psychotherapist and wish to be listed by UKCP in their DIRECTORY of Supervisors (they do not yet have a Register of Supervisors) you need to do the following once you have the CSTD Award:

- Write to the CSTD Administrator (info@cstdbath.co.uk) and give her the name of your original Training Institution (eg BCPC, Metanoia, The Minster Centre, Sherwood Institute etc) – the Organisation that has accredited you)
- Ask the Administrator to forward your name and the name of your accrediting organisation to the secretary of the HIPC section of UKCP (HIPCadmin@ukcp.org.uk) and you will be added to the HIPC Directory of UKCP as well as the overall UKCP Directory)

PLEASE NOTE: For UKCP registered Psychotherapists:
When the UKCP Register is drawn up there will be criteria for entry connected to Training Standards. These are likely to include having completed written work. So taking our Diploma route is probably the best option in terms of ease of inclusion onto the Register (or having a plan to ultimately convert your Certificate to a Diploma)