

# TCSU-L6 Quick Reference Criteria

Learning Outcomes	Assessment Criteria	
<b>1</b>	Model and supervise the professional framework	
	1.1 1.2 1.3 1.4	Work within an ethical and legal framework for supervision Work within own limits of proficiency Research and access appropriate personal and professional support Support and challenge counsellors to: <ul style="list-style-type: none"> <li>▪ work within an ethical and legal framework</li> <li>▪ work within their limits of proficiency</li> <li>▪ manage referrals</li> <li>▪ research and access appropriate personal and professional support</li> </ul>
<b>2</b>	Model and supervise the skilled use of the relationship	
	2.1 2.2 2.3 2.4	Establish and sustain the boundaries of the supervision relationship Manage the stages of the supervision relationship Use theory, research and skills to enhance the supervision relationship Support and challenge counsellors to: <ul style="list-style-type: none"> <li>▪ establish and sustain the boundaries of the counselling relationship</li> <li>▪ manage the stages of the counselling relationship</li> <li>▪ use theory, research and skills to enhance the therapeutic relationship</li> </ul>
<b>3</b>	Model and supervise the use of theory and research on diversity	
	3.1 3.2	Use theory and research on diversity to inform and enhance supervision work Support and challenge counsellors to: <ul style="list-style-type: none"> <li>▪ use theory and research on diversity within counselling work</li> <li>▪ explore and challenge personal issues, fears and prejudices concerning working with diversity</li> </ul>
<b>4</b>	Model and supervise a user-centred approach to the work	
	4.1 4.2 4.3	Negotiate an agreement for supervision that meets the counsellor's needs Maintain a focus on the counsellor's supervision needs Support and challenge counsellors to: <ul style="list-style-type: none"> <li>▪ use a coherent assessment strategy that meets the client's needs</li> <li>▪ work within a user-centred agreement</li> <li>▪ maintain a user-centred focus throughout the counselling work</li> </ul>
<b>5</b>	Model and supervise the skilled use of the self	
	5.1 5.2	Use self-awareness in supervision work Support and challenge counsellors to: <ul style="list-style-type: none"> <li>▪ develop self-awareness and their use of self in counselling work</li> <li>▪ manage the psychological impact of client material on their personal well-being and professional functioning</li> </ul>

<b>6</b>	<b>Model and supervise the coherent use of theory, research and skills</b>	
	<p>6.1 Critically evaluate different approaches to supervision</p> <p>6.2 Use a coherent theoretical framework within supervision work</p> <p>6.3 Use research findings to inform and enhance supervision work</p> <p>6.4 Use supervision skills and techniques associated with own theoretical approach to enhance supervision work</p> <p>6.5 Support and challenge counsellors to:</p> <ul style="list-style-type: none"> <li>▪ work within a coherent framework of theory and skills</li> <li>▪ work effectively with common life problems and common mental health problems</li> </ul>	
<b>7</b>	<b>Model and supervise the self-reflective practitioner</b>	
	<p>7.1 Reflect on and evaluate supervision work</p> <p>7.2 Use appropriate professional support to monitor and enhance supervision</p> <p>7.3 Manage own professional development as a counselling supervisor</p> <p>7.4 Support counsellors to:</p> <ul style="list-style-type: none"> <li>▪ reflect on and evaluate their counselling practice</li> <li>▪ develop their use of supervision</li> <li>▪ manage their professional development</li> </ul>	