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2024 - 2025

Tutor Guide

Level 6 Certificate in Therapeutic Counselling Supervision (TCSU-L6)

This RQF qualification is regulated by Ofqual in England, Qualifications Wales in Wales and CCEA in Northern Ireland.

Qualification/learning aim number: 500/8222/X

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Please note that:

- This document can be downloaded from the [CPCAB Website](#) along with [tutor support materials](#).
- Tutor resources to support your teaching are also available: [shop](#), [videos](#), [YouTube](#)

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1. Introduction for Tutors

This qualification is intended for candidates who want to learn the skills to provide clinical supervision for counselling practitioners. It is aimed at counsellors who have acquired sufficient client work experience to contemplate the move into a supervision role.

Candidates must have the CPCAB Level 4 Diploma in Therapeutic Counselling or the CPCAB Level 5 Diploma in Psychotherapeutic Counselling or the CPCAB Level 5 Diploma in Cognitive Behavioural Therapeutic Skills and Theory or their RPL equivalent – plus a recommended minimum 450 hours of supervised client work ¹.

Candidates will learn the essential skills necessary to supervise counsellors who work at CPCAB service levels A and B (see Part 1 of the CPCAB model). Participants will need to:

- » have both supervisees and supervisory supervision
- » be working as counsellors under supervision.

The supervisory skills learned will equip participants to manage the fundamental aspects of the clinical supervisor's role, including:

- » providing supervisee support and guidance
- » encouraging self-review
- » monitoring supervisee progress
- » managing legal and ethical boundaries
- » developing awareness of the supervision process
- » working with relationship issues which impact on both the counselling and supervision process.

See the [TCSU-L6 Specification](#) for more information on qualification purpose.

2. Qualification Structure

The qualification is made up of 7 mandatory learning outcomes, each of which has associated assessment criteria. This structure is based on the 7 processes of the [CPCAB's Model](#).

Tip:

Encourage your candidates to think of the assessment criteria as 'learning tasks' which they complete and then record so that you can see they have achieved the task.

¹ This is in line with BACP accreditation requirements.

All the qualification information – including the **minimum assessment requirements** – is contained in the [TCSU-L6 Specification](#).

The Learning Outcomes, Assessment Criteria and Guidance for Tutors can be found in [Appendix 1](#) of this document.

To achieve the qualification candidates must be internally assessed by you, the tutor, as **Proficient** in all 7 learning outcomes.

This qualification is eligible for fully in-person, blended or online delivery. Please see [how to run CPCAB's qualifications online](#) for more information.

3. Standardisation of Tutor Assessment

As a tutor for TCSU-L6 you are required to attend one of the free CPCAB standardisation training days either before or during your first delivery of the course. You must then attend a standardisation training session at least once every two years and receive 'cascade' training from a colleague in the intervening year.

Please see:

- [CPCAB's Terms and Conditions](#).
- [Further information](#) including dates, venues and the booking form to book your place.

Important note:

- Failure to attend a standardisation training day may result in your internal assessment decisions being declared invalid.
- Where a training place has been reserved but the tutor does not attend on the day and has not informed CPCAB of the cancellation in advance the centre will be charged a non-attendance fee.

For further details please contact CPCAB via verification@cpcab.co.uk

4. Candidate Registration

Candidates must be registered with CPCAB within six weeks of the course start date. Candidates who are not registered will not receive qualification certificates. Candidate registrations should be completed via the CPCAB portal and by the centre's exams department.

Please note that CPCAB has no responsibility for candidates who are not registered with CPCAB.

- Please see the CPCAB [Guidance on How to Register your Candidates \(CR0\)](#).

When registering candidates please be aware of the need to complete a [Conflict of Interest Declaration \(CR10\)](#) form to inform CPCAB of any dual relationships/conflicts of interest likely to compromise the

integrity of the assessment process e.g. if a tutor has any other personal/professional relationship with a prospective candidate². If in doubt, please contact CPCAB for further advice or information.

Minimum registration numbers

There is a minimum number of **6 candidates** that need to be registered per group.

The minimum numbers for candidate registrations per centre per year are:

- Levels 2 and 3: a total of 12 candidates per year
- Levels 4 to 6: a total of 9 candidates per year. (*CPCAB strongly recommends a minimum of 9 candidates per group when registering Year 1 of TC-L4*).

Please note that CPCAB reserves the right to refuse to register groups of fewer than 6 candidates.

If registrations are below this number when you register your group you will be prompted by the CPCAB portal to provide details on how this group size will be managed to enable all core assessment activities to take place, and all relational and inter-personal aspects of the course to be fully experienced by all candidates involved. You should also note a contingency plan for what would occur if group numbers reduced further.³

Candidate registration fees

Please see the [CPCAB Fees](#) documents for candidate registration fees and any additional fees the centre may incur.

CPCAB minimum and maximum group size requirements

Please note that the **minimum** tutor numbers are **mandatory**:

Levels 2 and 3:

- minimum of one tutor involved in internal assessment
- maximum of 18 candidates with one tutor
- maximum of 24 candidates with two tutors

Levels 4 to 6:

- minimum of two tutors must be involved in internal assessment for higher level qualifications except LC-L4, CBT-L5 and OPCP-L5 which only require one.
- maximum of 16 candidates

² Please see the [Conflict of Interest Policy](#) on the CPCAB website for further guidance.

³ Until this information is received, we will not be able to approve this registration. Please contact exams@cpcab.co.uk if your candidate group is smaller than the minimum requirements.

5. Internal Assessment

As the tutor you are responsible for carrying out internal assessment which is then internally moderated and verified at the centre and externally verified by CPCAB.

Candidates collect evidence of their learning in a portfolio and complete the Candidate Learning Record (CLR) found in the [Candidate Guide](#), which is placed at the front of the portfolio to signpost the evidence for each criterion.

Candidates must give **two** pieces of evidence for each criterion. In addition, the CLR (when complete) must include references to the following three types of course work⁴:

1. **Documents** – Your candidate must include a regular exploration of their learning (called the learning review) which contains their reflections on the input, discussions, experiences and readings for the course and which they start right from the beginning of the course. Your candidate must also include here one self-review (see section below on tutor-assessed self-review), at least two written assignments and records of supervisee work and supervisory supervision. They might also include a self-review of audio /video recordings (including verbatim transcripts), tutorial records (when written by the candidate) and notes on their personal development.⁵
 2. **Tutor observation** – Your candidate must include records of tutor feedback on their supervision skills practice sessions and case presentations. Your candidate might also include tutorial records (when written by the tutor), and tutor feedback on group discussions (including contributions to seminars, group work and group training supervision).
 3. **Testimony** – Your candidate must include records of peer feedback on their supervision skills practice sessions, plus a supervisor's report. Your candidate might also include peer feedback on their case presentations and group discussions (including contributions to seminars, groupwork and group training supervision).
- See [TCSU-L6 Specification](#) for a summary of minimum assessment requirements.
 - See the CPCAB film on [How to build a student portfolio](#)

Tip:

It is a good idea to outline possible sections in the portfolio. For example:

- Documents: learning reviews, self-review
- Tutor observations: tutor feedbacks on supervision skills practice
- Testimony: peer feedbacks on supervision skills practice

Make the portfolio requirements clear and encourage a consistent house style.

⁴ Please note that if it's appropriate the candidate can reference the same section of their portfolio, or the same piece of work, a number of times.

⁵ Your candidate's personal development may result from insights gained from the course, other personal development work, tutorials, or from personal counselling.

CPCAB recommends that candidates attach a [Criteria Assessment Sheet \(CAS\)](#) to any work they hand in for assessment. You can use the CAS sheets to indicate which criteria have been met and to offer formative feedback throughout the course.

Self-review

During the last third of the course candidates should be supported to complete a self-review of their learning. A template for this is available on the [CPCAB website](#). This is assessed by you the tutor to review their overall understanding of the Learning Outcomes to date. You can identify any areas for development on the self-review and outline what they should do to address this. This feedback might ask them to carry out additional learning activities, reflect in a piece of written work, undertake further practice hours, or attend a tutorial.

The self-review provides an opportunity for direct formative feedback on a candidate's progress towards the Learning Outcomes. It can also be used to highlight any areas of concern or potential contraindications prior to the final Internal Assessment result.

Tip:

Meeting criteria is important, but the overall learning experience should not be criteria driven. Achieving this balance is down to your skill as a tutor. You can also encourage candidates to be creative.

It is important to explain to candidates that the work that they include in their portfolios is assessable material and cannot be kept completely confidential. Not only will it be assessed by you the tutor, but it may also be seen by all those involved in the internal assessment process or any associated appeal or complaint. Such people will include the internal moderator and verifier as part of internal quality assurance (IQA) as well as the CPCAB external verifier.

6. Recording Final Results of Internal Assessment

At the end of the course you (the tutor) must look at the evidence referenced in the Candidate Learning Record (CLR) and assess whether the candidate has achieved all the learning outcomes and associated criteria (including referencing all three types of course work) and met all the qualification requirements. This final assessment is recorded on the [Completion Statement](#) at the end of the CLR.

Where a candidate has not met the learning outcomes (either because of insufficient evidence or because you as tutor are aware of contra-indications⁶) this must be recorded on the Completion Statement at the final assessment. All possible steps should be taken to give candidates prior warning of any concerns likely to affect the final internal assessment decision. These concerns should clearly relate to specific learning outcome(s) and be documented (e.g. in tutorial records, or via the self-review) alongside any agreed actions or support offered.

Tip:

It is important to emphasise to candidates at the beginning of the course that simply presenting evidence to meet assessment criteria may not be sufficient to meet the overall learning outcomes and/or qualification requirements. Candidates will need to participate in the practical and experiential elements of the course, and demonstrate ethical practice, to enable the tutor to confirm their overall competence without any contraindications.

The tutor's final internal assessment (IA) for the whole group must be recorded (by the centre) online via the CPCAB [Portal](#). Please note that centres **do not** need to wait until the external verification visit before recording internal assessment results.

The IA must record one of the following final outcomes:

1. **Proficient (P)**: the candidate has met all the assessment criteria, achieved all 7 learning outcomes and has met all the qualification requirements including all placement hours.
2. **Not Proficient (NP)**⁷: the candidate has **not** met the assessment criteria and/or has **not** achieved the 7 learning outcomes and/or has **not** met all the qualification requirements. Or contra-indications have been indicated.
3. **Left course**: the candidate left the course before completing internal assessment.
4. **Deceased**: the candidate died before completing the course.
5. **Deferred (D)**: the candidate is being supported to complete internal assessment but has not yet met all the qualification requirements. Reasons might include incomplete portfolio work, client hours or incomplete work to address contra-indications.

When recording candidate's internal assessment result centres will be required to state the number of completed placement hours in order to submit the result.

Centres may make explicit appropriate arrangements with candidates who have been **Deferred** to complete the qualification within a clear time frame. It is expected that candidates will complete their portfolio work within three months beyond the end of the course.

⁶ Substantive evidence which you have observed as tutor which indicates that a specific assessment criterion or learning outcome has not been met despite the evidence submitted by the candidate.

⁷ Candidates must have access to centre internal appeals procedures if they wish to contest an internal assessment decision.

Candidates registered for TCSU-L6 have up to **ONE** year after the end of their course to complete the required 15 hours of supervision work. If a candidate is likely to exceed this one-year extension, then the core tutor must complete the [Extension Request for Candidates \(CR11\)](#) form for candidates completing client hours and send it to CPCAB before the 12 months have expired to request permission from CPCAB for a further extension:

All requests must be sent to exams@cpcab.co.uk

It is important that centres ensure they submit accurate results. Premature claim of certification, before all qualification requirements (including placement hours) are met, is considered centre malpractice.

Alternative arrangements

If any circumstances arise where the approved tutor(s) is unable to sign off the IA for a candidate, the centre must seek formal CPCAB approval for alternative arrangements in order to ensure that these meet CPCAB requirements for valid internal assessment.⁸

Certification

Qualification certificates are automatically sent to your centre for all **non-deferred** candidates who are Proficient in internal assessment and have successfully completed all the qualification requirements.

- Please use form [Certification Request for Deferred Candidates \(CR5\)](#) to request certificates for deferred candidates once they have successfully completed all the qualification requirements.

7. Internal Moderation, Verification, and Internal Quality Assurance (IQA)

During each teaching year an internal moderator must sample and confirm your assessments for this qualification – but not necessarily for each group you teach. During each teaching year an internal verifier/internal quality assurer must also verify that the centre's programmes are properly in place and operating effectively. Centres should ensure that their IQA processes are sufficient to support tutors to assess at the correct level, across groups, and over time. CPCAB's External Verifiers will review a centres IQA processes as part of ongoing quality assurance. Please contact your programme coordinator to find out what procedures operate at your centre.

- See the [Guide to Internal Moderation, Internal Verification and Internal Quality Assurance for Centres.](#)

⁸ This is particularly important in situations arising from complaints against internal assessment or breakdown in relationship between candidate and tutors.

8. External Verification

External Verification is a supportive, collaborative process where a CPCAB representative will visit the centre to understand more about the centre's own processes, gain feedback from tutors, centre staff and candidates and review the centre's system of internal assessment. All centres teaching TCSU-L6 are required to have two mandatory annual external verification visits, usually one early into the academic year (between August and December) and a second later in the academic year (between March and July).

External Verifiers (EVs) are responsible for confirming that tutor assessment is at the correct level and feedback to candidates is detailed and constructive. To do this they examine the overall process of assessment by viewing a sample of candidate learning records (CLRs), portfolios and associated tutor assessment of those CLRs/portfolios. They will check that centre IQA is taking place and will also meet with the training team and a registered candidate group.

External Verifiers will offer advice and guidance to the centre while attending the visit. They also complete a feedback report to illustrate areas of good practice and identify actions to address areas for development.

There are no fees for external verification visits as these are included within the candidate registration fee. Should an additional support/visit be deemed necessary there could be an additional fee incurred by the centre. Please see the CPCAB website for:

- [CPCAB Fees](#) for guidance on additional fees.
- [CPCAB Guidance to External Verification Visits](#).

9. Annual Practising Certificate (APC)

When a centre first registers with CPCAB they will receive initial approval to run for one year. In order to meet the requirements of its regulators⁹, to comply with UK law and to protect the interests of candidates CPCAB is obliged to obtain a further declaration of compliance from each of its recognised centres **every year**. This declaration is also intended to confirm that the information provided to CPCAB at the time of the centre's first approval remains accurate and up to date.

It must be signed by the person responsible for the quality assurance and management of CPCAB qualifications within the centre via the [CPCAB portal](#) at the beginning of each academic year. Once signed the portal will automatically generate your Annual Practising Certificate (APC) for the current academic year. This declaration will be requested before the first registration is made and may delay further registrations if not completed.

An APC can be withheld:

⁹ Ofqual in England, Qualifications Wales in Wales and CCEA Regulation in Northern Ireland

- Until the annual declaration of compliance has been signed.
- Following an external verification visit to the centre if any serious concerns are identified. The APC will be withheld until these concerns have been rectified. CPCAB will offer appropriate support.

CPCAB reserves the right to refuse to register any further candidates or to delay candidate certification for qualifications where serious concerns have been identified. Failure to respond to the support offered and/or address areas identified as needing development may lead to deregistration. Deregistration may also result if a centre is involved in malpractice.

- Please view our policies on Sanctions, Malpractice & Maladministration, and Whistleblowing on the [CPCAB Website](#).

10. Equal Opportunities and Reasonable Adjustments

In order to make sure that assessment is fair to all candidates, CPCAB requires all recognised centres to have an appropriate candidate support system in place and to make appropriate arrangements to meet individual assessment needs. As a centre you are required to identify individual candidate assessment needs prior to enrolment in order to make arrangements for reasonable adjustments. Reasonable Adjustments in respect of Internal Assessment are provided by the centre.

Please see CPCAB's [Reasonable Adjustment Guidance for Centres](#).

Both CPCAB and centres are required to recognise and comply with both the spirit and the word of equal opportunities legislation. Previous Acts were amalgamated into the [Equality Act 2010](#).

Please see [CPCAB's Equal Opportunities Policy](#).

11. Appeals and Complaints

CPCAB are committed to maintaining standards across our recognised centres so that the public can have confidence in us and our qualifications. We provide our own complaints and appeals policies for the benefit of centres and candidates.

- Please view our policies on Complaints, Appeals, Sanctions, Malpractice & Maladministration, and Whistleblowing on the [CPCAB website](#).

All CPCAB approved centres are required to have a complaints and appeals procedure which is available to candidates. Candidates must address all appeals about internal assessment or complaints about any aspect of their learning experience on the course via the centre's own internal complaints and appeals procedures. It is the centre's responsibility to make these procedures available to candidates.

Candidates who contact CPCAB directly on these issues will normally be directed back to their centre.

12. Additional Qualification Requirements

In addition to meeting the assessment criteria and learning outcomes candidates need to meet the following additional course requirements.

Supervision work experience

Candidates are required to complete 15 hours minimum of clinical supervision work with therapeutic counsellors. This can take place one to one or in a group and can be counsellors in an agency setting or private practice.

Candidates can complete placement hours for this qualification in-person, online/telephone, or a mix of both. The maximum amount of online placement hours will depend on the individual's own practice methods, and no CPCAB limit is set. Centres should ensure that candidates only undertake work in a format in which they are prepared, competent and appropriately supported. Candidates should maintain records of the type of session in their supervision log.

Supervisory supervision

Candidates are required to have clinical supervision for all their supervisory work – a minimum of 5 hours during the length of the course. Candidates should ensure that they arrange sufficient and appropriate supervision to meet professional body requirements. They also need to ensure that their supervision arrangements are approved by the tutor. It is a requirement for candidates to maintain a record of their supervision hours. The candidates' supervisory supervisor is required to complete a report on their work.

Group training supervision

Candidates are required to take part in group training supervisory supervision as part of their course. They will be expected to present their work as a supervisor, receive supervisory support and challenge from tutors and peers, and learn from and challenge other candidates in the group. The emphasis here is on examining professional and therapeutic issues relating to their supervision work as a trainee supervisor.

Personal tutorials

To aid the retention and achievement of candidates, CPCAB strongly recommends that regular, individual personal tutorials are built into the programme GLH. Tutors should take the opportunity of tutorials to raise and document any concerns likely to affect the assessment of the candidate.

We recommend that clear tutorial discussion and outcome pro-forma are kept (in line with normal centre practice) and agreed between tutor and candidate – these will be of use to the candidate as evidence for certain qualification criteria.

13. Tutor Feedback

Your feedback is vital to CPCAB to ensure the ongoing quality of our qualifications. Feedback enables us to meet our requirements as a regulated Awarding Organisation and contributes towards our annual qualification review process. Please ensure that you complete the online feedback survey at the conclusion of each course delivery. Please click on this link to access the survey - [Tutor feedback](#).

Appendix 1: TCSU-L6 Learning Outcomes, Assessment Criteria and Guidance for Tutors

TCSU-L6		
LEARNING OUTCOME	1. Model and supervise the professional framework	
Assessment criteria	Candidate guidance to criteria	Notes for tutors (guidance only)
1.1 Work within an ethical and legal framework for supervision	<ul style="list-style-type: none"> Show understanding and ability to work within an ethical framework, in accordance with legal requirements, policy and procedure, in relation to: <ul style="list-style-type: none"> » independent practice, » agency settings. 	<ul style="list-style-type: none"> Look at examples (and the relevance) of ethical guidance to the individual's supervision practice. Discuss a range of settings with reference to particular issues – e.g. recordkeeping, agency policies and procedures, clinical responsibility. Assess via (for example) casework, tutor-assessed observation.
1.2 Work within own limits of proficiency	<ul style="list-style-type: none"> Reflect on the nature of 'limits of proficiency' in relation to the supervision context, supervisor's training and experience etc. Discuss the role of supervisory supervision in relation to limits of proficiency. Show ability to use reflection and own supervisory supervision - to ensure you work within own limits of proficiency. 	<ul style="list-style-type: none"> Explore (through discussion) candidate's need to be aware of limits of their own proficiency and importance of supervisory supervision. Use a range of scenarios to explore issues which impact on proficiency – e.g. context of supervision, training and experience of supervisor, supervisees, counsellor's client group etc. Assess via (for example) supervision records, self-review and learning review.
1.3 Research and access appropriate personal and professional support	<ul style="list-style-type: none"> Reflect on the need for – and different forms of – personal and professional support. Reflect on your use of supervisory supervision to support your work as a supervisor. Demonstrate use of personal and professional support as a supervisor. 	<ul style="list-style-type: none"> Discuss the value of objective and experienced oversight of professional practice in relation to supporting supervision work. Explore the difference between personal and professional support and identify appropriate sources of support. Assess via (for example) supervisory supervision record, learning review, self-review.
1.4 Support and challenge counsellors to: <ul style="list-style-type: none"> ➢ work within an ethical and legal framework ➢ work within their limits of proficiency ➢ manage referrals ➢ research and access appropriate personal and professional support 	<ul style="list-style-type: none"> Guide and facilitate counsellor's understanding and application of an ethical and legal framework for counselling practice. Address issues relevant to the counsellor's practice – e.g. suicidal emergencies, child protection, Prevent duty, data protection, agency/independent policy and practices in supervision sessions. Understand the guidance provided in NICE Guideline NG225 and its relevance to supervision and counselling work. Show how you have facilitated your supervisee to address issues of proficiency and manage referrals. Support your supervisee to access appropriate personal and professional support. 	<ul style="list-style-type: none"> Explore the range of settings and roles that counsellors work within – and the associated legal and ethical obligations. Discuss implications of Prevent duty. Share, evaluate and discuss good practice in record keeping – in relation to policy concerning the UK GDPR (General Data Protection Regulation) and DPA 2018 (Data Protection Act) and other relevant legislation. Discuss the content of NICE Guideline NG225 on 'Self-harm: assessment, management and preventing recurrence' and its relevance to a supervision role. Explore issues around supporting counsellors to recognise limits of proficiency and manage referrals. Assess via (for example) learning review, essay, case presentation.

LEARNING OUTCOME	2. Model and supervise the skilled use of the relationship	
Assessment criteria	Candidate guidance to criteria	Notes for tutors (guidance only)
2.1 Establish and sustain the boundaries of the supervision relationship	<ul style="list-style-type: none"> • Reflect on the need for negotiating clear boundaries for supervision work. • Show how you have established appropriate boundaries for supervision work with individual supervisees. • Demonstrate how you have maintained and managed the boundaries of the supervision relationship. 	<ul style="list-style-type: none"> ❖ Practice setting boundaries with different supervisees with different needs. ❖ Discuss merits of different kinds of agreements (written, verbal). ❖ Discuss how you supervise counsellors with different levels of ability, in different contexts etc. ❖ Assess via (for example) supervision practice sessions, supervision records and case presentation.
2.2 Manage the stages of the supervision relationship	<ul style="list-style-type: none"> • Reflect on theory to inform your understanding of 'stages' in the supervision relationship. • Identify the stages in the supervision relationship and show how you used supervisory skills appropriately at each stage. 	<ul style="list-style-type: none"> ❖ Identify different stages and explore the individual features and dynamics of each with reference to theory. ❖ Practice skills related to each stage. ❖ Assess via (for example) supervision practice sessions, supervisee record, learning review and tutor–assessed observation.
2.3 Use theory, research and skills to enhance the supervision relationship	<ul style="list-style-type: none"> • Refer to theory and research to show your understanding of models of the supervision relationship. • Show how you have integrated supervision skills and theory to build and develop the supervision relationship with counsellors. 	<ul style="list-style-type: none"> ❖ Invite candidates to explore and present a theoretical model of the supervision relationship. ❖ Direct candidates to relevant reading and research on the supervision relationship. ❖ Use supervision practice sessions to address supervision relationship issues. ❖ Facilitate (in case discussion and group supervision) application of understanding of the supervision relationship. ❖ Assess via (for example) assignment, case study, supervision practice sessions, supervision log.
2.4 Support and challenge counsellors to: <ul style="list-style-type: none"> ➢ establish and sustain the boundaries of the counselling relationship ➢ manage the stages of the counselling relationship ➢ use theory, research and skills to enhance the therapeutic relationship 	<ul style="list-style-type: none"> • Help your supervisee to establish appropriate boundaries for counselling work. • Record how you have helped supervisees to work within the boundaries of the counselling relationship and manage challenges to these boundaries. • Show how you have helped your supervisee to manage the stages of the counselling relationship. • Use supervision skills to develop your supervisee's understanding of – and skills for – working with the therapeutic relationship. 	<ul style="list-style-type: none"> ❖ Identify and explore a range of different boundary issues and ways of managing associated problems. ❖ Reflect on similarities and differences between the counselling and the supervision relationship. ❖ Practice supervisory skills relevant to managing boundary and relationship issues with counsellors. ❖ Assess via (for example) supervision practice sessions, supervision record, case study.

LEARNING OUTCOME:	3. Model and supervise the use of theory and research on diversity	
Assessment criteria	Candidate guidance to criteria	Notes for tutors (guidance only)
3.1 Use theory and research on diversity to inform and enhance supervision work	<ul style="list-style-type: none"> Investigate theory and research on diversity issues relevant to supervision work and the supervision relationship. Reflect on differences between you and your supervisee. Show how you have used personal understanding of difference to work in a sensitive manner with your supervisee's perspectives and patterns of relating. Record examples of how you have addressed an issue of difference to enhance the supervision process. 	<ul style="list-style-type: none"> Direct candidates to relevant reading and research on diversity issues relevant to supervision work. Work with differences in the training group to highlight difference and diversity. Consider the use of resources such as Race is complicated: A toolkit for psychological therapies training when preparing candidates to explore diversity issues. Explore how different models of supervision address issues of diversity. Use frameworks such as the Churchill Framework to encourage candidates to explore how areas of diversity such as faith might impact on the supervisory work Use case scenarios to explore ways in which difference and diversity can impact on the supervisory relationship. Practise the skills for addressing diversity issues. Assess via (for example) learning review, assignment, self-review.
3.2 Support and challenge counsellors to: <ul style="list-style-type: none"> use theory and research on diversity within counselling work explore and challenge personal issues, fears and prejudices concerning working with diversity 	<ul style="list-style-type: none"> Facilitate supervisees to apply theory and research on diversity to their counselling work. Show your ability to challenge supervisee's fears and personal issues in relation to difference. Reflect on and record when you explored issues of difference in your supervisee's counselling work. 	<ul style="list-style-type: none"> Discuss a range of theory and research on diversity issues relevant to counselling work. Discuss candidates' own prejudices and fears concerning working with diversity. Discuss why diversity issues might be avoided. Practise using supervision skills to explore counsellor's personal issues and fears about working with diversity. Assess via (for example) supervisee report, learning review, tutor-assessed observation.
LEARNING OUTCOME:	4. Model and supervise a user-centred approach to the work	
Assessment criteria	Candidate guidance to criteria	Notes for tutors (guidance only)
4.1 Negotiate an agreement for supervision that meets the counsellor's needs	<ul style="list-style-type: none"> Reflect on the impact and relevance of working within a counsellor-centred supervision agreement. Reflect on your supervisee's needs. Show evidence of having negotiated agreements with individual supervisees which meet their supervision needs. 	<ul style="list-style-type: none"> Explore the differences between working with a supervisee from an agreement that is (a) supervisor focused; and (b) supervisee focused. Explore issues of power in the supervision relationship. Practise establishing a counsellor- focused agreement. Assess via (for example) learning review, supervisee record, peer feedback, tutor-assessed observation.

<p>4.2 Maintain a focus on the counsellor's supervision needs</p>	<ul style="list-style-type: none"> • Reflect on the need to review and revisit the supervision agreement with your supervisee. • Reflect on your roles as a supervisor (e.g. managerial, educative, supportive, challenging) in relation to the supervisee's needs. • Show your ability to keep focused on your supervisee's supervision needs. 	<ul style="list-style-type: none"> ❖ Discuss case examples where there is difficulty maintaining a focus on the counsellor's needs. ❖ Explore the many needs – e.g. supervisor's, client's, agency, social – that might impinge on the supervision. ❖ Discuss and explore other needs – e.g. personal, social, learning needs – that counsellors might bring to supervision. ❖ Identify the skills necessary to maintain the focus on the counsellor's needs. ❖ Practise these skills. ❖ Assess via (for example) supervisee report, observed practice sessions, learning review.
<p>4.3 Support and challenge counsellors to:</p> <ul style="list-style-type: none"> ➢ use a coherent assessment strategy that meets the client's needs ➢ work within a user-centred agreement ➢ maintain a user-centred focus throughout the counselling work 	<p>Give examples of how you have enabled a supervisee to:</p> <ul style="list-style-type: none"> • respond to the client's needs within a coherent assessment strategy and when making an agreement for the counselling work; • remain focused on the client's needs throughout the work. 	<ul style="list-style-type: none"> ❖ Discuss the meaning of 'user-centred' in relation to client assessment and agreeing the counselling work. ❖ Discuss how different needs impinge on the counselling work. ❖ Practice the skills of supervising counsellors to keep the focus on the client's needs. ❖ Assess via (for example) learning review, assignment, self-review, tutor-assessed observation.
<p>LEARNING OUTCOME:</p>	<p>5. Model and supervise the skilled use of the self</p>	
<p>Assessment criteria</p>	<p>Candidate guidance to criteria</p>	<p>Notes for tutors (guidance only)</p>
<p>5.1 Use self-awareness in supervision work</p>	<ul style="list-style-type: none"> • Show how your personal awareness has connected with your work as a supervisor. • Give an example of drawing on personal understanding in supervision work (with reference to, for example, process, tasks and relationship). 	<ul style="list-style-type: none"> ❖ Use group or pairs to help candidates notice and explore their own issues that may impact on supervision work. ❖ Use skills practice to help candidates to apply (when appropriate) understanding of their own issues in relation to supervision work. ❖ Explore ways in which personal life could be protected from the impact of professional demands and dynamics (Mattinson, 1975). ❖ Assess via (for example) learning review, self-review.
<p>5.2 Support and challenge counsellors to:</p> <ul style="list-style-type: none"> ➢ develop self-awareness and their use of self in counselling work ➢ manage the psychological impact of client material on their personal well-being and professional functioning 	<ul style="list-style-type: none"> • Reflect on the role of the supervisor in developing the supervisee's self-awareness, showing your understanding of how the appropriate use of supervision can 'overlap' with the role of personal therapy. • Reflect on how you have used supervision skills to help your supervisee work with self-awareness in their counselling work. • Discuss how you helped your supervisee identify, explore and address personal issues evoked by their counselling work. • Give examples of how you enabled supervisees to maintain a healthy balance between personal and professional life. 	<ul style="list-style-type: none"> ❖ Discuss the role of supervision in supporting and challenging counsellors to work with self-awareness. ❖ Explore the responsibility of the supervisor in maintaining and monitoring the counsellor's personal well-being and professional functioning. ❖ Discuss the 'overlap' between personal therapy/personal work and supervision in helping counsellors work with greater self-awareness. ❖ Assess via (for example) learning journal, self-review, case study.

LEARNING OUTCOME:	6. Model and supervise the coherent use of theory, research and skills	
Assessment criteria	Candidate guidance to criteria	Notes for tutors (guidance only)
6.1 Critically evaluate different approaches to supervision	<ul style="list-style-type: none"> Evidence a critical understanding of different models of supervision. Reflect on the interface between the supervisee's needs (at different stages of their development) and different models of supervision. 	<ul style="list-style-type: none"> Explore and evaluate different approaches/models of supervision. Discuss pros and cons of different approaches and models with reference to supervisees' needs. Assess via (for example) assignment, case study and learning review.
6.2 Use a coherent theoretical framework within supervision work	<ul style="list-style-type: none"> Show how you have developed and worked with a coherent model of supervision in your own practice. Consider the impact of this model/approach on different aspects of supervision work – e.g. the contract, the supervision relationship, the supervision process. 	<ul style="list-style-type: none"> Explore the implications of different approaches/models of supervision in relation to the way supervision is practised. Use candidate presentations to develop understanding of different models of supervision. Assess via (for example) supervisory supervision sessions, case study and learning review.
6.3 Use research findings to inform and enhance supervision work	<ul style="list-style-type: none"> Show evidence of reviewing research findings to question and deepen your understanding of your supervision work. Apply this understanding to critically evaluate your work with individual supervisees. 	<ul style="list-style-type: none"> Explore the role/importance of research in the supervision role. Signpost relevant sources of research. Invite candidates to challenge themselves by critically reviewing research relevant to their own practice. Assess via (for example) assignment.
6.4 Use supervision skills and techniques associated with own theoretical approach to enhance supervision work	<ul style="list-style-type: none"> Show how your supervision skills/interventions are informed by a coherent supervision model / approach. Critically evaluate your choice of interventions / responses in work with individual supervisees. 	<ul style="list-style-type: none"> Discuss a range of supervision styles / interventions based on different models of supervision. Invite candidates to practise using supervision skills consistent with their own model/approach. Challenge candidates to explain their interventions/use of supervision skills with reference to their underpinning model of supervision. Assess via (for example) tutor observation of practise sessions, case study, presentations.
6.5 Support and challenge counsellors to: <ul style="list-style-type: none"> work within a coherent framework of theory and skills work effectively with common life problems and common mental health problems 	<ul style="list-style-type: none"> Facilitate supervisees to work within a coherent framework of counselling theory and skills. Use supervision skills to develop your supervisee's ability to work with common life problems and common mental health problems. 	<ul style="list-style-type: none"> Share experiences of supporting and challenging counsellors to work <u>coherently</u>. Use scenarios and supervision practice sessions to explore difficulties and considerations related to supervising work with common life problems and common mental health problems. Assess via (for example) assignment, case study, practice sessions.

LEARNING OUTCOME:	7. Model and supervise the self-reflective practitioner	
Assessment criteria	Candidate guidance to criteria	Notes for tutors (guidance only)
7.1 Reflect on and evaluate supervision work	<ul style="list-style-type: none"> Record your reflections on your work with supervisees and your skills practice sessions – and give examples where the process of reflection has had a direct impact on your work as a supervisor. Evaluate the effectiveness of your supervision by monitoring its impact on the supervisee’s counselling practice. Identify your initial and ongoing needs from supervision of supervision. Show how you have integrated learning and insights from supervision of supervision, into your supervisory practice. 	<ul style="list-style-type: none"> Discuss the importance of reflective practice and offer guidance on ways of reflecting and recording experience – e.g. in learning review, supervisee record, supervision notes. Model reflective skills in your work with candidates. Assess via (for example) learning review, supervisee record.
7.2 Use appropriate professional support to monitor and enhance supervision	<p>Identify your initial and ongoing needs from supervision of supervision.</p> <p>Show how you have integrated learning and insights from supervision of supervision, into your supervisory practice.</p> <p>Reflect on your needs for professional support as a supervisor.</p>	<ul style="list-style-type: none"> Explore and discuss the importance of professional support – especially supervision of supervision. Use supervisory supervision sessions to enhance the candidate’s supervision skills and understanding. Assess via (for example) learning review, supervisee record.
7.3 Manage own professional development as a counselling supervisor	<ul style="list-style-type: none"> Reflect on the role and purpose of continuing professional development (CPD) as a supervisor. Identify own development needs with reference to specific experience as a supervisor. Develop a CPD plan. 	<ul style="list-style-type: none"> Discuss role of CPD as part of maintaining professional standards. Link with regulatory/accreditation requirements. Assess via (for example) reviewing CPD plans and learning reviews.
7.4 Support counsellors to: <ul style="list-style-type: none"> reflect on and evaluate their counselling practice develop their use of supervision manage their own professional development 	<ul style="list-style-type: none"> Show how you have helped your supervisee to reflect on and evaluate their counselling work. Show how you monitor your supervisee’s use of supervision. Show how you have supported supervisees to identify their development needs and access appropriate CPD. 	<ul style="list-style-type: none"> Explore the importance of modelling reflective practice. Explore strategies that might be helpful in maximising the use of supervision. Design supervision skills practice sessions which support professional development. Assess via (for example) self-review, peer feedback and tutor observation.

Appendix 2: Example Completion Statement for TCSU-L6

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

To be completed by core tutor:

Where the learning outcome has not been achieved please:

- (a) state clearly which learning outcome this relates to.
- (b) give specific and relevant reasons why the learning outcome has not been achieved.
- (c) record proposed course of action agreed between tutor and candidate to address/remedy concerns.

Learning outcome	Details of relevant contra-indications <i>Please continue overleaf or on a separate sheet if more space is required</i>	Proposed course of action

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

Candidate name: Candidate signature: Date:

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

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

Tutor name: Tutor signature: Date:

Appendix 3: Criteria Assessment Sheet (CAS)

Candidate:

Group:

Qualification:

Coursework:

Candidates: In the table below, identify the criteria evidenced in the assignment concerned and cross-reference these in the relevant page margin of your assignment.

Assessors: Grade the robustness of the evidence identified by the candidate against the Assessment Criteria: YES (achieved) or NO (not yet achieved).

For completion by the candidate: Candidate reference to coursework			For completion by the tutor: Tutor assessment	
Unit (CAST-L3 and TC-L4 only)	Criteria number	Page number	YES/NO	Tutor feedback

General comments:

Tutor name:

Date: