



UKCP Supervision Policy

2012

UKCP SUPERVISION POLICY

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UKCP Supervision Policy

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1. Introduction

This initial section is intended to outline in general terms our organisational stance towards supervision in key training and practice areas.

UKCP Supervision Statement:

Supervision is understood as a reflective and evaluative process conducted within an articulated working relationship between a qualified or trainee psychotherapeutic practitioner and an appropriately knowledgeable supervisor.¹

UKCP's position on Supervision is that all members (both student and full) should be able, in principle, to provide informed documentation², as set out by

¹ 'Appropriately knowledgeable' to be defined by College or Member Organisation in their written Supervision Statements/policies.

² This requirement is not intended to be overly prescriptive. Documentation may take many forms – for example, a reflective journal; clinical notes; video or audio tapes; supervision reports. What is required is that the practitioner is able to demonstrate and articulate the ways in which they monitor their own practice, and seek appropriate support and guidance in their practice from others.

their College or Organisational Member, which demonstrates and supports the way that they are participating in supervision at any given time.

The purposes of supervision are:

- 1) To underpin and promote reflective and informed practice (for example, by making transparent the contract for, and mode of, work, and the assumptions that it embodies)
- 2) As a result, to underpin and support best practice in a way that is beneficial to both practitioners and service-users.

It is not the intention of this document to be prescriptive about the many ways in which effective supervision can be utilised and provided. Supervision can traditionally take a number of easily identifiable formats: in groups; on a one-to-one basis; by telephone; by internet; in writing, verbally or by videotape and so on).

Colleges and Organisational Members should feel able to explore and develop their own models of supervision. Minimum requirements are:

1. Each College will take responsibility for ensuring that it has an easily accessible and transparent Supervision Statement, which sets out clearly and unambiguously what the requirements for Supervision are for any practitioner belonging to that College.
2. That Organisational Members who wish to implement their own Supervision Policies are able to do so in accordance with College Supervision Statements.
3. That the requirements of the Supervision Statement, whether at College or Organisational Member level, are being implemented and that every individual practitioner is able to provide documentation to demonstrate this.

Collegiate Supervision Statements should cover the following:

i) Supervision requirements for students and trainees.

UKCP expects supervision requirements for students and trainees to be more detailed and prescriptive than supervision for qualified practitioners.

Comprehensive guidelines exist within the Standards for Education and Training (SETs) for students/trainees who are training to work with adults, families and/or children.

Collegiate Supervision Statements should clearly articulate and signpost supervision requirements for students and trainees.

Collegiate Supervision Statements should offer a clear view about who is appropriately experienced and qualified to offer supervision to trainees, taking into account the above points.

ii) Supervision requirements for qualified psychotherapists

Collegiate Supervision Statements should articulate clearly the requirements for ongoing post-qualification professional supervision, within the guidelines set out above.

Statements should signpost practitioners to the relevant guidelines within their College or Member Organisation.

Statements should make clear and specify what records/documentation of supervision should be kept, on an ongoing basis, by individual practitioners.

Statements should make clear and specify what documentation/evidence is required for re-accreditation purposes.

Statements should specify how practitioners are expected to show that they meet their OM's Diversity and Equality Policy.

Practitioners who are direct registrants will be expected to use Collegiate Statements to show how their practice meets the above requirements.

iii) Guidelines on Grandparenting to Supervisor Status

Collegiate Grandparenting to Supervision Status Statements should clearly articulate and signpost requirements for practising supervisors to gain registered status through this process.

Grandparenting routes should be robust and tally with training standards (see iv) and supervision standards (see i). Applicants must demonstrate that they, through previous training and experience, meet these standards.

iv) Guidelines on Training Standards for Courses offering trainings in Supervision.

Where Colleges have Organisational Members that provide training routes for those wishing to practice as Supervisors, Supervision Statements should refer

to the appropriate training guidelines and grandparenting routes offered by individual Member Organisations.

Training guidelines and grandparenting routes should distinguish between trainings for supervisors who wish to work with students in training, and trainings for supervisors who wish to work with qualified practitioners.

Training guidelines and grandparenting routes should include clear policies on Diversity, Equality and Social Responsibility and should be able to demonstrate how they promote access to training and practice.

Colleges are expected to serve a gatekeeping function in terms of determining which trainings meet the criteria set out by its Collegiate Supervision Statement.

Colleges who wish to be able to put forward names to go on a central UKCP Supervision Register (see below) must be able to demonstrate to the ETPC and CFC that their standards of education and training for supervisors meet the standards required by the Registrar.

Colleges may choose to use UKCP's generic SETs for supervision trainings for this purpose. These trainings will automatically meet the criteria for inclusion of graduates on a central UKCP supervision register.

However, UKCP acknowledges that there are some Colleges who may wish to develop their own modality-specific SETs for trainings in supervision that they consider to meet the requirements of their Collegiate Supervision Statements. In this situation, the College and Faculties Committee (CFC) and the Education, Training and Practice Committee (ETPC) will provide support and guidance in this respect, where required; trainings that do not use the generic supervision SETs must be submitted to a panel consisting of the CFC, ETPC and two College Chairs (one of whom may be the Chair of the College submitting SETs) for formal validation.

For new supervision trainings, Organisational Members are required to submit trainings to their College for validation.

All validated trainings will be subject to the usual quinquennial review process.

2. Supervisors for Psychotherapists who work with Children, Young People and their Families

The Faculty for the Psychological Health of Children has comprehensive Standards of Education and Training for Supervisors who work with Children, Young People and their Families. UKCP members who meet these SETS will automatically be included on the UKCP Register of Supervisors.

3. UKCP Supervision Register – launch summer 2012

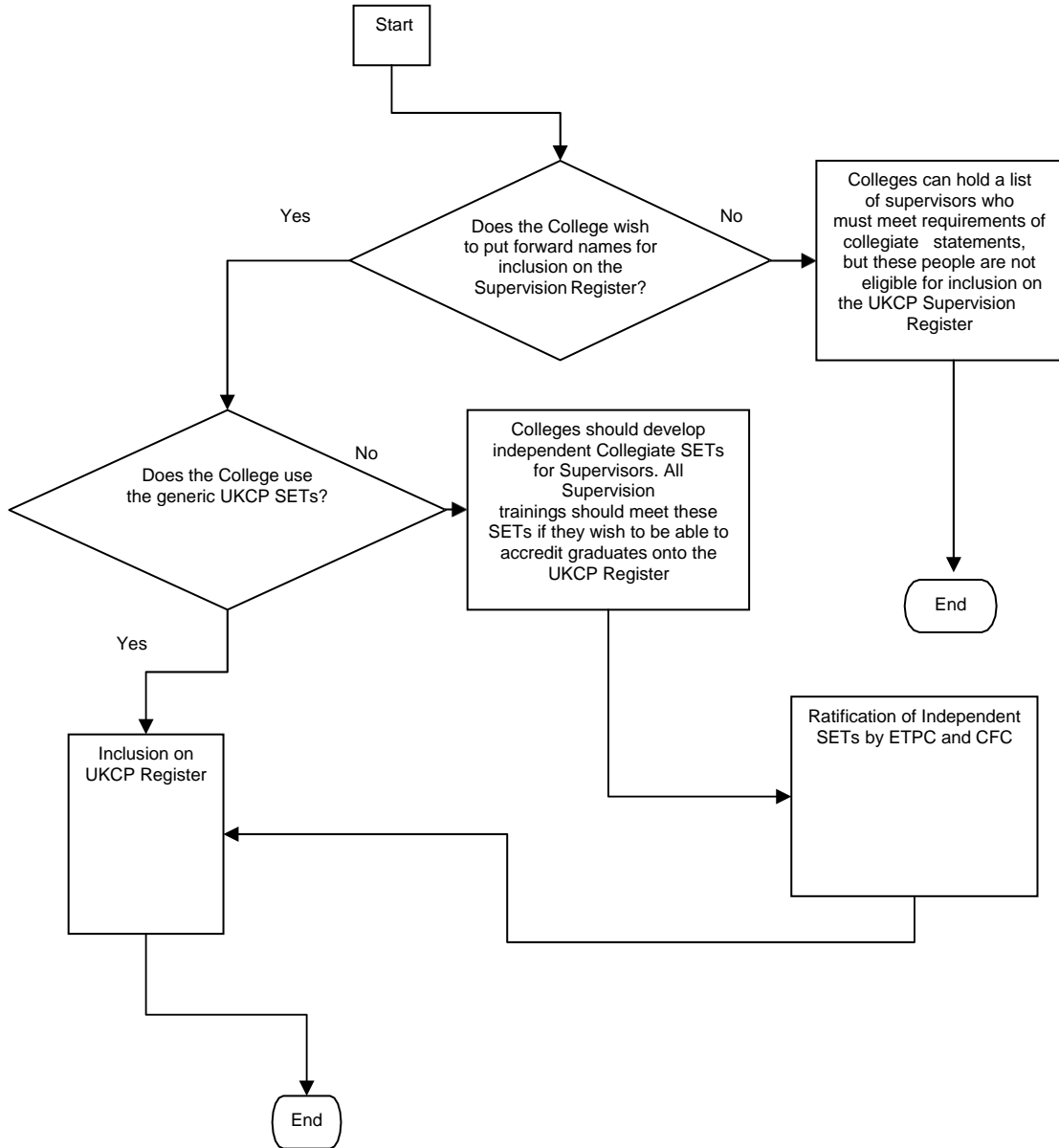
A UKCP register of Supervisors will be held centrally. Colleges will be able to nominate Supervisors who meet the standards encapsulated in their Collegiate Statements for inclusion the register. The Registrar will be the gatekeeper of the new Register, according to the criteria set out above.

i) Process for Supervision Trainings and Register

- Every College should have a Collegiate Supervision Statement which covers the areas set out in this document
- SETs for supervision trainings sit at College level - Colleges have responsibility for publishing and reviewing Supervision SETs
- For inclusion on the UKCP Supervision Register, applicants must be nominated by their College and have attained a standard of practice which meets the requirements of the Registrar
- These requirements are automatically satisfied by trainings which follow UKCP's generic Supervision SETs
- Colleges who choose not to use the generic SETs, but who want to be able to put forward members for inclusion on the Register, must publish their own College Supervision SETs, in collaboration with the ETPC and CFC. These SETs and associated trainings must be formally validated by the ETPC and CFC before applicants can be included on the Register.
- All new supervision trainings must be submitted to Colleges for validation
- Colleges nominate members for inclusion on central UKCP Supervision Register (they may do this by simply stating that graduates of College trainings are eligible to be included on the register, or on an individual basis)
- Processes for reaccreditation integrated into existing quinquennial review process

UKCP Supervision Statement

Collegiate Supervision Statements (All Colleges should have this)



4. Supervision Templates

SETs Document: UKCP Supervision (Adults) No. 1

Generic Guidelines and Requirements for Colleges on Standards of Education and Training (SET) For UKCP Accredited Supervision Trainings for Adult Client Work

1. Introduction

- 1.1 **UKCP** historically has agreed **principles** on which to base its **Training Standards** and **policies** to **regulate** them across all psychotherapeutic modalities. These principles and policies concern the Council's Education, Training & Practice Committee, the Colleges' Training Standards Committees and Accreditation Committees, and the individual Training Organisations that devise and run psychotherapy and psychotherapeutic counselling training courses leading to registration with the Council.
- 1.2 Basic Training Standards were established in 1993 and published as '**Training Requirements of UKCP**'. A Regulatory Framework to integrate the Training Standards with Training Outcomes was agreed in 2001 and published as **UKCP Training Standards: Policy and Principles**. (An update version is currently being created entitled **UKCP Standards of Education and Training: Policy and Principles**. This SETs update will have completed passage to adoption by UKCP before the adoption of the UKCP Supervision Policy and Principles.
- 1.3 This document aims to make clear the route by which qualified and experienced practitioners can reach College accreditation and formal registration as a **UKCP Supervisor** for adult client work through the **Training Route**.
- 1.4 UKCP Colleges are required to produce an Education and Training Standards document outlining the Modality / College requirements for all their UKCP OMs offering training in supervision. All such courses shall have the requirement of UKCP Registration as a psychotherapeutic practitioner.
- 1.5 **Purpose:** The primary purpose of supervision is to enhance the professional development of the supervisee so as to ensure the best

- possible psychotherapeutic practice for their client. To this end supervision should perform the functions of education, support, and evaluation against the norms and standards of the profession and of society. This is the case irrespective of employment arrangements and applies both in private and public service.
- 1.6 Supervision often can also contribute towards a gate-keeping process that allows for the recognition of certain situations, e.g. burnout, (where because of the supervisee's physical, mental, or emotional state it is unsuitable for them to work with clients); lack of clinical capacity to deal with the client's issues, etc.
 - 1.7 This document takes the view that **the supervision of clinical practice with clients whether by a psychotherapeutic counsellor or a psychotherapist requires similar levels of attention to the nature and standards of supervision.** Such an approach is seen as being in line with the principles of protection of the public interest and of safeguarding the client.
 - 1.8 For the purpose of this document the term psychotherapeutic practitioner throughout will refer to both psychotherapists and psychotherapeutic counsellors.
 - 1.9 The development of these standards is essential for Colleges where their Organisational Members (OMs) wish to run supervision training courses and put forward accredited supervisors to be placed on the UKCP Register of Supervisors for Adult Psychotherapy and Adult Psychotherapeutic Counselling or where the Organisational Member (OM) is an accrediting organisation solely for the purpose of putting suitably qualified practitioners to the register of supervisors.
 - 1.10 The development of these standards establishes the **requirement for Colleges to work towards the inclusion of OM Supervision Training Courses in College course approval and quinquennial review processes** where the course and / or accreditation processes of the OM is intended to put forward accredited supervisors to the UKCP Register of Supervisors.
 - 1.11 *Please see the list at the end of this document for the correct titles of other UKCP documents relating to minimum generic guidelines and requirements for education and training standards of supervision and routes to supervisor accreditation, including specific documents relating to working with children.*
 - 1.12 **Model for Registration:**

- 1.12.1 Registration is achieved through College accreditation and the successful candidate being put forward by the College to the Registrar for inclusion in the Supervisors sub-section of the relevant Register.
- 1.12.2 The list of accredited registrant supervisors will be compiled from what is provided by each College.
- 1.12.3 The UKCP office will hold a centralised list of all accredited registrant supervisors arranged in modalities in order to provide information to enquirers. (It is expected that some psychotherapeutic practitioners may seek supervision from outside their own modality).
- 1.12.4 In order to stay on the register, accredited supervisors will be required to apply for re-accreditation at an interval of no longer than five years.
- 1.12.5 Individuals may lose their right to be included on the register as a result of a successful complaint being brought against them.

2. Course Requirements – UKCP Supervision SETs (Adults)

2.1 All training courses must publish:

- 1 Selection criteria
- 2 Selection procedures
- 3 Selection Appeals procedures
- 4 APL and APEL procedures
- 5 Codes of Ethics for trainers, supervisors, supervisor trainees
- 6 Codes of Conduct and Practice for trainers, supervisors and supervisor trainees
- 7 Diversity and Equality Policy and Procedures, *including addressing these issues in the curriculum specifically*
- 8 A Curriculum and course Learning Outcomes
- 9 Written and practical course requirements
- 10 Assessment procedures and assessment appeals procedures
- 11 Staff / trainers appointment procedures
- 12 Staff / trainers names, relevant qualifications and relevant professional memberships

2.2 All training courses must:

- a) Where the course is intended to train appropriately qualified practitioners to supervise work with children as well as adults – the training programme must include all those additional elements as specified in the current Guidelines for Supervisors published by the UKCP Psychotherapy with Children Committee (PwCC);
- b) Contain both theoretical teaching and supervised supervision as components required to achieve the competences of a supervisor;
- c) Reflect responsibility for transparency and accountability as relevant and important in the training and in the practice of supervision;
- d) Cover more than one theoretical model of supervision
- e) Include at least one form of assessment of work with a supervisee and one piece of written work exploring the theory and practice of supervision;
- f) Include production / presentation of a short written model of their Supervision Framework including style, approach and understanding of supervision and reflection on practice (we recommend that this should be no more than 1.5 to 2 sides of A4 typed);

2.3 The procedures, policies and requirements of the supervision training course should satisfy the minimum requirements and guidelines set out in this and allied documents relating to registration as a UKCP Supervisor of Psychotherapeutic Counsellors and/or a UKCP Supervisor of Psychotherapists.

2.4 Identify and specify the personal and professional qualities, background and previous experience that make candidates suitable for training in the profession of psychotherapeutic supervisor.

2.5 All requirements, policy, procedures and practice must demonstrate adherence, content and positive intent to diversity and equality best practice.

2.6 Minimum Compulsory Entry Requirements to Training:

2.6.1 Relevant UKCP professional qualification or UKCP recognised professional equivalent.

2.6.2 UKCP Registrant of good standing or UKCP recognised professional equivalent.

2.6.3 At least 5 years' experience of work with clients as a psychotherapeutic practitioner or the equivalent of approximately 1,600 hours, which means an average of 8 clients over 5 years for those working with clients long-term.

2.6.4 At least **three years of this experience must be post-registration** as a UKCP Psychotherapist, Psychotherapeutic Counsellor or UKCP recognised professional equivalent.

2.6.5 **Multiple Registration:**

- a. Where Supervisors wish to be registered to supervise practitioners working with children and adults they must fulfil the requirements set out in the current UKCP supervision documents that relate to **each** client group.
- b. Where Supervisors wish to be registered to supervise practitioners from both the Psychotherapeutic Counselling and Psychotherapy Registers they must have an equivalence of qualification or reasonably wide experience of the work and contexts of the professional group being supervised.

3. Guidelines for the creation of COLLEGE and OM SETs

3.1 *Section three contains UKCP guidelines and recommendations from which UKCP Colleges and OMs are recommended to formulate their own guidelines, recommendations and requirements for Standards of Education and Training in Supervision. Please note these may relate to the individual supervisor, the trainee supervisor and the training organisation.*

3.2 There is recognition that college and course supervision requirements may vary in amount and content. It is acknowledged that no document can be exhaustive in its scope, however, the guidelines set out here are intended to set a tone, character and attitudinal approach to the development of supervision training guidelines by UKCP Colleges, OMs and centrally by UKCP.

3.3 Variations based on modality, client group, length of therapy etc. should be taken into consideration when College and OM guidelines and requirements are being created. The rationale for the variations should be explained in the guidance and requirement documentation of the College / OM.

3.4 As with all the Training, Education and Practice Guidelines and Requirements of UKCP, these guidelines are understood as forming part of the quality assurance and regulatory map of UKCP, its Colleges and its OMs.

3.5 College SETs for Supervision are submitted to the relevant committees and boards of the UKCP for final agreement and approval.

3.6 Learning Outcomes (recommended for training course routes leading to registration as a UKCP Supervisor):

- 3.6.1 Demonstrates an ability to foster an open, trusting working alliance with supervisees in which the supervisee is confident to reveal the difficulties and challenges within his/her work.
- 3.6.2 Is able to demonstrate fulfilment of the following aspects of the supervision role:
- a. **Supportive** – providing affirmation of good practice, collegueship in assisting the supervisee in handling the difficulties and challenges encountered in their practice.
 - b. **Educative** – using coaching skills, or aspects of mentoring to enlarge the supervisee’s theoretical knowledge and to highlight areas for further training.
 - c. **Normative** – upholding standards, values and principles of good professional practice, guiding and supporting supervisee in addressing ethical issues, balancing needs of supervisee and client, addressing issues of safety and appropriate conduct.
- 3.6.3 Demonstrates ability to match the style of the supervision to the experience and individual needs of the supervisee, with a particular emphasis on demonstrating understanding and capability to work with diversity and equality considerations and issues.
- 3.6.4 Is able to work with different ways of evidencing the supervisee’s practice according to OM and college specific methodologies, such as CD-Rom, audio or video tapes, transcripts, ‘live’ supervision etc., and to request these as appropriate, with due regard to equalities considerations.
- 3.6.5 Shows an ability to recognise specific abilities as well as limits of the supervisee, these may be socio-cultural, temperamental, physical or exist within the context of the supervisee’s life.
- 3.6.6 Demonstrates an ability to work with differences in relation to supervisees and show a similar awareness and capability within their own understanding.
- 3.6.7 Demonstrates an ability to understand and critique work from the standpoint of the client, the therapist and the supervisor. Recognise and be able to work with the parallel systems, processes and transferential or

- similar processes among these and the environment as applicable to the modality approach(es) to supervision.
- 3.6.8 Demonstrates an understanding of why and how supervision requires knowledge, experience and skills *in addition to* those required by a qualified psychotherapeutic practitioner.
- 3.6.9 Demonstrates an ability to understand the principles, values and ethical issues particular to the practices of psychotherapy and psychotherapeutic counselling which need to be understood, communicated and adhered to.
- 3.6.10 Reflects responsibility for transparency and accountability as relevant and important in the training and in the practice of supervision.

4. Ethics & Practice

- 4.1 Supervisors registered with UKCP are required to abide by the existing codes appropriate to them. Section four contains UKCP guidelines and recommendations from which UKCP Colleges and OMs are recommended to formulate their own codes. Please note these may relate to the individual supervisor, the trainee supervisor and the training organisation.
- 4.2 All supervisors are to be bound by Codes of Ethics, Conduct and Practice appropriate to them through their UKCP Organisational Member and UKCP College.
- 4.3 Supervisors should conduct themselves in a way that is consistent with the dignity, status, values and principles of the profession and of UKCP.
- 4.4 Supervisors shall seek to establish the highest ethical standards and shall hold the interests of the clients to be paramount.
- 4.5 Supervisors may not supervise beyond their training and experience.
- 4.6 Supervisors are responsible for maintaining and developing their skills through appropriate **Continued Professional Development**.
- 4.7 Supervisors are responsible for monitoring and maintaining their physical, mental and emotional health in relation to their fitness to practice.
- 4.8 **Professional Considerations:**
- a. Supervisors are expected to manage their work in a professional manner. For example, are expected to disclose

their qualifications when requested and not claim, or imply, qualifications that they do not have.

- b. Supervisors need to consider whether their approach to the work is appropriate for a particular supervisee and be prepared to make referrals at any stage in the work if that appears to be in the supervisee's and / or client interest.
- c. Supervisors should use such experiences to help them identify their own further training needs.
- d. There is a distinction between line management supervision and psychotherapeutic supervision. Best practice is normally that the same person should not act as both line manager and psychotherapeutic supervisor to the same supervisee.
- e. Where this (d. above) is unavoidable, clear written guidelines should be in place covering the remit of each role and specifying procedure for any disputes or conflicting situations arising.
- f. Supervisors must define and maintain a consistent working environment with clear boundaries. For example: Supervisors must make clear the boundaries of time and space, explain the arrangements for payment of fees at the outset and give adequate notice of any changes or planned breaks.
- g. It is considered best practice for supervisors and their supervisees **to agree a contract** that makes clear the expectations and requirements they have of each other. If the contract is verbal, the supervisor should keep a note of the agreed contract and the date it was made.
- h. It is considered best practice to have a policy regarding giving references and any fees that may be charged for this or any other work done outside the session time.
- i. When working with trainees the boundaries of the supervisor's responsibility and accountability to their supervisees and the agency / training should be clarified, preferably in writing.
- j. Trainings would normally be expected to keep a record of the name, qualifications, professional body and contact details of supervisors seeing trainees including placement supervisors where relevant.

- k. This is compulsory for all supervisors designated as training supervisors for the purpose of acquisition of supervised practice hours by the trainee including placement supervisors where relevant.
- l. Supervisors must not exploit the dependence of the supervisee in the supervisory relationship sexually, financially, or in any other manner.
- m. Supervisors must have adequate insurance cover for their work.
- n. Supervisors should discuss with supervisees the need to have arrangements in place to take care of the immediate needs of clients in the event of a sudden and unplanned ending to the therapy relationship that is being supervised. This would include a “professional will” where appropriate to the modality or the practitioner (UKCP recommends the use of a ‘professional will’).
- o. It is good practice for the supervisor to ensure they are informed by the supervisee of the arrangements made for n. above.
- p. Supervisors are responsible for similar safeguards for their own practice.
- q. **Confidentiality**: As a general principle, supervisors must not reveal confidential material concerning the supervisee or their clients to any other person without the express consent (preferably in writing) of all parties concerned. Safeguarding exceptions are understood and may apply, these should be noted in detail.

4.9 Issues of Responsibility:

- a. Within a contract supervisors are responsible for helping supervisees to reflect upon their work, while at the same time acknowledging that clinical responsibility remains with the supervisee.
- b. Where the supervisee is a trainee normally at least, joint clinical responsibility would be understood to be shared between the supervisor and the trainee. Guidelines would ideally be created for students on placements and placement supervisors in a similar manner.
- c. It is important that those supervisors seeing supervisees who work with children are aware of the additional responsibilities

and legal expectations the, supervision role may entail. (Please see the UKCP PwCC Supervision documents on working with children).

- d. Supervisors must recognise and work in ways that respect the value and dignity of supervisees, their clients and the context of the work.
- e. Good regard should be given to equality and diversity issues and considerations such as origin, status, race, culture, gender, age, beliefs, sexual orientation and disability.
- f. (4.8.c-e. above) Should include raising awareness of potential interventions for working effectively with diversity and equalities issues as they arise in the work.
- g. (4.8.c-e. above) Must include raising awareness of any discriminatory practices that may exist between the supervisee and their clients, or between the supervisor and supervisee.

4.10 Legal Liabilities: *(Colleges are asked to feedback on 4.10 in particular and to suggest amendments / changes where appropriate, please)*

- a. Supervisors must ensure that together with their supervisees, they consider their legal liabilities to each other, to the employing or training organisation, if any, and to the clients.
- b. The supervisor is responsible for clarifying the legal liabilities from an informed position, and seeking legal guidance when necessary including seeking advice from College / UKCP when necessary and as appropriate.
- c. Supervisors are responsible for taking action if they are aware that their supervisee's practice is not in accordance with relevant Codes of Ethics, Conduct and Practice.
- d. It is important that those supervisors seeing supervisees who work with children are aware of the additional responsibilities and legal expectations your supervision role may entail. (Please see the UKCP PwCC Supervision documents on working with children).
- e. Supervisors are responsible for helping their supervisees recognise when, in their opinion, their functioning as

practitioners or trainee practitioners is impaired due to personal or emotional difficulties, any condition that affects judgement, illness, the influence of alcohol or drugs, or for any other reason, and for ensuring that the appropriate action is taken.

- f. Supervisors are required to refrain from behaviour that may be detrimental to the public, clients, the profession, colleagues, supervisees or the members and / or organs of UKCP.

4.11 Advertising:

- a. Where they choose to advertise their services, supervisors are expected to advertise services with descriptive rather than evaluative statements.
- b. The media should not be used in any way that would bring the profession, or the members and / or organs of UKCP into disrepute.

Acknowledgement: Please note these guidelines are the culmination of work done by several organisations and individuals within and without the UKCP over a number of years across several modalities. All the contributors known and unknown, are thanked for their thoughts, ideas, efforts and contributions.

Documents

Training Standard of UKCP - 1993

UKCP Training Standards: Policy and Principles – 2001

Psychotherapy with Children; UKCP Guidelines for Training -2003

Psychotherapy with Children; Principles, Aims and Guidelines for Training -2007

UKCP Standards of Education and Training: Policy and Principles— currently going through process of approval at SB and adoption at BOT

Document: UKCP Supervision (Adults) No. 2

**GENERIC GUIDELINES and REQUIREMENTS for COLLEGES
for THE DEVELOPMENT of STANDARDS of SUPERVISION
for PSYCHOTHERAPISTS, PSYCHOTHERAPEUTIC
COUNSELLORS and TRAINEE PRACTITIONERS WORKING
WITH ADULTS**

1. Introduction

- 1.1 This document outlines a framework for UKCP Colleges and Organisational Members (OMs) to develop standards of Supervision for Psychotherapeutic Counsellors, Psychotherapists and Trainee Practitioners working with adults. For the purposes of this and all other UKCP documents the term adult is understood to refer to any person who is 18 years and over in age. The term child is understood to refer to anyone under the age of 18 years.
- 1.2 The development of these standards is essential for Colleges where their member organizations offer trainings in Psychotherapy and Psychotherapeutic Counselling Supervision for working with adults or where the OM is an accrediting organisation for the purpose of putting people to a register of UKCP Supervisors.
- 1.3 For the purpose of this document the term psychotherapeutic practitioner throughout will refer to both psychotherapists and psychotherapeutic counsellors. The term Trainee Practitioner will refer to those trainees on either psychotherapy or psychotherapeutic counselling trainings starting to / seeing clients.
- 1.4 The authors wish to acknowledge the contribution to this current document from present and previous members of the UKCP Education, Training & Practice Committee (ETPC) working groups on supervision and the work done by the UKCP Psychotherapy with Children Committee (PwCC) in helping to create part of the format of this current version.
- 1.5 This document takes the view that **the supervision of clinical practice with clients whether by a psychotherapeutic counsellor or a psychotherapist requires similar levels of attention to the nature and standards of supervision.** Such an approach is seen as being in line with the principles of protection of the public interest and of safeguarding the client.

1.6 Definition

Supervision is understood as a process conducted within a formal working relationship in which a qualified or trainee psychotherapeutic practitioner presents client work to a designated supervisor, as a way of learning how to work more effectively with clients. The purpose is to ensure safe and competent practice through regular meetings.

Colleges should set out the media through which supervision can take place and any requirements for frequency and ratios of clinical work to supervision hours that the modality requires.

1.7 It is acknowledged that no document can be exhaustive in its scope, however the guidelines set out below are intended to set a tone, character and attitudinal approach to the development of supervision guidelines, recommendations and requirements by Colleges and centrally by UKCP.

1.8 As with all the Training, Education and Practice Guidelines and Requirements of UKCP, these guidelines should be understood as forming part of the quality assurance and regulatory map of UKCP, its Colleges and its OMs.

1.9 *Please see the list at the end of this document for the correct titles of all other UKCP documents relating to minimum generic guidelines and requirements for education and training standards of supervision and routes to supervisor accreditation, including specific documents relating to working with children.*

1.10 UKCP Colleges should clearly define the nature and standards of supervision of Psychotherapeutic Practitioners in line with the principles outlined below, modality specific issues, current legal requirements for work with vulnerable adults and with any government guidelines for such work. It is recommended that these principles be articulated in the following terms:

- a. The nature of supervision
- b. Purpose of supervision
- c. Tasks of supervision
- d. Supervision of Psychotherapeutic Practitioners
– Considerations, potential pressures and clinical issues

1.11 Additionally, Colleges need to clarify the way in which they require member organizations to meet the following standards:

- a. Ratio for supervision (individual and group)
- b. Standards for supervisors
- c. Responsibility to the supervisee
- d. Clinical responsibilities
- e. Diversity and Equality Considerations
- f. The Supervisors Responsibility to Self
- g. OMs need to present a rationale for their stipulation of the relationship between trainers, supervisors and training supervisors in psychotherapy and psychotherapeutic counselling.

1.12 Model for Registration:

- 1.12.1 Registration is achieved through College accreditation and the successful candidate being put forward by the College to the Registrar for inclusion in the Supervisors sub-section of the relevant Register.
- 1.12.2 The list of accredited registrant supervisors will be compiled from what is provided by each College.
- 1.12.3 The UKCP office will hold a centralised list of all accredited registrant supervisors arranged in modalities in order to provide information to enquirers. (It is expected that some psychotherapeutic practitioners may seek supervision from outside their own modality).
- 1.12.4 In order to stay on the register, accredited supervisors will be required to apply for re-accreditation at an interval of no longer than five years.
- 1.12.5 Individuals may lose their right to be included on the register as a result of a successful complaint being brought against them.

2. Minimum Standards for Supervision of Psychotherapy Practitioners working with Adults

2.1. The Nature of Supervision

- a. Supervision is a process conducted within a formal working relationship in which a qualified or trainee psychotherapeutic practitioner presents his or her client work to a designated supervisor as a way of enhancing their practice through careful reflection and reflexive practice on the process.
- b. Supervision can take place on a one to one basis or in groups. Supervision can take place through a variety of media (e.g. face to face, telephone, e-mail); and using different methods (e.g. live, audio or videotaped, written and reported).
- c. Where the supervision is of a trainee **the vast majority** (i.e. more than 60%) of the supervised practice hours normally should be completed face to face. Exceptions to this must be negotiated and evidenced in writing by the OM. OM's should note that the existence of such procedures will normally form part of the interest at Quinquennial Reviews.

2.2. Purpose

- a. The primary purpose of supervision is to enhance the professional development of the supervisee so as to ensure the best possible psychotherapeutic practice for their client. To this end supervision should perform the functions of education, support and evaluation against the norms and standards of the modality, profession and of society. This is the case irrespective of employment or voluntary arrangements and applies both in private and public service.
- b. Supervision can also contribute towards a gate-keeping process that allows for the recognition of certain situations, e.g. burnout, where because of the supervisee's physical, mental, psychological or emotional state it is unsuitable for them to work with clients.

2.3. Tasks of supervision

Supervisors need to be aware of the broad range of tasks that their role entails.

These include:

- a. Creating an open, trusting working alliance with supervisees in which the supervisee is confident to reveal the difficulties within his/her work.
- b. Being supportive – providing affirmation of good practice, collegiality in assisting the supervisee in handling the difficulties encountered in their practice.
- c. Taking an educative role - using coaching skills, or aspects of mentoring to enlarge the supervisee's theoretical knowledge and to highlight areas of further training.
- d. Recognizing that there is a normative role in supervision that includes upholding the standards of good professional practice, guiding and supporting supervisee's in addressing ethical issues, balancing the needs of supervisee and client and addressing issues of safety and right conduct.
- e. Ensuring that any client protection issues are being dealt with effectively.
- f. Addressing and encouraging understanding of any diversity and equality issues in the work.
- g. Enabling new insights and understanding to emerge in the process of the work.
- h. Where the therapist is in training there may be an evaluative role
- i. Where there is a requirement by the organization the therapist is employed by there may be an evaluative role.

3. Psychotherapeutic Practice with Adult Clients

Working with different client groups therapeutically can present unique challenges to the practitioner.

3.1. Potential Emotional Pressures for Psychotherapeutic Practitioners

These pressures can include:

- a. Pressure to change the client to meet the norms of society, culture, or organizations.
- b. Feeling overly responsible for very vulnerable clients.
- c. The ability of the client to be in control of their therapeutic process. Examples of this include issues around referral, fees, timing, termination, autonomy and confidentiality.
- d. The extra emotional demands that dealing with severely troubled clients can place upon the practitioner and the need to be supported in working with such clients. Psychotherapeutic work with all clients can at times accumulate as strong reactions that can be consciously or unconsciously acted upon or experienced psychosomatically.
- e. Dealing with difficult feelings around the lack of adequate care, protection and psychotherapeutic support for vulnerable and / or marginalised client groups.
- f. Dealing with one's feelings, thoughts and ability to cope with own limitations, prejudices and / or lack of understanding of a particular client group or socio-cultural group.

3.2. Clinical Issues

- a. Dealing with complex legal and ethical issues such as confidentiality, record keeping and client protection especially when dealing with highly vulnerable adults, particularly those who may be receiving more than one form of care / intervention.
- b. Working within systems that provide support, care and protection for highly vulnerable adults.
- c. Referring and liaising with other professionals and managing appropriately the different relationships and roles they may undertake at any given time. This requires a high degree of flexibility and alertness to possible conflicts of interest.
- d. Dealing with the complexities of third party referrals and the problems that can be generated in such circumstances
- e. The referral of clients who may be exhibiting symptoms of undiagnosed mental ill-health or developmental deficits that require specialist assessment, and / or onward referral where it is felt beyond the competence or remit of the practitioner.

- f. The need to be responsive, creative and flexible in order to meet the client appropriately and effectively.
- g. A willingness to refer the client to a more suitable approach / practitioner when necessary.
- h. An understanding of the clinical applicability and an ability to work with issues of diversity and equalities in the psychotherapeutic relationship.

4. Professional Obligations

- a. Being able to recognise and act appropriately when the situation requires a heightened duty of care towards vulnerable and / or unstable clients.
- b. It is recommended that even very experienced practitioners seek the guidance and support of professional supervision (non-peer) from time to time.
- c. It is mandatory that recently qualified practitioners (less than three years in practice as a registrant) and **ALL** trainees working with clients are in professional supervision.
- d. In the case of trainees, peer supervision is **always unacceptable**.
- e. In the case of the recently qualified practitioner normally they should have regular professional supervision alongside any peer supervision arrangements that may be in place.

5. Ratios for Individual Supervision and additional obligations

. The suggested ratios are:

- a. Where the trainee has demonstrated a good competency of practice, one hour of supervision for every six client hours would be acceptable.
- b. Where the competency is not demonstrated to so high a level the trainee would normally be expected to receive more frequent supervision / to work to a higher ratio of supervision to client hours.
- c. For newly qualified therapists in the first year of practice, it is recommended that there is an hour of individual supervision for every six client hours.
- d. Where a College wishes to vary the suggested ratios above they are asked to state the rationale for the variance in their documentation.
- e. It is recognized that for experienced practitioners:
 - The nature of the supervisory relationship and the purpose of supervision will evolve into a more consultative role that has a collegial quality;
 - The frequency and amount of supervision would be decided in consultation with the supervisor;

- The decision will be based on the nature of the client group that the supervisee is working with and the number of clients they are seeing.
- f. For all practitioners it is recognized that working with severely disturbed, traumatized or abused clients will require higher rates of supervision.
- g. Supervisors may advise additional supervision where deemed necessary.
- h. Failure on the part of the supervisee to heed such advice must be addressed in supervision and should be noted by the supervisor.
- i. Supervisors should be encouraged to seek guidance, advice and support from their own supervision supervisor, from College or UKCP centrally dependant on the nature of the issue.
- j. Where the refusal to heed the advice given is understood by the supervisor as in any way an endangerment to the client the supervisor must inform the appropriate professional bodies of the trainee / practitioner. The supervisor must inform the supervisee in writing of this action and keep a copy on file.

6. Ratios for Group Supervision and additional obligations

- a. Group supervision provides the practitioner or trainee with invaluable opportunities for shared learning and support.
- b. Group supervision normally should be on a ratio of a minimum of 30 minutes of supervision per supervisee.
- c. The maximum group size normally would be four. Colleges may opt to vary this in line with the best practice for their modality / approach.
- d. It is essential, however, that trainees have additional individual supervision as at least part of their training supervision. Colleges will need to decide the ratio for this based of the practise norms of their modality and the protection of the client.
- e. For all practitioners it is recognized that working with severely disturbed, traumatized or abused clients will require higher rates of supervision.
- f. Supervisors may advise individuals to undertake additional supervision where deemed necessary.
- g. Failure on the part of the supervisee to heed such advice must be addressed in supervision and should be noted by the supervisor.
- h. Supervisors should be aware that they can seek guidance, advice and support from their own supervision supervisor, from College or UKCP centrally dependant on the nature of the issue.
- i. Where the refusal to heed the advice given is understood by the supervisor as in any way an endangerment to the client the supervisor must inform the appropriate professional bodies of the trainee / practitioner. The supervisor must inform the supervisee in writing of this action and keep a copy on file.

7. The Supervisors Responsibility to Self

These responsibilities include:

- i. Receiving appropriate supervision of their supervision.
- ii. Appropriate continuing professional development to keep up to date with developments in the field of child psychotherapy.
- iii. Awareness of their own limitations including awareness of overload and potential burn-out; the supervisor must take adequate steps to allay these, including being willing to take a break from practice when necessary.

7.1. Standards for Supervisors

- a. That the supervisor has undertaken training in psychotherapeutic supervision. (See documents on Grandparenting and for Supervision Training)
- b. Colleges must specify how the minimum qualifications, standards and approval process for supervisors should be met.
- c. The supervisor must hold a qualification or demonstrate experience in line with the UKCP standards for registered Psychotherapists and Psychotherapeutic Counsellors. (See documents on Grandparenting and for Supervision Training)
- d. The supervisor must have a recognized qualification appropriate to the level of supervision being offered.
- e. Wherever possible, they should also have training and / or qualifications relevant to working with the client group (group work, couples, minorities etc.).
- f. If the supervisor has no formal training to work as a supervisor of that client group, then they must have substantial experience of working psychotherapeutically with the specific client group or groups and have received supervision for such work. (Substantial is normally defined by the College).
- g. The supervisor must have a thorough understanding of current legal and ethical issues that pertain to working with clients. They must work to the Code of Practice and Complaints Procedure relevant to the UKCP, UKCP College and / or the service provider they are employed by.
- h. Supervisors should have experience of working with more than one socio-cultural identity group (gender, race, class, age etc.)
- i. Supervisors must have suitable Professional Indemnity Insurance for their work.

7.2 Responsibility to the Supervisee

- a. The supervisor must make a contract with the supervisee incorporating into the contract a clear understanding of their clinical responsibilities many of which are covered in section 7.3 below.

- b. If the supervisor is to have an evaluative role and be required to report on the supervisees work then this should be discussed in the initial contracting session.
- c. Supervisors must be clear when contracting with supervisees, as to what action they would take if they were concerned about the supervisee's work or capacity to practice.
- d. Supervisors must clarify if the supervisee is covered by Professional Indemnity Insurance; and should request that the supervisee addresses this immediately if they are not covered.

8. The Supervisors Responsibility to Self

- a. Supervisors must receive appropriate supervision of their supervision from a supervisor who meets the criteria as set out in this document.
- b. Supervisors need to have appropriate continuing professional development plans to keep up to date with developments in the field.

APPENDIX 1

Extracts from Psychotherapy with Children Committee (PwCC) Documents

*Colleges are asked to consider the following in relation to Trainee Supervisors and to working with Trainees. Please use the criteria below, as well as current documents, as a source for identifying **proposals from Colleges for possible further GENERIC Guidelines** specifically for (1) Trainee Supervisors and (2) Working with Trainee Practitioners. Colleges are asked to consider the criteria below as relevant to working with adults, particularly vulnerable adults.*

The supervisor will:

- i. Be aware of the extent of their clinical responsibility in relationship to the agency that the client is referred through
- ii. Obtain information from their supervisee regarding the nature of the lines of communication with the organization or agency they work with and their protection policies
- iii. Be aware of both the limits of their own competence and those of their supervisee and be prepared to help the supervisee refer a client on appropriately. To this end, they would need to have a wide ranging knowledge of referral possibilities and support their supervisee through any process of referral. Supervisors may need to recommend that the supervisee undertakes additional training. The supervisor also needs to be aware when more specialist supervision

- than they are able to give is indicated to meet the best interests of the client and supervisee
- iv. Clarify with the supervisee who is working in private practice:
 - a. The suitability of the practice environment
 - b. The facilities and play equipment provided
 - c. Health and safety considerations
 - d. Vulnerable adult safeguarding procedures/practices
 - e. Referral procedures
 - v. Take all reasonable steps to be satisfied that the psychotherapy proposed is in the best interests of the client, Be ethically responsible for supporting best practice
 - vi. Have an overview of the total case load of the supervisee
 - vii. There needs to be a willingness to form a relationship with the supervisee that enables the supervisee to feel met with an emotional effectiveness that can provide safe containment for possible disturbing emotions and anxieties
 - viii. Be able to recognize “burn-out”
 - ix. Be alert to the potential for the supervisee to unconsciously respond to the client’s material within the psychotherapeutic relationship and know when this goes beyond the containment that can be given in supervision and must be taken to the appropriate forum for personal development or psychotherapy

The Supervisee’s Clinical Responsibilities:

Supervisees need to be aware of their clinical responsibilities in relation to their clients and supervisor. The supervisee is responsible for their clinical work with clients. Responsibilities include:

- i. To agree to a working contract with their supervisor and to adhere to the arrangements made
- ii. To specify any additional supervision they receive and which clients they are taking to which supervisor
- iii. To ensure that the supervisor has an overview of the supervisee’s total caseload; and to provide brief details of each ~~child~~ client including the relevant history and reasons for referral
- iv. To make a professional will
- v. To advise the supervisor of any significant developments, challenges and issues relating to the work with each ~~child~~ client
- vi. To advise the supervisor of the lines of management and communication within each agency in which the supervisee practises
- vii. To advise the supervisor of any relevant changes to the conditions of their practice
- viii. To provide to the supervisor with a copy of their current Professional Indemnity Insurance To advise the supervisor of any additional training or professional development undertaken by the supervisee and to act upon any recommendations made by the supervisor for such training and development

- ix. To take into account the advice of their supervisor when considering issues of burnout, stress or working beyond the level of their competency

Acknowledgement: Please note these guidelines are the culmination of work done by several organisations and individuals within and without the UKCP over a number of years across several modalities. All the contributors, known and unknown, are thanked for their thoughts, ideas, efforts and contributions.

Documents

Training Standards of UKCP - 1993

UKCP Training Standards: Policy and Principles – 2001

Psychotherapy with Children; UKCP Guidelines for Training -2003

Psychotherapy with Children; Principles, Aims and Guidelines for Training –2007 and 2008

UKCP Standards of Education and Training -2008

Document: UKCP Supervision (Adults) No. 3

**Generic Guidelines and Requirements for Colleges on
Grandparenting Supervisors for Supervising
Psychotherapy Practitioners and Trainee
Practitioners working with Adults
To The UKCP Register of Supervisors**

1. Introduction

- 1.1 In this document the aim is to make clear the route by which already established supervisors can reach College accreditation and formal registration with UKCP as a Supervisor through the route known as Grandparenting.
- 1.2 This document is not at all involved in the formatting of individual registrants' supervision choices.
- 1.3 Each modality and each organisational member defines the format for supervision for both post-qualification and training psychotherapeutic practitioners.
- 1.4 There is recognition that College supervision requirements may vary in amount and content. (Please see document entitled GUIDELINES FOR COLLEGES FOR THE DEVELOPMENT OF STANDARDS OF SUPERVISION FOR PSYCHOTHERAPISTS, PSYCHOTHERAPEUTIC COUNSELLORS and TRAINEE PRACTITIONERS WORKING WITH ADULTS).
- 1.5 For the purpose of this document the term psychotherapeutic practitioner throughout will refer to both psychotherapists and psychotherapeutic counsellors working with adults.
- 1.6 This document takes the view that the **supervision of clinical practice with clients whether by a psychotherapeutic counsellor or a psychotherapist requires similar levels of attention to the nature and standards of supervision.** Such an approach is seen as being in line with the principle of protection of the public interest and of safeguarding the client.
- 1.7 This document outlines the UKCP minimum guidelines and requirements framework for Colleges to develop standards for the purpose of

Grandparenting Supervisors to the UKCP Register of Supervisors of Psychotherapists and Psychotherapeutic Counsellors and Trainee Practitioners working with adults. For the purposes of this document the term adult is understood to refer to any person who is 16 years and over in age. The term child refers to any person under the age of 16 years, or under the age of 18 if the client is in full time education.

- 1.8 In this context Grandparenting can be defined as the process of recognising the skills and knowledge of an individual who has not completed a UKCP accredited training programme in Supervision, but who nevertheless meets the minimum standards set by the Training Member Organisation, by virtue of their considerable proven, relevant, professional experience ranging over a reasonably long period of time.
- 1.9 Grand-parented individuals will have trained and /or developed their expertise in the field of supervision before the development of the new custom and practice of course recognition in Supervision.
- 1.10 While the individual may have had minimal sustained formal training in this field, their long professional experience and professional development will be such that they will have achieved equivalence to learning outcomes as stipulated in the document **UKCP Supervisors SETs** (UKCP Supervision (Adults) Document No. 1) and can evidence such equivalence.
- 1.11 UKCP accreditation as a supervisor of psychotherapeutic practitioners working with adults through the Grandparenting Clause will only be available for a limited period of time. **Applications will need to be submitted and the process completed within 3 years from the date of publication of this document.**
- 1.12 Application for the UKCP Supervision Grandparenting Route must be made to a Organisational Member (OM) / College in the first instance. The standards described here are based on the existing requirements for competence of the UKCP standards framework for supervision work with psychotherapeutic practitioners working with adults.
- 1.13 The development of these standards is essential for Colleges where their OMs wish to put people forward to be placed on the UKCP Register of Supervisors for Adult Psychotherapy and Psychotherapeutic Counselling or where the OM is an accrediting organisation solely for the purpose of putting people to the register of supervisors.

1.14 It is acknowledged that no document can be exhaustive in its scope; however, the guidelines set out herein are intended to set a tone, character and attitudinal approach to the development of supervision grandparenting guidelines by Colleges and centrally by UKCP.

1.15 As with all the Training, Education and Practice Guidelines and Requirements of UKCP, these guidelines should be understood as forming part of the quality assurance and regulatory map of UKCP, its Colleges and its OMs.

1.16 Please see the list at the end of this document for the correct titles of all other UKCP documents relating to minimum generic guidelines and requirements for education and training standards of supervision and routes to supervisor accreditation, including specific documents relating to working with children.

1.17 Model for Registration:

1.17.1 Registration is achieved through College accreditation and the successful candidate being put forward by the College to the Registrar for inclusion in the Supervisors sub-section of the relevant Register.

1.17.2 The list of accredited registrant supervisors will be compiled from what is provided by each College.

1.17.3 The UKCP office will hold a centralised list of all accredited registrant supervisors arranged in modalities in order to provide information to enquirers. (It is expected that some psychotherapeutic practitioners may seek supervision from outside their own modality).

1.17.4 In order to stay on the register, accredited supervisors will be required to apply for re-accreditation at an interval of no longer than five years.

1.17.5 Individuals may lose their right to be included on the register as a result of a successful complaint being brought against them.

2. Definition

2.1 Supervision is understood as a process conducted within a formal working relationship in which a qualified or trainee psychotherapeutic practitioner presents client work to a designated supervisor, as a way of learning how to work more effectively with clients.

2.2 The purpose is to ensure safe and competent practice through regular meetings. Colleges should set out the media through which supervision can take place and any requirements for frequency and ratios of clinical work to supervision hours that the modality requires.

3. GRANDPARENTING REQUIREMENTS

3.1 There are two routes to registration as a UKCP Supervisor:

- a. **First Route:** Through successful completion of a College and UKCP recognised Supervisor Training Course.

Colleges should write a document setting out the requirements for the training and registration of supervisors in their modality and accreditation of individuals as recognized supervisors. This should be in line with the UKCP Guidelines.

(See documents: 1. **GUIDELINES FOR COLLEGES FOR THE DEVELOPMENT OF STANDARDS OF SUPERVISION FOR PSYCHOTHERAPISTS, PSYCHOTHERAPEUTIC COUNSELLORS and TRAINEE PRACTITIONERS WORKING WITH ADULTS** and

2. **GUIDELINES AND REQUIREMENTS FOR COLLEGES FOR THE DEVELOPMENT OF TRAINING STANDARDS FOR TRAINING AS A SUPERVISOR FOR PSYCHOTHERAPISTS, PSYCHOTHERAPEUTIC COUNSELLORS and TRAINEE PRACTITIONERS WORKING WITH ADULTS**)

- b. **Second Route:** Through the successful application to be considered under the Grandparenting Scheme for existing supervisors. (**This document**).
- c. This Grandparenting route **shall remain open for three years** from the date of publication of this document as adopted policy.

3.2 All supervisors offered to the Register **via Grandparenting** must fulfil the following minimum criteria:

- a. Must be UKCP Registrant with a minimum of **5 years** experience as a psychotherapeutic practitioner post-registration or UKCP recognised professional equivalent;

- b. At least 3 years' experience of post-registration work as a supervisor / or 50 hours of formal supervision given (50 % or more of this should normally be one-to-one supervision);
 - c. Where an **applicant has qualified, registered and practises in more than one modality approach** as a psychotherapeutic practitioner or UKCP recognised professional equivalent they must:
 - i. Demonstrate at least **2 years** of formally supervised experience of work with clients as a qualified registered Psychotherapy Practitioner in **each** modality (minimum of 104 hours of formal supervision *received* in each modality) **and**
 - ii. Demonstrate at least **5 years** of formally supervised experience of work with clients overall (minimum of 260 hours of formal supervision *received*), **before** their hours of experience as a supervisor may be counted towards eligibility for recognition as a supervisor;
 - d. Where an **applicant has qualified, registered and practises in one modality approach** they must demonstrate at least **5 years** of formally supervised experience of work with clients (minimum of 260 hours of formal supervision *received*), **before** their hours of experience as a supervisor may be counted towards eligibility for recognition as a supervisor;
 - e. Must have been in formal individual supervision of supervision for at least 25 hours. (This may not include peer supervision of supervision).
- 3.3 Colleges must clarify in writing the ways in which they normally would expect to see an applicant for the Grandparenting Route to Registration as a UKCP Supervisor meet the following standards.
- 3.4 These must incorporate the UKCP minimum generic standards as set out elsewhere in this document and any others applicable from the other generic standards on supervision published by the UKCP and its relevant committees:
- a. Ratio for supervision (individual and group)
 - b. Standards for supervisors
 - c. Responsibility to the supervisee
 - d. Clinical responsibilities
 - e. Diversity and Equality Considerations
 - f. The Supervisors Responsibility to Self

- g. Produces / presents a short written model of their Supervision Framework including style, approach and understanding of supervision (we recommend that this should be no more than 1.5 to 2 sides of A4 typed);

Acknowledgement: Please note these guidelines are the culmination of work done by several organisations and individuals within and without the UKCP over a number of years across several modalities. All the contributors known and unknown, are thanked for their thoughts, ideas, efforts and contributions.

Documents

Training Standard of UKCP - 1993

UKCP Training Standards: Policy and Principles – 2001

Psychotherapy with Children; UKCP Guidelines for Training -2003

Psychotherapy with Children; Principles, Aims and Guidelines for Training -2007

UKCP Standards of Education and Training: policy and Principles—(being created)