The only awarding body
run *by* counsellors
for counsellors

2024 - 2025

Candidate Guide

Therapeutic Counselling Supervision

(TCSU-L6)

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

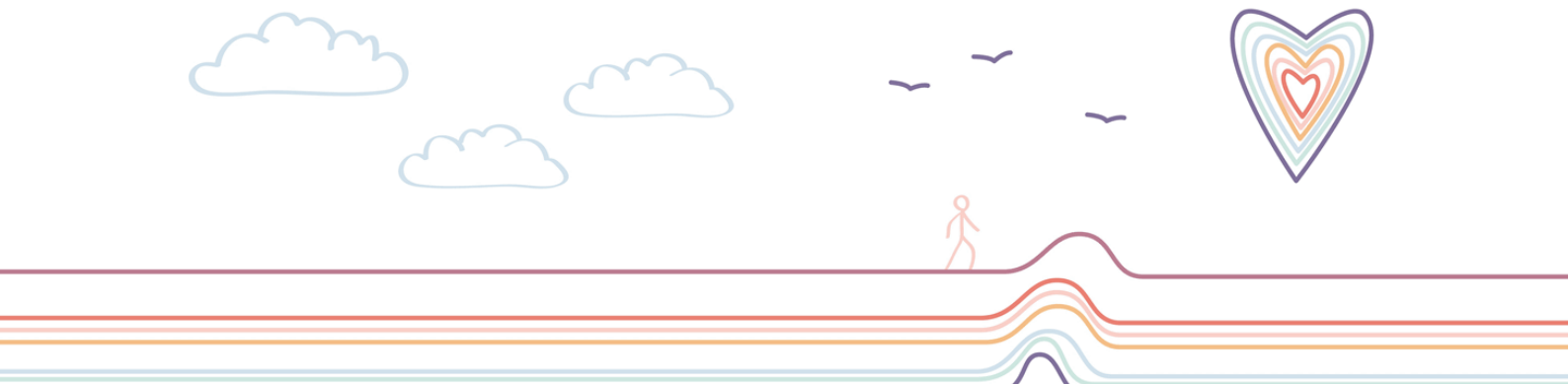
Counselling & Psychotherapy Central Awarding Body (CPCAB)

P.O. Box 1768
Glastonbury
Somerset
BA6 8YP

Tel. 01458 850 350

Website: www.cpcab.co.uk

Email: contact@cpcab.co.uk



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Please note:

This document, along with candidate support materials, can be downloaded from the CPCAB Website. These provide you with the information needed to enable you to maximise your learning on this course and to complete the qualification successfully. If you need help with the accessibility of this document, please email contact@cpcab.co.uk with your request.

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1. Introduction for Candidates

You are undertaking a course that leads to a nationally regulated qualification awarded by the Counselling and Psychotherapy Central Awarding Body (CPCAB) – the only nationally regulated awarding body to specialise in the field of counselling and supervision.

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. You will need to:

- Have both supervisees and supervisory supervision.
- Be working as a counsellor under supervision.

You will learn the essential skills necessary to supervise counselling practitioners who are working with clients at CPCAB service levels A and B (see Part 1 of the CPCAB's Model). The supervisory skills learned will equip you 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.

2. Qualification Structure

This qualification is made up of seven mandatory learning outcomes and associated assessment criteria. This structure is based on the seven processes of the CPCAB's Model.

Tip:

Think of the assessment criteria as learning tasks which you complete and then record so that your tutor can see you have achieved the task.

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

This qualification is eligible for fully in-person, blended or online delivery.

3. Internal Assessment

Art students keep a portfolio of their coursework which they use to show other people what they, as artists, have learnt. In a similar way you need to keep a portfolio of your coursework, which you can use to show your tutor what you have learnt. Keeping a portfolio of your coursework will not only provide your tutor with evidence of your learning, but also really help you with the learning process itself.

You also need to complete your (Candidate Learning Record (CLR), which should be placed at the front of your portfolio to signpost the evidence for each assessment criterion. The CLR has brief notes beside each assessment criterion to help you understand what is being asked for and guidelines on how to record your learning.

You 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 work.[1]:

1. **Documents** – You must include the regular exploration of your learning (called the learning review) which contains your reflections on the input, discussions, experiences and readings for the course. You must also include here 1 self-review (see section below on the tutor-assessed self-review), at least 2 written assignments, and records of supervisee work and supervisory supervision. You might also include here a self-review of audio/video recordings (including verbatim transcripts), tutorial records (when written by you) and notes on your personal development.[2]
2. **Tutor observation** – You must include records of tutor feedback on your supervision skills practice sessions and case presentations. You might also include tutor feedback on group discussions (including your contributions to seminars, group-work and group training supervision). You might also include tutorial records (when written by your tutor).
3. **Testimony** – You must include records of peer feedback on your supervision skills practice sessions, plus a supervisor's report. You might also include peer feedback on your case presentations and your contributions to group discussions, plus peer feedback on your contributions to seminars, group-work 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.

[1] Please note that if it is appropriate you can reference the same section of your portfolio, or the same piece of work, a number of times.

[2] Your personal development may result from insights gained from the course, other personal development work, tutorials or from personal counselling.

Tip:

It is a good idea to outline possible sections in your portfolio, for example:

- Document: learning reviews
- Document: self-reviews
- Tutor observation: tutor feedbacks on supervision skills practice
- Testimony: peer feedbacks on supervision skills practice

An example reference in your CLR might read: *Learning review p 21, para 3, lines 3-6 (document)*

Skills feedback Sheet No. 6, line 29 (testimony)

CPCAB recommends that you attach Criteria Assessment Sheet (CAS) to any work you hand in to your tutor for assessment. Your tutor can use the CAS to tell you which criteria you have met and to give you helpful feedback throughout the course. In this way you can gradually collect evidence as you go along and keep track of what evidence you still need to look out for.

Self-review

Towards the end of your course your tutor will support you to complete a self-review of your learning. A template document is available on the CPCAB website. This will allow you to reflect on what you have learnt and show your understanding of supervision work. Your tutor will assess your self-review and provide you with feedback on how you are progressing towards competence in all 7 areas. If you need to undertake any specific activities to address areas for development your tutor's feedback will explain how to do so.

Tip:

Meeting criteria is important, but the experience of learning about supervision should be much richer than criteria. Try to keep a balance.

After you have completed your portfolio your tutor will look at the evidence you have referenced in your Candidate Learning Record (CLR) and assess whether or not you have completed the assessment criteria, achieved the learning outcomes and met all the other qualification requirements. They may well decide that you are not yet Proficient – and will identify what you still need to complete/achieve and how you might work towards doing this.

- Your tutor will give you further guidance on developing your portfolio, the three types of coursework and filling in the Candidate Learning Record.

The final assessment of your work is recorded on the Completion Statement at the end of your Candidate Learning Record.

Tip:

It is important to realise that simply presenting evidence to meet criteria may not be sufficient to meet the overall learning outcomes and/or the qualification requirements. Your tutor may have observed substantive evidence which indicates that a specific assessment criterion or learning outcome has not been met despite evidence you have submitted. If that is the case, they may record a final result of Not Proficient on the basis of contraindications.

Please note that all the work you include in your portfolio is *assessable material*, so it may be seen not just by your tutor but also by all those involved in your training centre's 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.

4. 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 effective candidate support system in place and to make appropriate arrangements to meet individual assessment needs. You can ensure that your own learning and assessment needs are being met by discussing your own needs/difficulties with your tutor, who can ensure that you receive the appropriate support at your centre. Please talk to your centre prior to your enrolment and about any additional support that you may need regarding learning and assessment.

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.

See CPCAB's Equal Opportunities Policy.

5. 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 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.

6. Additional Qualification Requirements

In addition to meeting the assessment criteria and learning outcomes, you need to meet the following additional course requirements:

Supervision work experience

You 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. Work with your centre to ensure you only undertake work in a format where you are well prepared, competent and appropriately supported. You should maintain records of the type of session in your supervision log.

Supervisory supervision

You are required to have clinical supervision for all your supervisory work – a minimum of 5 hours during the length of the course. You should ensure that you arrange sufficient and appropriate supervision to meet professional body requirements. You also need to ensure that your supervision arrangements are approved by your tutor. You need to keep a log of your supervision hours. Your supervisory supervisor is required to complete a report on your work.

Group training supervision

You are required to take part in group training supervisory supervision as part of your course. You will be expected to present your 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 your supervision work as a trainee supervisor.

Personal tutorials

You will be offered tutorials throughout your course to support your learning, develop your practice and help you identify learning goals. Your tutors will also take the opportunity of tutorials to raise any concerns likely to affect the outcome of your assessment. You need to keep a record of your tutorials in your portfolio.

7. Candidate 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 your course.

Please click on this link to access the survey - Candidate feedback.

Appendix 1: Candidate Learning Record

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

Instruction:

Print out (or otherwise detach) this Candidate Learning Record (CLR) and the Completion Statement which follows it. Then insert both documents in the front of your portfolio.

Please confirm that your portfolio contains the following items (which are required in order to complete the qualification) by ticking each box below:

☐ Supervisee record (15 hours minimum)
☐ Supervision of supervision record (5 hours minimum)
☐ One supervisor report

When you have completed your Candidate Learning Record please tick the following box to confirm that you have provided evidence all three types of coursework (i.e. documents, tutor observation and testimony): ☐

TCSU-L6		
LEARNING OUTCOME:	1. Model and supervise the professional framework	
Assessment criteria	**Candidate guidance to criteria**	**Portfolio references**
1.1 Work within an ethical and legal framework for supervision	• Show understanding and ability to work within an ethical framework, in accordance with legal requirements, policy and procedure, in relation to: » independent practice » agency settings.	
1.2 Work within own limits of proficiency	• 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.	
1.3 Research and access appropriate personal and professional support	• 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.	

1.4 Support and challenge counsellors to: ➢ work within an ethical and legal framework ➢ work within their limits of proficiency ➢ manage referrals ➢ research and access appropriate personal and professional support	• Guide and facilitate counsellor's understanding and application of ethical and legal frameworks 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. • Understand the guidance provided in NICE Guideline NG225 and its relevance to counselling practice.	
LEARNING OUTCOME:	2. Model and supervise the skilled use of the relationship	
Assessment criteria	**Candidate guidance to criteria**	**Portfolio references**
2.1 Establish and sustain the boundaries of the supervision relationship	• 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.	
2.2 Manage the stages of the supervision relationship	• 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.	
2.3 Use theory, research and skills to enhance the supervision relationship	• 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.	

2.4 Support and challenge counsellors to: ➢ 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	• 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.	
LEARNING OUTCOME:	3. Model and supervise the use of theory and research on diversity	
Assessment criteria	Candidate guidance to criteria	Portfolio references
3.1 Use theory and research on diversity to inform and enhance supervision work	• 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.	
3.2 Support and challenge counsellors to: ➢ use theory and research on diversity within counselling work ➢ explore and challenge personal issues, fears and prejudices concerning working with diversity	• 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.	
LEARNING OUTCOME:	4. Model and supervise a user-centred approach to the work	
Assessment criteria	**Candidate guidance to criteria**	**Portfolio references**
4.1 Negotiate an agreement for supervision that meets the counsellor's needs	• 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.	

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4.2 Maintain a focus on the counsellor's supervision needs	• 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.	
4.3 Support and challenge counsellors to: ➢ 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	Give examples of how you have enabled a supervisee to: • 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.	
LEARNING OUTCOME:	5. Model and supervise the skilled use of the self	
Assessment criteria	**Candidate guidance to criteria**	**Portfolio references**
5.1 Use self-awareness in supervision work	• 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).	
5.2 Support and challenge counsellors to: ➢ 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	• 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.	
LEARNING OUTCOME:	6. Model and supervise the coherent use of theory, research and skills	
Assessment criteria	**Candidate guidance to criteria**	**Portfolio references**
6.1 Critically evaluate different approaches to supervision	• 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.	

6.2 Use a coherent theoretical framework within supervision work	• 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.	
6.3 Use research findings to inform and enhance supervision work	• 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.	
6.4 Use supervision skills and techniques associated with own theoretical approach to enhance supervision work	• 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.	
6.5 Support and challenge counsellors to: ➢ work within a coherent framework of theory and skills ➢ work effectively with common life problems and common mental health problems	• 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.	
LEARNING OUTCOME:	7. Model and supervise the self-reflective practitioner	
Assessment criteria	**Candidate guidance to criteria**	**Portfolio references**
7.1 Reflect on and evaluate supervision work	• 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.	
7.2 Use appropriate professional support to monitor and enhance supervision	• 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. • Reflect on your needs for professional support as a supervisor.	

7.3 Manage own professional development as a counselling supervisor	• 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.	
7.4 Support counsellors to: ➢ reflect on and evaluate their counselling practice ➢ develop their use of supervision ➢ manage their own professional development	• 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.	

Where do you plan to progress once you've finished this qualification?

Please enter corresponding number here:

1. Employment as a Counsellor (Full Time, Part Time or Self Employed)
2. Employment within Allied Professions (Full Time, Part Time or Self Employed)
3. Employment in Non Allied Professions Sector (Full Time, Part Time or Self Employed)
4. Further Study in Further Education (Counselling related subjects)
5. Further Study in Higher Education (Counselling related subjects)
6. Further Study in Further Education (Non-Counselling related subjects)
7. Further Study in Higher Education (Non-Counselling related subjects)
8. Voluntary Work – Counselling Sector
9. Voluntary Work – Allied Professions*
10. Voluntary Work – Non-Counselling/Allied Professions
11. Not in employment
12. I don't know

*Example list of allied professions (not an exhaustive list):

- Advice and advocacy support
- Befriender role
- Care worker
- Childline administrator
- Contact centre advisor
- Customer facing role
- Customer relations advisor
- Customer service representative/ advisor/ officer
- Family support worker
- Healthcare professionals
- Helpline operator
- Home care assistant
- Housing support worker
- Mentoring and support worker
- Promotion in current role
- Public services, including probation, substance misuse agencies and criminal justice sector
- Roles in health and social care
- Welfare and advice worker
- Youth worker

Appendix 2: Completion Statement for TCSU-L6

Completion statement for Candidate Learning Record Level 6 Certificate in Therapeutic Counselling Supervision (TCSU-L6)			
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 <u>not</u> 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	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:

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