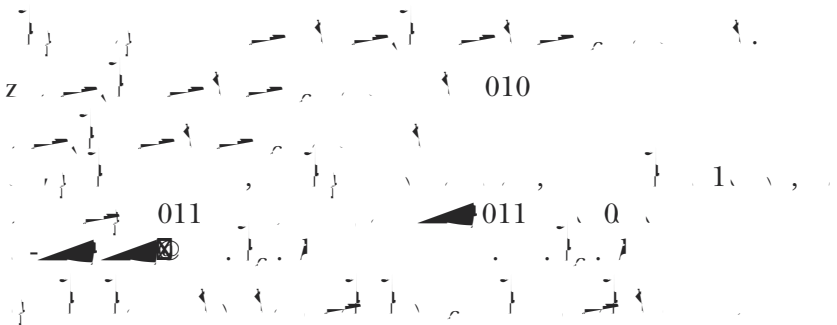
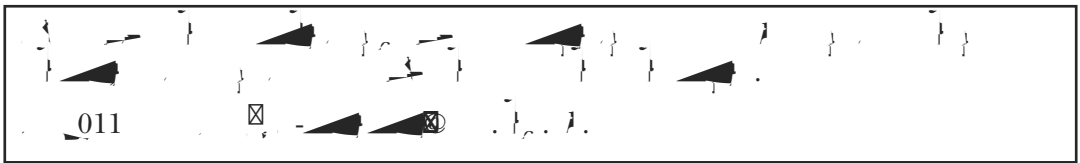


Biological
Society



Contents

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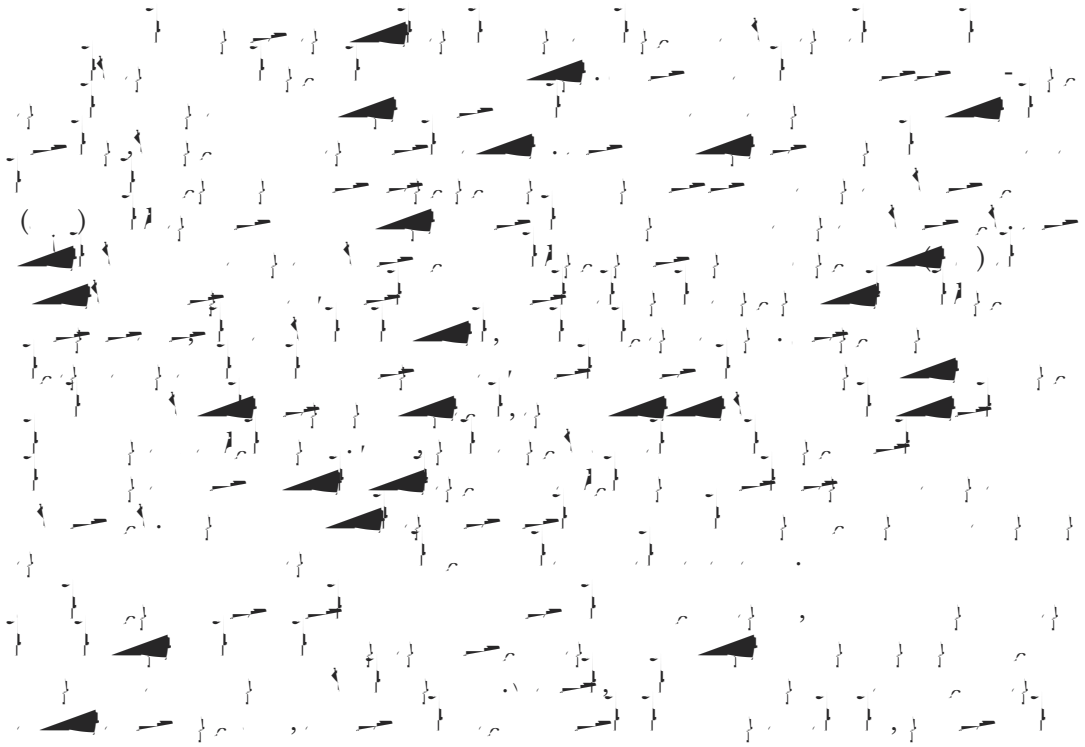
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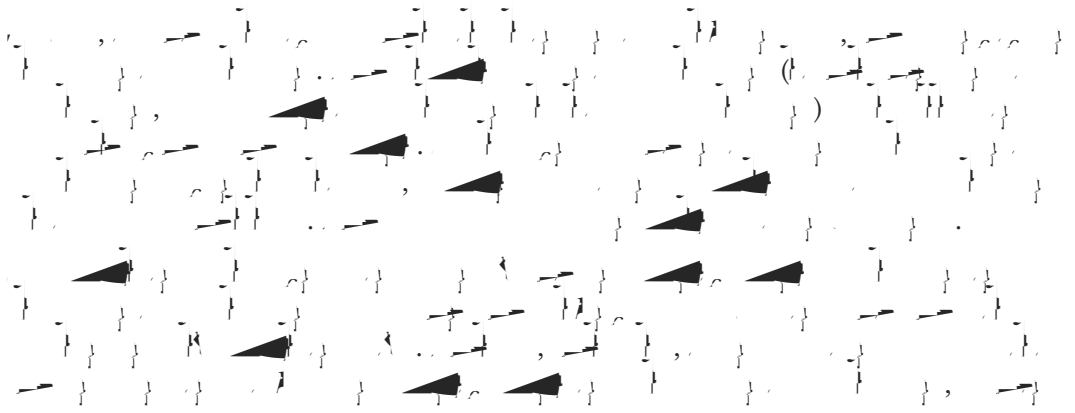
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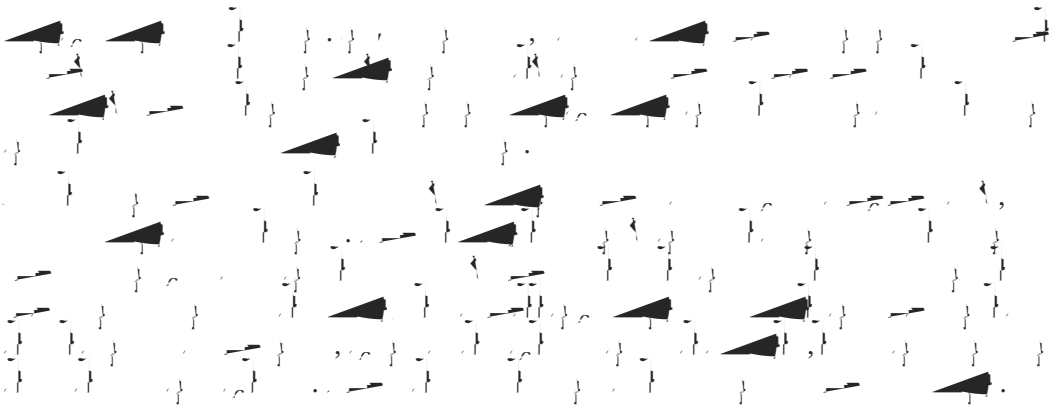
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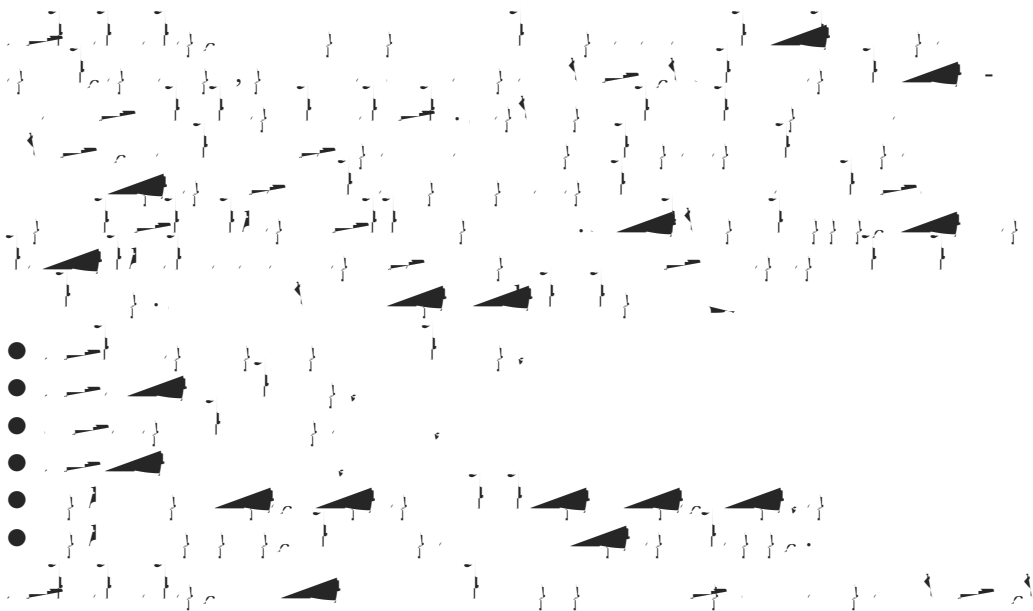
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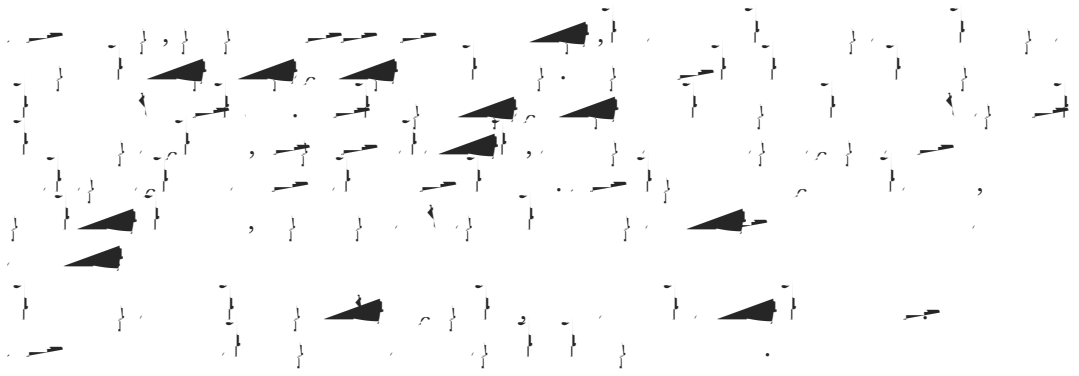
1. Introduction



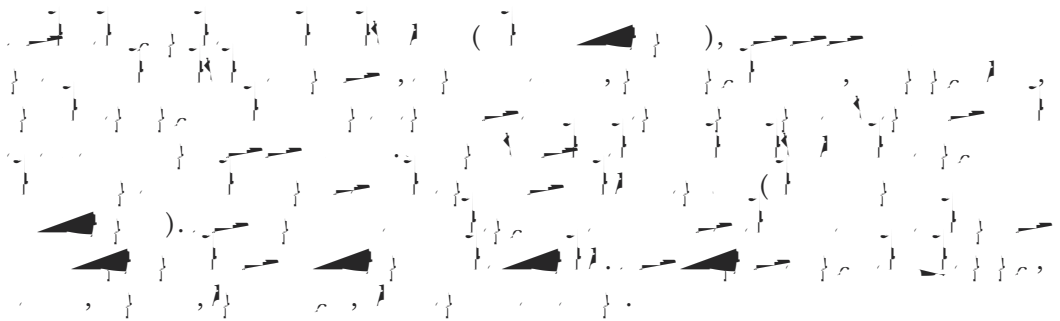


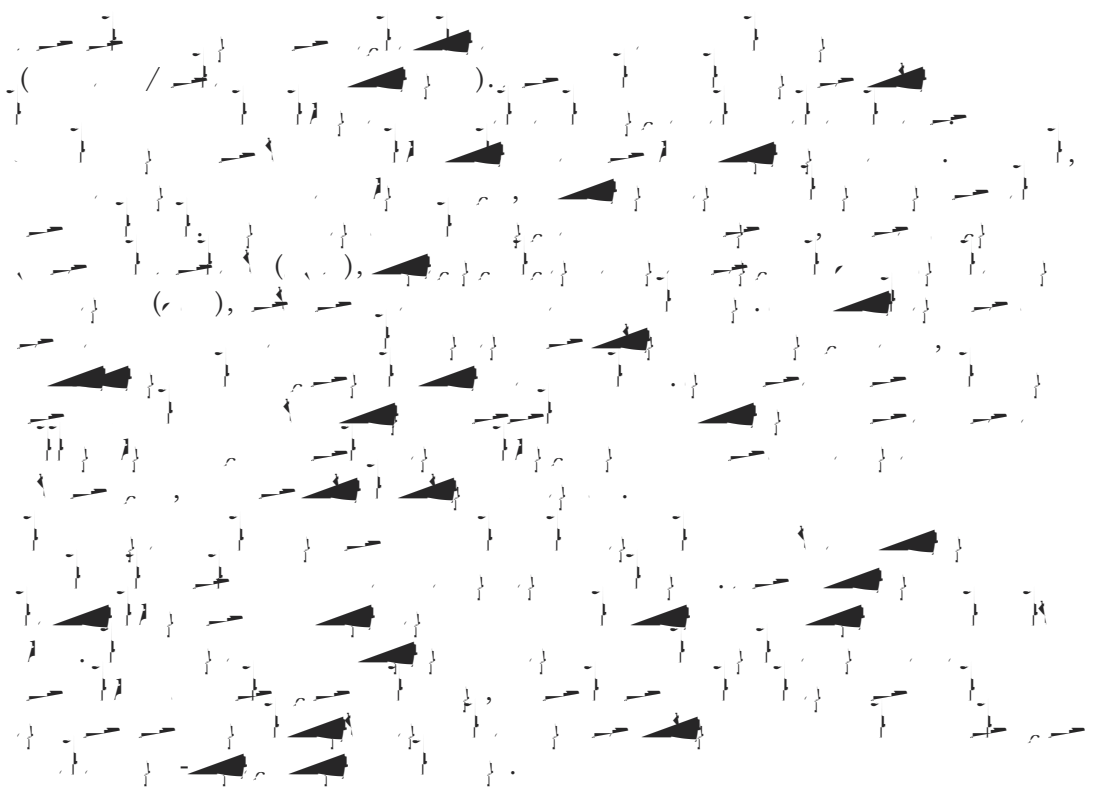




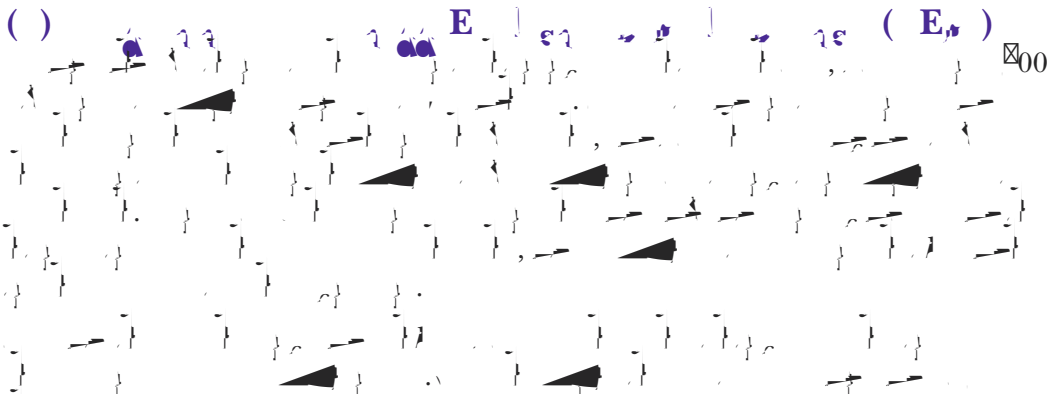
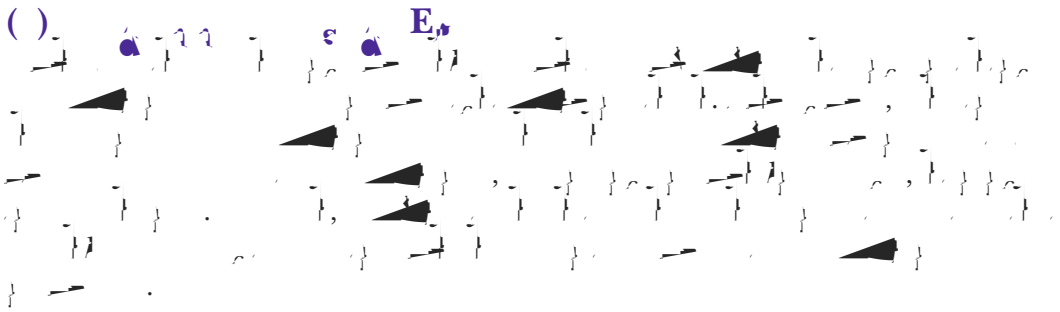


C





5. Supervision provided by Educational Psychologists



Criteria for the accreditation of three-year training programmes for educational psychology in England, Northern Ireland and Wales (00 , .1)

10.8 Clear written guidelines for supervision should be made available to supervisors. Regular workshops on skills in supervision and other teaching events for supervisors should be organised by the programme to enable a high standard of supervision. Supervisors should attend supervisors' meetings and teaching events.

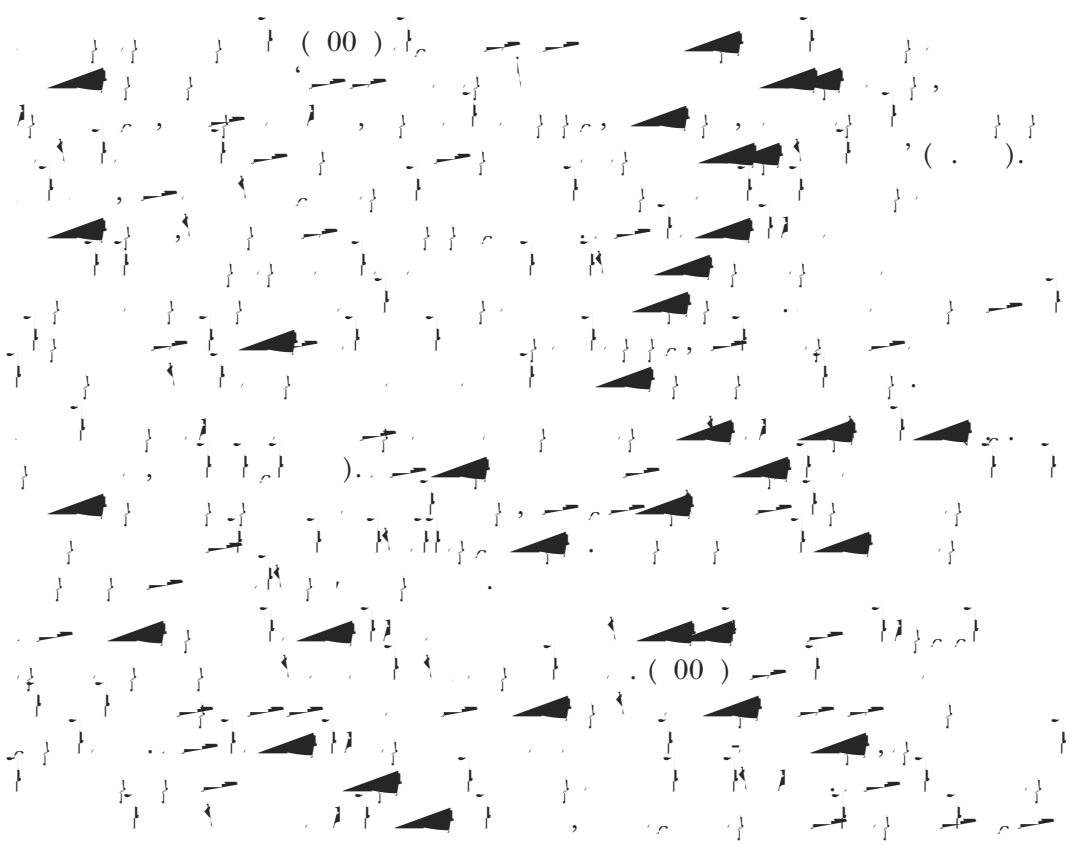
10.9 Each trainee educational psychologist should be supervised by a lead nominated supervisor. Trainee educational psychologists may benefit from supervision by more than one person, provided that the supervisory arrangements, roles and responsibilities are clearly defined.

10.10 The lead supervisor of a trainee educational psychologist shall normally be an educational psychologist who has at least three years' experience as a qualified educational psychologist, and is eligible for registration as a Chartered Educational Psychologist.

10.11 Supervision can take many different forms. The lead placement supervisor should provide regular, formally protected supervision time. The equivalent of 30 minutes per day on placement should be provided as a minimum. Where the supervisor meets the trainee educational psychologist on a one-to-one basis, formal notes of the meeting should be kept.

(1)

The diagram consists of two main sections separated by a horizontal line. The top section features a grid of nodes connected by arrows. Arrows generally point to the right and downwards. Some nodes are highlighted with purple dots. The bottom section also features a grid of nodes with arrows, but these arrows generally point to the left and downwards. The overall structure suggests a flow or process that moves from top-left towards bottom-right, with some feedback loops indicated by the downward arrows.



Appendix 1: Supervision Competencies Framework

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Training need identified? *Competent*

Yes *No*

3. C *ε* *ε* *ε*


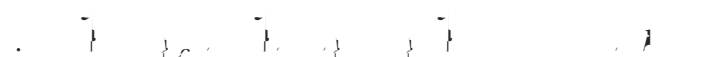



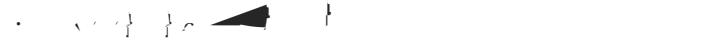

		<i>Training need identified?</i>		<i>Competent</i>
		<i>Yes</i>	<i>No</i>	
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4. K



Training need identified? *Competent*
Yes

5. 

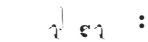
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		<i>Yes</i>	<i>No</i>	
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		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<i>Yes</i>		

6. E

	<i>Training need identified?</i>		<i>Competent</i>
.1	<i>Yes</i> <input type="checkbox"/>	<i>No</i> <input type="checkbox"/>	<input type="checkbox"/>
	<i>Yes</i> <input type="checkbox"/>	<i>No</i> <input type="checkbox"/>	<input type="checkbox"/>
☒	<i>Yes</i> <input type="checkbox"/>	<i>No</i> <input type="checkbox"/>	<input type="checkbox"/>
	<i>Yes</i> <input type="checkbox"/>	<i>No</i> <input type="checkbox"/>	<input type="checkbox"/>
	<i>Yes</i> <input type="checkbox"/>	<i>No</i> <input type="checkbox"/>	<input type="checkbox"/>
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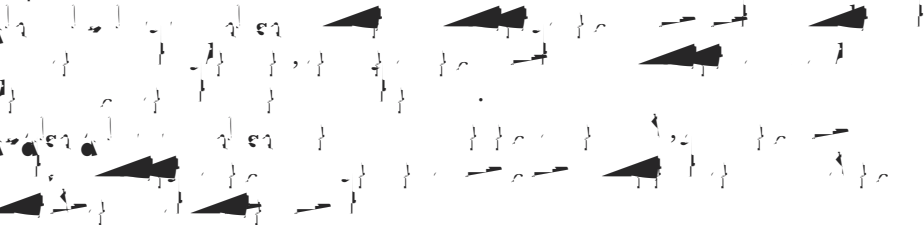
Appendix 2: Glossary

C 

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D



Appendix 3: Example of Supervision Contract

1. Name of supervisee: _____

2. Name of supervisor: _____

3. Title of supervisor: _____

4. Date of contract: _____

5. Purpose of supervision: _____

6. Supervisee's role: _____

7. Supervisor's role: _____

8. Duration of supervision: _____

9. Supervisee's responsibilities: _____

10. Supervisor's responsibilities: _____

11. Supervisee's supervisor: _____

12. Supervisor's supervisor: _____

13. Supervisee's supervisor: _____


14. Supervisor's supervisor: _____

15. Supervisee's supervisor: _____

Case Goals

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Appendix 4: Example of Supervision Record Keeping Form

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M 3:

M 4:

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M 5:

M 6:

M 7:

1. A|

2. E,



Appendix 6: Documents considered by the Working Group

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3. [Redacted] ()
4. [Redacted] ()
5. [Redacted] ()
6. [Redacted] ()
7. [Redacted] ()
8. [Redacted] ()
9. [Redacted] ()
10. [Redacted] ()
11. [Redacted] ()

Appendix 7: Useful sources and references

(00). *Providing Effective Supervision*.

(010). *Inspiring practice. A guide to developing an integrated approach to supervision in Children's Trusts*.

, . & . (00). *On being a supervisee: Creating learning partnerships*.

, , & . (00). *The involvement of Educational Psychologists in Multi-Disciplinary Work: Sure Start Local programmes. Part 1 in Educational Psychologists in Multi-Disciplinary Settings: Investigations into the work of Educational Psychologists in Children's Services Authorities in England*.

, . & . (00). *Journal of the American Medical Association*, 287(),

, . & . (00). *Journal of Clinical Psychology*, 60(),

(00). *Standards of conduct and performance and ethics*.

(00). *Practitioner psychologists: Standards of proficiency*.

, . & . (00). *Supervision in the helping professions* ().

, . (000). *Group supervision*.

, . & . (001). *Supervision in the mental health professions: A practitioner's guide*.

, . (001). *Supervision in the mental health professions: A practitioner's guide*.

