



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

MA IN PSYCHOTHERAPEUTIC PRACTICE

PLACEMENT AND SUPERVISION HANDBOOK

SCHOOL OF SOCIAL JUSTICE AND INCLUSION

FACULTY OF EDUCATION AND COMMUNITIES

2017

Introduction

This document outlines the basis of the agreement between the university, the student, the supervisor and the placement agency where trainee student Counsellors practise.

The processes and protocols set down in this document have been developed with reference to the University of Wales Trinity Saint David's Quality Handbook; the BACP Gold Book and the QAA.

The programme team acknowledges the importance of the placement providers and supervisors in supporting students to attain their practice proficiency. The team wish to ensure that this relationship is as constructive, clear and collaborative as possible.

The practice requirements of the programme of study for the qualification of Masters in Psychotherapeutic Practice are that normally all students undertake 100 hours of supervised client work (see entry requirements for exceptions).

Overview of the Programme

The programme has been informed by the Quality Assurance Agency Benchmarks for Counselling and Psychotherapy. The stated purpose, values, and principles of professional practice utilised in this programme are those of the British Association of Counselling and Psychotherapy, whose objective are:

- i. to promote and provide education and training for counsellors and/or psychotherapists working in either professional or voluntary settings, whether full or part time with a view to raising the standards of counselling and/or psychotherapy for the benefit of the community and in particular for those who are the recipients of counselling and/or psychotherapy; and
- ii. to advance the education of the public in the part that counselling and/or psychotherapy can play generally and in particular to meet the needs of those members of society where development and participation in society is impaired by mental, physical or social handicap or disability.

http://www.bacp.co.uk/about_bacp/

To this end the programme requires that students complete 100 hours of supervised clinical practice and 25 hours of personal therapy.

Therapeutic Modality:

The BACP eligibility criteria for scheme states that:

‘B3.1 The course must demonstrate that it provides a counsellor/psychotherapy training with a clear rationale and philosophy that underpins the whole programme and by which students can account for their practice.’

For the last ten years there has been a significant move towards basing therapeutic modalities and interventions on the principle of evidence-based practice. This programme bases its

underlying therapeutic rationale and philosophy on a Humanistic modality and bases the delivery of the programme on the report 'The competences required to deliver effective Humanistic Psychological Therapies' by Roth, Hill and Pillling [available at http://www.ucl.ac.uk/clinicalpsychology/CORE/competence_frameworks.htm]

The report states,

'As discussed in this report, the framework is intended to be inclusive of a breadth of approaches whose affiliations are 'humanistic'. This includes, for example, the Rogerian person-centred position, therapies which reflect, but are not necessarily grounded in this tradition (such as Process-Experiential/Emotion Focused, Existential, or Focusing-oriented therapies), as well as the integrative-humanistic position' (p.3).

A welcome addition and extension to the work undertaken by Pill et al (2009) has been the adaptation of this approach to working specifically with people with depression – Counselling for Depression (CfD). The 'Counselling For Depression Competency Framework IAPT (Improving Access to Psychological Therapies) Sept 2012' was commissioned by IAPT, developed by the British Association for Counselling and Psychotherapy (BACP) and sponsored by the Department of Health. This specific training specialism seeks to standardise counselling work with depressed clients and align interventions with the evidence-base underpinning NICE guidelines. In England it has been made available within the Improving Access to Psychological Therapies (IAPT) services to support patient choice and ensure there is a range of therapies to meet patients' needs. With the development of the Welsh Government's Mental Health Strategy, it is hoped that this therapeutic intervention will become available in Wales.

Programme Learning Outcomes:

The QAA have identified 4 characteristics of Masters graduates

4.1 Subject-specific graduate characteristics

All master's degree graduates have an in-depth knowledge and understanding of their discipline and/or profession, informed by current practice, scholarship and research, including a critical awareness of current issues and developments in the subject and/or profession.

Graduates of research Masters are characterized by their ability to study independently in the subject, and to use a range of techniques and research methods applicable to advanced scholarship in the subject.

Graduates of specialist or advanced study Masters are characterized by their ability to complete a research project in the subject, which may include a critical review of existing literature or other scholarly outputs.

Graduates of professional or practice Masters are characterized by their ability to apply research to professional situations, both practical and theoretical, and the ability to use a range of techniques and research methods applicable to their professional activities.

4.2 Generic graduate characteristics

Masters degree graduates can:

- ☐ use initiative and take responsibility
 - ☐ solve problems in creative and innovative ways
 - ☐ make decisions in challenging situations
 - ☐ continue to learn independently and to develop professionally
 - ☐ communicate effectively, with colleagues and a wider audience, in a variety of media.
- Graduates of research master's programmes are normally prepared to enter a variety of types of employment or to continue academic study, for example, a doctorate.
- Graduates of specialised/advanced study master's programmes are equipped to enter doctoral study in their discipline or to take up employment in both subject-related and generalist environments.
- Graduates of professional/practice master's programmes are equipped to enter a variety of types of employment and in particular possess the skills and experience necessary for the particular profession or area of practice. They are also equipped to continue academic study at a higher level, for example, a doctorate.

QAA Subject Benchmarks for Counselling and Psychotherapy (2012)

Professional profile of counsellors and psychotherapists

A. Professional autonomy and accountability

6.3 The award holder will have the relevant professional knowledge and skill to:

1. maintain the ethical principles that underpin counselling and psychotherapy
2. integrate into practice legal, professional and organisational requirements pertaining to equal opportunities, diversity and anti-discrimination
3. recognise the social and cultural context of their practice
4. recognise potential limitations of their preferred theoretical model or models in work with specific clients
5. ensure a consistent commitment to continuing professional and personal development, including self-awareness and fitness to practice
6. recognise their own professional strengths and limitations that may affect therapeutic practice, and develop appropriate self-support and self-care strategies
7. recognise the need for, and engage with, their own personal support and/or therapy as appropriate
8. recognise and cope with uncertainty, responding therapeutically while maintaining firm boundaries
9. recognise responsibilities to the client, employers, the counselling and psychotherapy professions and to society at large.

Professional relationships

6.4 The award holder will have the relevant professional knowledge and skill to:

10. recognise and respect inter-professional and multi-agency approaches to mental health
11. recognise their own professional limitations, making referrals where appropriate
12. respect the role of supervision as an essential aspect of clinical practice
13. analyse ethical dilemmas and work with others as necessary, to formulate appropriate responses

14. take account of diversity issues and the rights and responsibilities of all clients, regardless of their gender, age, ethnicity, national or ethnic origin, culture, class, ability, sexual orientation, religion and beliefs
15. respond appropriately to the effect of their own values, beliefs, attitudes and behaviours when working as a counsellor/psychotherapist
16. work with managers and clients in the delivery, monitoring and evaluation of services
17. build and sustain professional relationships and work collaboratively, as appropriate to the work context
18. critically appraise a range of theoretical approaches to practice
19. make use of supervision to develop their understanding about clinical work and to enhance and protect their well being.

Maintaining a framework for practice

6.5 The award holder will have the relevant professional knowledge and skill to:

20. establish and maintain a secure frame for therapeutic work
21. maintain clear professional boundaries in all relationships with clients
22. summarise the client's difficulties, as perceived by the therapist, and articulate the ways in which counselling/psychotherapy can address them
23. implement an appropriate strategy for assessing potential clients using appropriate consultation where necessary, which may include risk assessment
24. make informed decisions about referral to appropriate agencies
25. negotiate an appropriate therapeutic contract using all available information
26. recognise the implicit power imbalance in the counselling/psychotherapy relationship
27. utilise research evidence or organisational guidance to ensure an appropriate therapeutic response for specific clients
28. openly and freely discuss sexual matters when appropriate, whatever the client's sexual orientation or the nature of the client's problem
29. be aware of psychopharmacological interventions commonly used in the treatment of mental health problems and be sensitive to the impact that prescribed medication may have on the therapeutic relationship and process of counselling/psychotherapy
30. recognise signs and symptoms associated with mental distress and regularly update knowledge about mental health and well-being
31. recognise and make appropriate decisions in response to ethical dilemmas and legal responsibilities when assessing potential risk to the client or others
32. recognise the potential for physical signs and symptoms to accompany, mimic or be indicative of severe forms of psychological distress and respond appropriately
33. apply consistently a comprehensive, in-depth and research-informed body of knowledge in their practice
34. recognise that specific knowledge and skills are required to work with particular client groups, for example children and young people.

The therapeutic process

6.6 The award holder will have the relevant professional knowledge and skill to:

- 35. demonstrate familiarity with a model of assessment compatible with their core theoretical model in order to determine the client's therapeutic needs, while maintaining an awareness of other assessment strategies
- 36. whether the type of counselling and psychotherapy that can be offered is suitable for particular clients
- 37. assess the components which underpin therapeutic alliances, which may include client motivation, commitment to the therapeutic process and contractual arrangements
- 38. be able to communicate the scope and limits of confidentiality clearly and ethically to clients
- 39. set and maintain appropriate professional boundaries
- 40. establish and sustain a therapeutic alliance
- 41. understand and manage the impact of diversity and difference on the therapeutic relationship
- 42. use research literature on the impact of the therapeutic alliance to enhance relationships with clients
- 43. recognise ways in which the relationship is conceptualised in a range of different theoretical models
- 44. recognise and manage difficulties and ruptures in the therapeutic alliance
- 45. recognise and manage distortions in the client's perception of the therapist and of their experience of therapy
- 46. draw on a range of therapeutic responses, strategies and interventions to inform practice
- 47. manage problematic situations, including violation of the therapeutic contract
- 48. adapt responses and strategies to open-ended or time-limited contracts
- 49. apply appropriate strategies and interventions in work with specific client populations and client issues
- 50. work with the constraints of the therapeutic contract
- 51. recognise the importance of preparing clients for endings
- 52. be able to comply with professional requirements for record-keeping
- 53. manage contact with external agencies and professionals, as appropriate to the interest of the client
- 54. review client progress.

The social, professional and organisational context for therapy

6.7 The award holder will have the relevant professional knowledge and skill to:

- 55. identify some of the philosophical assumptions underpinning the practice of counselling and psychotherapy
- 56. appraise the interrelatedness of truth claims, belief and ideology, and their influence on professional practice
- 57. interpret and apply relevant policies and codes of the employing organisation, including equal opportunities statements, disability statements and widening participation strategies
- 58. appraise the range of psychological services and interventions available to clients

- 59. recognise the potential importance of diversity in the therapeutic relationship
- 60. reflect on the role and function of counselling and psychotherapy in society
- 61. recognise ways in which government policies and recommendations such as those in the National Institute for Health and Clinical Excellence (N.I.C.E.) guidelines may impact on mental health service provision and client well-being
- 62. recognise that power relationships and dynamics within groups and organisations have the potential to impact on therapy
- 63. critically appraise published research on counselling and psychotherapy and integrate relevant research findings into practice
- 64. implement methodologies to audit and evaluate the process and outcome of therapy
- 65. be familiar with the legal and ethical framework in which the therapy takes place
- 66. deliver the counselling/psychotherapy services with due regard to the practice setting.

Benchmark standard for master's degrees

6.8 The following additional statements describe the threshold level of competence for holders of a master's degree in counselling and/or psychotherapy.

- 67. Knowledge base extends to a systematic understanding and critical awareness of topics which are informed by the forefront of the discipline of counselling/psychotherapy.
- 68. Show a critical awareness of the history of ideas, the cultural context, and social and political theories that inform and influence the practice of counselling and psychotherapy.
- 69. An appropriate methodology can be identified for dealing with complex problems or those of an unfamiliar or unpredictable nature.
- 70. Critical discussion and analysis of complex concepts and work is carried out independently and with some originality.
- 71. Ability to successfully complete a substantial empirical research project, systematic review or systematic case study informed by wide current understandings in the discipline.

Programme Modules and Assessments

Module Code	Module Title	Level	Credits	Assessment details
Part 1 Level 7: Postgraduate Certificate				
Core	Framing Therapeutic Practice	7	30	Assessment Component 1 – 33.4% Coursework: Assignment (2,500 - 3,000 words) Assessment Component 2 – 33.3% Coursework: Reflective Report (2,500 -3,000 words) Assessment Component 3 – 33.3% Presentation (20 minutes)
Core	Therapy and Context	7	30	Assessment Component 1 – 33.4% Practical: Presentation (20 minutes) Assessment Component 2 – 33.3% Coursework: Case Study Report Portfolio (2,500 -3,000 words) Assessment Component 3 – 33.3% Coursework: Reflective Report (2,500 -3,000 words)
Additional Professional Requirement				50 hours supervised clinical practice 12 hours personal therapy Supervisor's report Placement report
Part 2 Level 7: Postgraduate Diploma				
Core	Professional Practice	7	30	Assessment Component 1 –25% Practical: Presentation (20 minutes) Assessment Component 1 –75% Coursework: Case Study Report 5,000 – 6,000 words
Core	Research and Practice	7	30	Assessment Component 1 – 33.4% Coursework: Project Proposal including a literature review 2,000 – 2,500 words Assessment Component 2 – 33.3% Practical: Presentation (20 minutes):

				Assessment Component 3 – 33.3% Coursework: Case Study Report (4,000 -4,5000 words)
Additional Professional Requirement				50 hours supervised clinical practice 13 hours personal therapy Supervisor's report Placement report
Part 2: Level 7 Master's Dissertation				
Compulsory	Dissertation	7	60	Assessment Component 1 – 100% Coursework: Dissertation 15,000 words

RESPONSIBILITIES OF THE STUDENT

ETHICAL COMMITMENTS:

As a matter of ethical and professional responsibility all students must become student members of the BACP (unless already members) before beginning their student practice placement. Students must comply with the BACP Ethical Framework (2016).

PROFESSIONAL LIABILITY:

All students must submit a certificate which evidences that appropriate professional liability insurance is in place.

FINDING A PLACEMENT:

Each student is responsible, with support from the Placement Tutor, for finding their own placement within an organisation that satisfies the placement setting criteria [see section on placement setting criteria].

If a placement 'falls through' a student will be supported to find another placement. However, students will be made aware of the fact that the award for the programme will not be given unless the practice hours are successfully completed, even if this means that the student delays graduation.

CLIENT WORK:

All students are required to complete a minimum of 100 hours of supervised practice (exclusive of missed sessions). Missed sessions cannot be included in the total. However, these need to be counted towards supervision hours. Students should try to ensure that their experience is as broad as possible. A student should try to experience both long and short term work. Students should keep a log of their work and monitor his/her progress in achieving the identified outcomes and discuss these regularly with their clinical supervisor.

The student is required to conduct him/herself in an appropriate manner within the BACP ethical framework, ensuring confidentiality and treating others with respect and dignity. The student is required to act in a professional manner, including notifying the employer in a timely fashion in the event that he/she is unable to attend their placement due to illness etc. The student is required to respect any other requirements such as dress codes.

The student is required to inform the University in the event that appropriate induction and health and safety training is not provided and notify the Placement Tutor should any issues of concern arise.

The following guidelines (adapted from BACP, 2009, B.5) specify important points in relation to client work in more detail:

Prerequisites to Client Work:

Before starting client work, students must be assessed individually for their readiness to take clients (see section on Assessment for 'Readiness to Practice')

All practice must be supervised according to the BACP recommendations for student Counsellors as follows:

It is important that the client work undertaken by students should be congruent with the rationale and philosophy of the course. The course has an obligation under the *Ethical Framework* to ensure that placement providers indicate student status to their clients. It is not permissible that inexperienced students in training should gain their client work experience through private / independent practice, nor appropriate for students to take any fellow-students as clients. Students also need to be aware that the minimum age for clients is 18 years, unless the student has extensive experience of working with those younger than 18. Students who work with clients under 18 must be appropriately supervised. Similarly students who work as couples counsellors, or group workers, must be appropriately supervised. It is the responsibility of the student to ensure that clients are aware that they are counsellors-in-training and that all relevant forms are submitted to the Placement Management Tutor at the appropriate time.

Students will take responsibility for their learning needs and assist their tutors in identifying any limits in their experience and a need for further experience and training. If necessary, students should be prepared to seek additional placement hours. Students will need to take responsibility for their own safety and wellbeing: for example, avoid working alone and undertake risk assessment in conjunction with the agency.

The supervisor's contract should be for a frequency of not less than fortnightly, should be in line with the current BACP regulations for the amount of supervision for trainees, and should include the provision of access to alternative consultative resources, if necessary, during breaks. Students can only count their 100 hours from the start of the second semester of the first year of the course. Missed sessions cannot be included in the practise total, but need to count towards supervision hours. The hours must be completed during the course if possible. Where a student has concerns about a placement provider or supervisor, these should be raised, in the first instance with the individual(s) concerned. If the concerns remain unresolved, then the next step would be for contact to be made with the Placement Tutor. Where the issue requires it, a collaborative meeting will be convened between the parties involved. Where the course tutors have concerns about a student, these should be raised in the first instance with the student himself/herself. If the concerns remain unresolved then the next step would be to contact the supervisor(s), and placement provider. Where the issue requires it, a collaborative meeting will be convened between the college tutors, the supervisor and the student (and a representative of the placement provider if appropriate).

At all collaborative meetings, and meetings between tutors and students, the student is entitled to have a supporter present.

Students have two routes of supervision:

The placement agency may provide clinical supervision. Students may undertake supervision with a private clinical supervisor. (N.B. Students need to be aware that they will need to pay for supervision when it is not provided by the placement.)

RESPONSIBILITIES OF THE PLACEMENT PROVIDER:

The University requires that work-based learning, therapeutic practice and related activities will take place within an approved placement setting. The placement provider should provide the student with appropriate health and safety briefings so that she/he is familiar with the procedures and requirements of the organisation in which she/he is working. The providers are required to provide a safe working environment.

The providers should ensure that students are treated with respect and that the student is fully informed about responsibilities, including those contained in any statutory legislation and/or honorary contract. The placement is required to ensure that the student is fully trained in any unfamiliar practices that he/she is asked to undertake.

The placement provider is to ensure that they complete a placement report on completion of the hours in practice.

Approval will be based on whether:

- ❖ The host organisation intends to provide opportunities for the student to practice in a manner congruent with the programmes aims and objectives.
- ❖ The practise of 'stepped care' contributes to the development of a number of competencies relating to the trainee practitioner as an autonomous and responsible professional.
- ❖ The organisation is properly constituted.
- ❖ The host organisation has the practice of Counselling and/or Psychotherapy within its stated aims and objectives and has at least one qualified counsellor in situ.
- ❖ There is a named person responsible for the management and support of the student who will contribute to the formal assessment of the student's professional development.
- ❖ The organisation is covered by appropriate insurances and that there is an adequate Health and Safety policy in place.
- ❖ The duties and responsibilities of all parties are clearly set out in written form and are agreed to in writing before the start of the placement.
- ❖ The student, together with the host organization, carries out a risk assessment.

PLACEMENT AGENCIES WILL

Having read the programme outline, and being satisfied that the programme's aims and objectives are compatible with the needs of the organisation, placement agencies will:

Interview the trainee student Counsellor to assess their suitability to undertake work in the agency. Agencies will also encourage the student to practice in the same theoretical style as the course. Agency work will need to be compatible with the aims, orientation and philosophy of the course and it is important for safety and good practice that the placement agency assess the suitability of clients given to students or at least monitor the suitability of clients and attempt to ensure that students are not asked to work beyond their current level of competence. Agencies will abide by a suitable code of ethics and practice comparable with the BACP's Ethical Framework and good practice in equal opportunities. Where a placement provider has concerns about the student, these should be raised in the first instance with the student herself/himself. If the concerns remain unresolved, then the next step would be to contact the Placement Tutor. Where the issue requires it, a collaborative meeting will be convened between the placement provider, the student and the tutor

Provide the student, with:

- a. The name of a placement officer or contact person
- b. Information regarding the placement agency, and the service provided
- c. Details on accountability for the student's counselling work
- d. Details of supervision arrangements [if appropriate]
- e. Procedures for communication between parties including when conflicts or disputes arise
- f. Opportunities for referral
- g. Ethical frameworks or codes students are expected to abide by
- h. Support structures available to the student
- i. Any other relevant policies and procedures
- j. Audio taping conditions and conventions

The agency has ultimate responsibility for the counselling taking place under its provision. This is taken by the programme team to refer to:

- ❖ Routine procedures concerning records, confidentiality, security, health and safety procedures, etc.
- ❖ Emergency procedures to be followed where the counsellor has serious concerns about a client.
- ❖ Clinical responsibility would also include making appropriate and adequate arrangements for medical and psychiatric consultancy and referral. It is recognised that supervisors have a major role to play but that they cannot be considered as having clinical responsibility for the student's practice in the agency.

CONFIDENTIALITY:

Confidentiality is clearly a vital part of safe counselling practice and every effort must be made by all involved to protect this. Two areas of confidentiality are likely to be important in the context of students working on placement.

Client confidentiality

Client work confidentiality should be governed by the BACP Ethical Framework plus any additional requirements/policies of the agency. Students are likely to need particular support regarding the limits of confidentiality e.g. those which may arise in respect of the reporting of abuse or onward referral.

If a student is working with a supervisor external to the placement organisation, it is essential for the wellbeing of clients and the student, that the placement gives permission for the student to discuss client work freely with the supervisor. By signing this agreement, the placement organisation is agreeing to this occurring.

Students will be required to use case material in their written work and in class discussions. However, this must be appropriately anonymised to ensure client confidentiality.

Student confidentiality

Reports on the competence of the student's practice are required of the supervisor. However, a student's personal material need only be disclosed to other parties if it has a direct impact on their practice and/or it raises concerns for the supervisor/placement organisation that cannot be resolved with the student.

RESPONSIBILITIES OF THE CLINICAL SUPERVISOR:

CLINICAL SUPERVISION:

Clinical supervision is a professional obligation and a responsibility underpinned by the BACP *Ethical Framework*. All students must have, and evidence, regular and sufficient supervision in line with the requirements of the BACP *Ethical Framework (2016)*. A mix of individual and group supervision will be strongly recommended to the students.

The role of the placement supervisor will be to work with the student to develop practice competence. The placement supervisor should act as first point of contact for any problems or queries during placement.

The placement supervisor should provide a report on progress when 50 hours practice has been completed, and when a 100 hours have been completed. Where a supervisor has concerns about the student, these should be raised in the first instance with the student herself/himself. If the concerns remain unresolved, then the next step would be to contact the

Placement Tutor. Where the issue requires it, a collaborative meeting can be convened between the supervisor, the student and the tutor. Direct contact would often be with the agency/provider as well (if the supervisor is internal to the placement agency), but otherwise communication should be via the Placement Tutor.

THE SUPERVISION CONTRACT:

Any supervision for client work undertaken by the student during training must be taken under a contracted relationship. The contract must include the following:

- ❖ Frequency of supervision. Supervision must be not less than one hour's presenting time to eight hours client work, subject to an overall minimum of 1.5 hours fortnightly. (For compliance with the *Ethical Framework*, the guiding principle should be the nature and complexity of the client work relative to the experience of the student, rather than adherence to a minimum).
- ❖ Whether supervision is group or one to one
- ❖ Students must present their work in supervision not less than fortnightly.
- ❖ All cases should be presented for supervision.
- ❖ Issues of confidentiality and note taking.
- ❖ Issues of time and finance, including the additional cost of report writing.
- ❖ Clearly state whether the supervisor has clinical responsibility for the case work
- ❖ What notes will be kept and who will have access to them

SUPERVISOR'S CONTRACT:

Supervisors must work to an explicit contract with the programme and the placement provider. The contract will include and clarify areas such as:

- ❖ Accountability for the client work.
- ❖ Reporting and assessment requirements.
- ❖ Issues of confidentiality.
- ❖ Practical issues such as meetings and finance.
- ❖ Boundaries of supervision.
- ❖ Provision for the supervisor to report concerns about any aspect of the student's practice.

SELECTION OF CRITERIA FOR SUPERVISORS:

All supervisors must be agreed by the Placement Management Tutor in collaboration with the tutor team.

Criteria for selection will include:

- ❖ Supervisor must work within the BACP *Ethical Framework*.
- ❖ Supervisor's qualifications and/or experience in counselling.
- ❖ Supervisor is a member of a professional regulating counselling/Psychotherapy body.

- ❖ Supervisor is normally accredited by BACP as a supervisor, or has a supervisor's qualifications or not less than 5 years' experience in Counselling supervision.
- ❖ Relationship (if any) with supervisee (it is not acceptable for relatives/partners to act as supervisor).
- ❖ Supervision model is compatible with course rationale and philosophy.
- ❖ Supervisors will be asked to provide the student and trainee with a Supervisor's Contract.
- ❖ If supervision is provided 'in-house', and because of the possible issues arising out of dual-roles, the student will have the opportunity to access independent supervision.
- ❖ The form of supervision must be in line with BACP guidance with regards to individual and group supervision.
- ❖ A change of supervisor must be talked through and agreed with the Placement Tutor **before** the changes take place, this includes a change of supervisor within the placement agency and contracts renegotiated.

SUPERVISORS WILL:

- ❖ Clarify clinical responsibility and lines of communication with their supervisees and agency.
- ❖ Be supervised in their work.
- ❖ Contact the course tutors if there is any serious concern about the safety, or welfare of students or their clients or the ethical behaviour of the student.
- ❖ Be aware that material will be taken out by students to satisfy course requirements.
- ❖ Sign and return the supervision contract
- ❖ Agree to provide two reports concerning the student's counselling work and use of supervision. It is recommended that this requirement is formally addressed within the supervisory contract.
- ❖ Agree in writing to read and follow the course placement guidelines and read the course description.

SUPERVISOR'S REPORTS:

Two supervisor's reports will be submitted as part of the course requirement. One after the student has completed 50 hours of counselling and one after a subsequent 50 has been reached.

Responsibilities of this nature will be set out as part of the overall contract between the student and supervisor before the student begins practice. An additional consideration here would be the supervisor's cost of report writing.

The supervisor will be given **Supervisors Report Forms** which will identify and set out the criteria for assessment at each stage.

Evidence of supervision hours will be recorded in the pro-forma **Log of Counselling Supervision Hours** which will be signed by both the student and the supervisor and submitted as part of the *Supervision and Practice* 'Assessment Portfolio'.

EXTENSION OF CLIENT WORK COMPLETION:

If a student is unable to complete the practice hours and /or work-based learning requirement, then it will be possible for the student to apply in writing for an extension illustrating the mitigating circumstances, which will be presented to the Examining Board for their consideration. The circumstances will be made clear in the *Course Handbook* and may include, for example:

- Illness supported by a medical certificate.
- Personal circumstances – which have resulted in the student ethically needing to stop student practice.
- Insufficient referrals from host agency.
- Host agency withdrawal from contract.

RESPONSIBILITIES OF THE UNIVERSITY OF WALES, TRINITY SAINT DAVID

THE UNIVERSITY WILL:

Assess a student's ongoing fitness to practice. This is suitability to work within an appropriate agency under supervision seeing normally no more than three or four clients a week. The university will also ensure that the placement is suitable for the purpose of training. The University will retain a full and detailed record of each placement and will monitor all placement activity on a regular basis, identifying and addressing issues of concern and sharing good practice. A placement agreement for relevant parties will also be provided where signatures confirm agreement to work to the remit of the practice guidelines.

The Placement Tutor will inform placements and supervisors about the nature of the course and inform placement agencies and supervisors of any amendments to course content or placement guidelines that may impact on practice placements. In addition, the Placement Tutor will contact the placement agency and/or supervisor if there is serious concern about the student's welfare or safety; their ability to continue counselling; their ethical behaviour; or the welfare and safety of their clients including negotiating reasonable adjustments with the placement provider in the case of a student assessed under the DDA.

The University has a responsibility for identifying a placement tutor who will be the initial point of contact.

TRAINEE COUNSELLOR PRACTICE AGREEMENT:

An agreement will exist between the University, the placement provider, the supervisor and the student Counsellor to ensure that there is a consistent understanding between all four parties.

Complaints Procedure (10.2.2 of Quality Handbook)

In the event that a student has a complaint about a placement, he or she should seek to discuss the matter, in the first instance, with the Learning Placement tutor or Head of School. In the event that the student is dissatisfied with the response, s/he shall follow the formal Procedure for Student Complaints set out in Chapter 13 of the UWTSD Quality Handbook

Fitness to Practise. PLEASE SEE ADDITIONAL REQUIREMENTS FOR THIS PROGRAMME ON THE MOODLE PAGE

Working with children, young people and vulnerable adults is a privilege, not a right, and it requires a high level of professionalism. It involves the knowledge, skills and values that underpin the approach of professionals to their work with children, young people and vulnerable adults. Those working with children, young people and vulnerable adults need to show, through their actions and their attitudes, that they are fit to undertake this important work.

The University, in conjunction with local employers has a responsibility to ensure that the student exhibits principles, values and behaviours during the course of his/her studies that demonstrate that he/she is 'fit to practise' and is adequately prepared to function at a professional standard upon successful completion of the Programme of Study. The professional standards will vary for different Programmes of Study, for example, the *National Occupational Standards for Youth Work* or the *UK government's Common Core of Skills and Knowledge for the Children's Workforce*. A Disclosure and Barring Service (DBS) check is a mandatory requirement for all students working with children, young people and vulnerable adults.

Personal Behaviour (10.2.4 UWTSD Quality Handbook)

All students are expected to behave in a way that is consistent with fitness to practise principles. Respecting others is fundamental to these principles. It includes respecting the dignity of those with whom an individual works and/or studies regardless of race, age, disability, gender, religion/belief, colour, ethnicity, language, lifestyle and sexual orientation. It means behaving in a professional, honest, decent and courteous manner. Students should always use language that is appropriate and that does not offend others.

Duty of Care (10.2.5 UWTSD Quality Handbook)

A student's actions, on campus, during visits and on placement, must always be with others in mind and students must act in the best interests of those with whom they are working. This means conducting themselves in a professional manner and understanding that they recognise the limitations of their professional competence.

Students are required to familiarise themselves with all University and partnership/placement guidelines, including health and safety guidelines, codes of conduct and, where relevant,

employment contracts, in advance of and during contact with those with whom they work, including colleagues/staff and other members of the University and placement settings. Students must apply these guidelines in all their dealings relating to the University and placement settings.

Conducting Research (10.2.6 UWTSD Quality Handbook)

Students will be expected to behave in accordance with the ethical guidance provided by their Schools together with the University's policy outlined in the *University Regulations – Student Guide*. In the event that a student is required to undertake a study relating to a child, young person or vulnerable adult, the student must always ensure that he/she has obtained written consent from the child or young person's parents/guardian, and/or the setting – and, where appropriate, from the child, young person or vulnerable adults themselves. When photographs/video clips are required as part of an assessment, specific consent for this must be obtained in writing. Indiscriminate use of photographs must be avoided at all costs.

Consent must be freely given and signing a consent form on behalf of any other person is strictly forbidden and may lead to disciplinary action. Dishonesty, including the withholding of information or the falsification of records, may lead to the student being required to leave the Programme of Study.

Some Areas of Misconduct (10.2.7 UWTSD Quality handbook)

This section provides examples of a number of possible areas of misconduct relating to 'fitness to practise' whilst on placement. It should be noted that the list is neither prescriptive nor exhaustive.

- Criminal conviction or caution: child pornography; theft; financial fraud; possession of illegal substances; child abuse or any other abuse; physical violence.
- Drug or alcohol misuse: drunk driving; alcohol consumption that affects work or environment; dealing, possessing or using drugs even if there are no legal proceedings.
- Aggressive, violent or threatening behaviour: assault; physical violence; bullying; abuse.
- Persistent inappropriate attitude or behaviour: uncommitted to work; neglect of administrative tasks; poor time management; non-attendance.
- Cheating or plagiarising: cheating in examinations; passing off others' work as one's own; dishonesty or fraud, including dishonesty outside the professional role; falsifying research; fraudulent CVs or other documents.
- Unprofessional behaviour or attitudes: breach of confidentiality; misleading young people or community members; sexual harassment; inappropriate physical contact or failure to keep appropriate boundaries in behaviour; persistent rudeness to colleagues or others; unlawful discrimination.

Fitness to Practise Panel (UWTSD Quality Handbook)

A Fitness to Practise Panel will be convened if it becomes apparent that a student has exhibited principles, values and behaviours during the course of his/her studies that demonstrate that he/she may not be 'fit to practise' in his/her chosen area of study.

Terms of Reference

- (1) To establish whether the student has been engaged in any of the following:
 - making serious or repeated mistakes or errors of judgement during fieldwork practice;
 - responding inappropriately to staff, colleagues, children, young people, vulnerable adults or members of the community;
 - misusing information about children, young people or vulnerable adults; working with children, young people or vulnerable adults without obtaining necessary consent;
 - behaving dishonestly in financial matters, in dealing with colleagues, staff, children, young people or vulnerable adults in the conduct of research;• making sexual advances towards children, young people, or vulnerable adults;
 - misusing alcohol or drugs.
- (2) To decide upon any possible penalty in the event that the fitness to practise concern is substantiated.
- (3) To provide full details of the outcome of all fitness to practise concerns that it is requested to investigate.
- (4) To regularly review the appropriateness of the University's Fitness to Practise policy.

Membership

- A Dean of Faculty (Chair)
- At least two Heads of School
- Three members of academic staff
- External Representative
- Secretary: Central appointment
- The External Representative could come from another HEI or from a workplace that deals with student placements but is not directly associated with any of the fitness to practise cases under consideration.
- No individual should sit on a Fitness to Practise Panel that has any direct links to any of the fitness to practise cases under consideration.