Sport & Exercise Psychology Accreditation Route
Supervisor Handbook[1]

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[1] August 2023

1.0 Introduction

The purpose of the CASES Sport and Exercise Psychology Accreditation Route (SEPAR) is to ensure that candidates acquire the knowledge, skills, and experience required to be eligible to apply for registration with the Health and Care Professions Council (HCPC) as a Practitioner Psychologist.

This document provides guidance and tools for those formally supervising candidates going through the CASES Sport and Exercise Psychology Accreditation Route (SEPAR). It should be read in conjunction with the following sources of information:

SEPAR Candidate Handbook	This should be your primary source of information about development and evaluation of competencies, and core requirements for completion of the SEPAR.
SEPAR Qualification Handbook	This provides information about governance and structure of the SEPAR, and the processes candidates go through from enrolment to completion, including information on the review process and potential outcomes at each submission point.
SEPAR Practice Placement Handbook	This outlines information about the applied consultancy element of the SEPAR, including roles and responsibilities of candidates and supervisors, essential requirements whilst on placement, and considerations related to ethics, health and safety and safeguarding.
SEPAR Portfolio Guidance Video	This video outlines key requirements for portfolio submissions and talks candidates through the process of developing and evidencing competencies. It is essential all supervisors are familiar with the guidance in this video.
For supervisors of APEC candidates only:	
SEPAR APEC Handbook	This provides additional information specific to APEC candidates (supplementary to the information provided in the candidate, qualification and practice placement handbooks).

The overarching aim of the SEPAR is to ensure that practitioners can *work autonomously* and are *industry ready* in that they will be able to integrate effectively into a range of sport and/or exercise environments with a view to facilitate optimal involvement, performance, and/or enjoyment in sport and exercise as well as support the development of mental health and well-being in clients. To achieve this aim, upon completion of the SEPAR, candidates should be able to:

1. Demonstrate knowledge and a clear understanding of:
   a. underpinning principles of psychology;
   b. key principles of, and contemporary issues in, sport and exercise psychology; and,
   c. complementary areas to sport and exercise psychology;
2. Appreciate the diverse landscape of sport and exercise environments, as well as the social, cultural, and political factors that shape these environments;
3. Demonstrate and apply a range of skills required for the effective application of psychological principles and related methodologies in light of client needs;
4. Exhibit the critical thinking skills, creativity and reflexivity to lead an effective consultancy process;
5. Understand and apply research to engage in and evaluate evidence-based practice;
6. Utilise counselling skills to facilitate an effective practitioner-client relationship;
7. Understand and identify issues associated with mental health and well-being and consider the mental health literacy of clients;
8. Manage the self, and demonstrate a commitment to ongoing continual professional development;

9. Demonstrate the ability to work effectively in a range of sport and exercise environments with clients of different demographics;
10. Practice autonomously in a manner commensurate with the professional, ethical and safeguarding standards outlined by CASES and the HCPC.

Consequently, candidates on the SEPAR will be expected to attain the required level in the standards of proficiency (complementary to their practice [e.g., sport, exercise, or sport and exercise]) detailed in the SEPAR Candidate Handbook. These standards (competencies) have been drawn from comprehensive consultation of national and international organisations' certification requirements for practitioner psychologists, feedback from the Home Countries' Sports Institutes and national governing bodies of sport, and in specific consideration of the standards of proficiency, and standards of education and training, detailed by the HCPC:

http://www.hcpc-uk.org/publications/standards/index.asp?id=198
https://www.hcpc-uk.org/education/resources/education-standards/

The combined synthesis of this material has afforded the development of a focused approach to the training and development of sport and exercise psychologists that may be considered as gold standard within the field.

2.0 The role of the SEPAR supervisor

The role of the SEPAR supervisor is to successfully guide and support candidates during their training so that they can be fit to practie as a sport and/or exercise psychologist in a safe, competent and independent manner. Successful completion of the SEPAR confers eligibility to apply for registration with the Health and Care Professions Council, the statutory regulator for practitioner psychologists in the UK.

The HCPC Standards of conduct, performance and ethics (2016) https://www.hcpc-uk.org/assets/documents/10004EDFStandardsofconduct,performanceandethics.pdf include a number of standards relating to supervision, identified as an integral component of professional practice. Similarly the Standards of Continuing Professional Development (2018) https://www.hcpc-uk.org/aboutregistration/standards/cpd/ recognise supervision as an important feature of CPD – how "registrants continue to learn and develop throughout their career, keep their skills and knowledge up-dated and ensure they "work safely, legally and effectively" (HCPC 2018).

The SEPAR process adopts the position that '*supervision is a long-term interpersonal relationship*' and is based on recent practitioner psychologist supervision literature (e.g., McEwan, Tod and colleagues). In essence, supervisors are to be encouraged to foster a nurturing, positive relationship with their supervisee(s) that is supportive yet provides challenging expert guidance.

Compared to candidates' relationships with peers, a supervisor provides more direct and practical help with applied work, along with emotional support and guidance for competence development. Candidates can often feel vulnerable as they embark on their first applied experiences. They may appear confident and comfortable, but they also may feel anxious and aware of their lack of knowledge and skills. The supervisor is the main person who helps candidates grow in confidence in the applied setting and supports candidates' decision-making.

Research across a range of psychology sub disciplines has demonstrated supervision as a method to grow professionally, as more important than other activities such as classes, research, direct work with clients, and reading books. Supervision is a key source of influence on candidates' professional development because it bridges the gap between academic learning and actual experience with clients. Supervision is important because candidate experience alone does not produce better performance - candidates must learn from experience. The sorting-out process - the talking-through process of supervision - helps the supervisor and candidate become better at their work.

2.1 Supervisor responsibilities

In becoming a supervisor for the SEPAR, supervisors hold responsibility for guiding and supporting the candidate to develop as a practitioner, and for quality assuring candidates' practice to ensure ethical and professional boundaries are maintained. This process begins prior to enrolment and continues to the point at which the candidate is confirmed to be eligible to apply for HCPC registration.

To maintain the quality of the SEPAR experience, supervisors are expected to ensure the following:

2.1.1 Supervisor competence

- Maintain, and develop knowledge of contemporary supervision frameworks (to include the CASES SEPAR Supervision Framework) relevant to the delivery of effective supervision.

- Be a role model for candidates with regards to (but not limited to): managing and developing effective professional relationships; time management; maintaining confidentiality; gaining and acting upon feedback; listening and communication skills; demonstrating accountability; and, ethical practice.

- Engage in reflective practice and continuous professional development for the purposes of developing and refining supervisory skills, evaluating candidates' on-going development, and understanding and managing the changing nature of the supervisory relationship and expectations regarding the supervisor's role.

2.1.2 Enrolment and contracting

- Meet potential candidates prior to them applying to the SEPAR to evaluate their suitability for the SEPAR independent training pathway. Supervisors are reminded they are the primary gatekeepers in this regard, and it is important they are satisfied of a candidate's ability and readiness to embark on the SEPAR prior to agreeing to enter a long-term supervisory relationship. Some supervisors may wish to interview candidates, view examples of written work or ask for references to support the candidate's application.

- Provide potential candidates with a clear and accurate overview of the requirements of the SEPAR, and ensure the candidate understands the commitment that is required.

- Provide potential candidates with information about their supervision services, to enable the candidate to make an informed decision about who they would like to supervise them on the SEPAR. This might include information about their own philosophical approach, areas of expertise/interest, the supervisory package they offer (e.g., frequency of individual/group supervision, CPD programme, placement opportunities etc.) and their fee structure.

- Assist candidates in deciding whether to enrol on a 2-year, 3-year or 4-year pathway and ensure this is realistic and appropriate given their current level of experience and plans for accumulating the required hours (see Qualification Handbook section 2.0 for guidance in this decision).

- Assist candidates in deciding whether to focus on sport and exercise psychology, sport psychology only or exercise psychology only (see Qualification Handbook section 2.0 for guidance in this decision).

- In deciding whether to take on a candidate, consider their own capacity to provide appropriate levels of individualised contact time and experiences to be able to support the growth and development of the candidate in the sport and exercise psychology field. In this regard, supervisors should be mindful of the number of candidates they can take on whilst still being able to meet the expectations listed on pages 4-7 of this document.

- Entering into a supervisory relationship is voluntary; however, it is recommended that all supervisors should enter into a formal written agreement with candidates that will specify objectives, goals, expectations and any restrictions and financial implications. Either party should have the right to withdraw from the supervisory contract if, after genuinely trying, the relationship is not satisfactory.

- Complete the Supervisor registration form (see Annex 1) to ensure all necessary procedures for supervision are in place including insurance, contract and responsibilities to HMRC where appropriate.

  Please supply this to your candidate to upload with their application.

2.1.3 Supervisor-candidate relationship

- Be able to develop very positive working relationships with their candidates where there is a clear balance between candidate development and candidate evaluation.

- Make explicit the supervisor's own supervisory experience, philosophy, and/or areas of specialism relevant to supervised experience.

- Specify the frequency and nature of individual supervision contact time as offered by the supervisor within the context of SEPAR and the on-going supervisor-candidate relationship. Individual supervision is expected, and it is recommended supervisors meet individually with candidates at least once per month throughout the SEPAR.

- Endeavour to offer candidates opportunities for group supervision or peer reflection to supplement their individual supervision. Where applicable, this might be achieved by collaborating with colleagues who also supervise on the SEPAR.

- Promote collaboration, networking, and joint supervisor-candidate attendance at relevant CASES conferences, event days, and professional development events within the wider sport and exercise psychology community.

- Demonstrate explicit evidence of supervisor-candidate communication and interactions relevant to candidate goals, professional practice 'issues', and the ongoing management of a supportive professional relationship.

2.1.4 Candidate development

- Ensure candidates are made aware of the key criteria for successful completion of the SEPAR.

- To support the candidate to assess and understand their starting points in terms of knowledge, self, skills and experience. This includes conducting a profiling exercise with them to achieve honest, authentic and evidence-based evaluation of 'where they are now'.

- Undertake quarterly reviews with individual candidates to reflect on their progress in relation to their SEPAR competencies. Provide reflective comments on the SEPAR Quarterly Review Report in a timely fashion (e.g., 1-2 weeks after the review meeting).

- To reflect with candidates on the suitability of their chosen SEPAR pathway (i.e., SEPAR duration; sport and/or exercise psychology focus) on an ongoing basis. In the instance where a candidate's circumstances or practice focus changes, discuss options for changing SEPAR duration/focus and support candidates in their decision-making.

- Support the candidate in the development of professional and personal knowledge and technical skills, related to: psychology, sport and exercise science and the sport and exercise-specific environment[s] in which the candidate must be safe and effective to practice.

- Support the candidate in developing knowledge and understanding of effective sport and exercise psychology consultancy processes, as well as associated models of intervention and counselling skills, across a range of sport and exercise settings

- Guide the candidate in the identification and development of areas of best practice, as well as areas of practice requiring more extensive development.

- Provide clear and tangible evidence of supervisor-led training and development, aligned with the SEPAR core competences.

- Engage in peer-peer and candidate observation as part of ongoing professional development.

- Ensure that the minimum number of candidate applied practice observations take place.

2.1.5 Portfolio preparation and submission

- Provide timely support and guidance in the creation of logical, coherent and well-structured documentation relevant to the completion of SEPAR.

- Review and provide timely feedback on candidate portfolios prior to submission at initial (3-month), mid-point and final time-points (see Annex B for a suggested timeline for portfolio submission).

- Ensure documents are only signed off by the supervisor if they are of the required standard and the candidate is ready to submit (see Section 2.7 in the Qualification Handbook for guidance on how to proceed if candidates are not ready to submit).

- Completion of a supervisor report to accompany initial (3 month), midpoint and final SEPAR competency submissions. This should be completed **by the supervisor** and should provide an honest and detailed account of how the candidate is progressing, including any areas for development the supervisor feels important to highlight.

- Review and provide a signed declaration (including reflective comments where applicable) on the following candidate documents at each submission point:
    - SEPAR Competency Profiles (Knowledge, Skills, Self, and Experience)
    - SEPAR Practice Log
    - SEPAR Backdated Hours Log *(where applicable, initial submission only)*
    - SEPAR CPD and Supervision Log
    - SEPAR Dissemination and Citizenship Log
    - SEPAR Core Workshops Log
    - SEPAR Observation Log
    - SEPAR Professional Philosophy Reflection
    - SEPAR Quarterly Review Reports (see 2.1.2 above)

Reviewers will only consider portfolios if a supervisor report is submitted, plus supervisor declarations are present on all the above documents.

2.1.6 Quality assurance

- Maintain oversight of the candidate's applied practice, ensuring placements are relevant to the SEPAR and are appropriate for the candidate's stage of development. Support the candidate in ethical decision-making to ensure they are practising in accordance with CASES and HCPC standards, and to ensure risk of harm (to self or others) is minimised.

- Before recommending a candidate for completion of the SEPAR, ensure they have the knowledge, skills and experience to practice lawfully, safely and effectively, in a way that meets the relevant CASES and HCPC standards and does not pose any danger to the public or the individual.

- To notify, and engage in timely communication with, relevant CASES representatives regarding the candidates status and stage of progress within the SEPAR, as well as any concerns restrictive to the candidate's progress.

2.2 Obtaining consent/assent and maintaining confidentiality

It is essential for supervisors to ensure that the candidates for whom they are responsible are fully aware to the importance of obtaining consent/assent from their client(s) and to maintaining confidentiality.

To facilitate this, it is necessary for supervisors to ensure that their candidates obtain client voluntary consent/assent before treating or caring for them. All specific information relating to informed consent/assent and confidentiality is outlined within the SEPAR Practice Placement handbook.

General confidentiality

Further to the above, it is with respect that all SEPAR supervisors are required to observe full confidentiality and comply with all necessary GDPR conventions regarding any material received from the CASES Administrative team and/or the SEPAR Advisory Group

2.3 Ensuring the safety of candidates in practice-based situations

Supervisors are required to ensure the safety of candidates in practice-based situations is a priority at all times. To support this, supervisors should support candidates to pay specific attention to risks to self as part of the required therapeutic risk assessments (linked to competency 3.4.2 – see Candidate Handbook, Table 5 and Annex C).

Further to the requirement for risk assessments, the following are also essential prior to any lone work commencing.

1. That someone known to the candidate (supervisor / relative) is aware to where the candidate is working and for the likely duration - this can be supported by SMS messaging on entry and exit of the work;
2. That the candidate conducts as much due diligence about the client prior to meeting them;
3. That the candidate conducts as much due diligence about the setting on the initial visit with regard to policies that relate to lone working, safeguarding, and health and safety;
4. That the candidate has a strategy (that is agreed following discussion with their supervisor) to be able to remove themselves from any unprofessional situations (this is to include inappropriate facilities, settings as well as practice).

If working with children and young people, it is important candidates protect themselves by working in a public space (one that is overlooked but not overheard) and take due care to consider the arrangements when providing online support (e.g., ensuring children and young people do not call from their bedrooms, and parents/carers are nearby but not in ear-shot).

With adult clients, it is recommended candidates endeavour to see them in a public space (overlooked but not overheard), although it is recognised this may not always be possible (e.g., if seeing a client in a private therapy room, or in their own home). In such situations, it is essential candidates adhere carefully to points 1 to 4 above.

It is also strongly recommended that the supervisor conducts a ‘site-visit’ and observes the candidate ‘at work’. It is acknowledged that this may not always be possible, but to ensure that candidates and supervisors are taking the strongly recommended actions to minimize the risk of lone working, it is expected that this should take place on a minimum of two occasions per year and for the supervisor to comment on the visits and observations in their reports. It is an expectation of the SEPAR qualification that a key role for the supervisor is observing the work of the candidate (see section 4.2 below).

Section 3 CASES SEPAR Supervisor requirements

The purpose of the training is to ensure that supervisors are best-placed and prepared to be able to successfully support candidates through the SEPAR.

To become an approved SEPAR supervisor, individuals must:

- be a CASES professional member;
- have been registered with the HCPC as a Sport and Exercise Psychologist for a minimum of 2 years, and been engaging in applied practice during this time[2];
- have completed all of the mandatory 'SEPAR Supervisor training' and attend the annual supervisor training workshop;
- have relevant insurance in place and where relevant procedures for HMRC requirements of tax and National Insurance, including all self-assessment completion and submissions

It is also desirable to:

- have experience in mentoring or developing staff or peers;
- have access to placement opportunities to facilitate the development of candidates.

Individuals wishing to become an approved SEPAR supervisor will need to provide details of:

- their current track record and working portfolio within the discipline/area of expertise to be supervised;
- their proposed mode of operating in terms of interfacing with their candidates; including minimum time commitments (i.e., one to one, group sessions, case study reflection, email/phone contact);
- any prior mentoring/supervising training.

All applications are assessed on a case-by-case basis by CASES. Information included on the form should be detailed enough for CASES to assess past experience in a supervisory / mentoring role.

Once a completed application form has been accepted by CASES, the applicant must attend the SEPAR supervisor training. Once the necessary training has taken place, the CASES office will liaise with the supervisor for them to complete a supervisor profile form – this will enable supervisors to detail their specific details, and provide free advertising for attracting candidates.

3.1 Placement Mentors / Additional Supervisors

It is recognised that candidates will most likely engage in more informal day-to-day contact with a suitable mentor on placement. The mentor is likely to be situated in the context of applied practice and therefore be available on-site to the candidate.

A mentor may provide further breadth of experience and foster a multidisciplinary perspective. Supervisors may find it useful to maintain discussions with a candidate's mentor as is necessary. The SEPAR supervisor is still responsible for the candidate's practice, work, progression, and support.

In addition to placement mentors, there may be situations where candidates would benefit from input from an additional supervisor. For example, if they are working in a setting or learning a modality that is outside of their SEPAR supervisor's area of expertise, or if they wish to gain additional perspectives to enhance their personal and professional development. Additional supervision is encouraged, and in such situations it is important to ensure roles and responsibilities are clearly communicated between the candidate, SEPAR supervisor and any

[2] Exceptions may be made for individuals who have achieved HCPC registration via the SEPAR APEC route and who already have extensive applied practice experience. In this circumstance individuals are encouraged to contact the Chair of the SEPAR Advisory Group to discuss their eligibility to supervise.

additional supervisors. As above, the SEPAR supervisor will remain responsible for the candidate's practice, work, progression and support in relation to their SEPAR training.

Where candidates are working with placement mentors or additional supervisors, they may have opportunities to be observed by these individuals to enhance their development. This is encouraged, and candidates may wish to submit reflections or feedback from these observations as part of their evidence portfolio. It must be noted however that such observations will be in addition to the required minimum SEPAR observations, which must be undertaken by the main SEPAR supervisor.

3.2 Challenges in relationships between Supervisors, Mentors and SEPiTs

If there is a supervisory challenge with your candidate it is expected that you will take all reasonable steps to resolve these. However, if the issue cannot be resolved and an irretrievable breakdown in the relationship takes place, the following advice may be useful:

(a) In the case of a candidate's relationship with the Supervisor:

Either the candidate or the supervisor may refer the matter to the Chair of the SEPAR Advisory Group. He or she may approve or, in some cases, suggest a change of supervisor or any other changes which are considered appropriate. Any change would need to be in accordance with any contractual terms and conditions and agreed by both parties.

(b) In the case of a candidate's relationship with a mentor

Either the candidate or the mentor concerned should bring the breakdown to the attention of the Supervisor. He or she may advise that the candidate reformulate the relevant area of the proposed work on the placement and/or suggest a new mentor.

3.3 Training

To become an Approved SEPAR supervisor, the following must be completed:

Module 1: 3 hours (maximum) online contact: 3 hours independent study

Part A: Introductory SEPAR online webinar (1 hour)

Part B: The supervision process webinar: Role clarity and managing expectations (1.5 hours)

This module provides supervisor attendees with:

- A clear understanding of CASES SEPAR, including aims and outcome;
- An explanation of the SEPAR process and logistical requirements;
- An overview of the full consulting process based on the SEPAR supervision model;
- An understanding of models of supervision and their contribution to practice in accord with the HCPC Guidance on conduct and ethics for students.

Part C: After completing the webinars and reading through the associated materials, attendees will be asked to complete a series of reflective exercises that will be submitted to the SEPAR Supervisor Training Representatives via education@CASES.org.uk as evidence of completion of this module.

Module 2 - Best practice in supervision: Observation (via online and supported forums)

This module provides attendees with:

- A clear understanding of a variety of formal and informal observation methods;
- Guidance and tools to apply observation in the support of candidates;
- Understanding of activities to support the use of observation for candidate development.

Module 3 - Reflective Practice

Module 3 is an online workshop that will give attendees the opportunity to:
- Share experience of best-practice supervision principles;
- Draw on the experience and skills of existing supervisors;
- Explore their own and others' reflective practice;
- Consider how to facilitate reflective practice using best practice.

In addition to Module 3, it is suggested that all SEPAR supervisors attend the CASES Reflective Practice workshop to assist with their ongoing development and awareness to what candidates are expected to consider within their training.

SEPAR Portfolio Guidance Video

Supervisors must watch the portfolio guidance video and complete the reflective worksheet to submit to the CASES SEPAR Advisory Group as evidence of having watched it.

NOTE:
Modules 1 & 2, plus the Portfolio Guidance Video, must be completed prior to supervising.

Module 3 will need to be completed every 3-years to maintain approved SEPAR supervisor status.

Section 4: The SEPAR Supervision Process

This section prepares supervisors to undertake the supervision modules. The supervision process model has been developed to facilitate the role of the SEPAR supervisor. This model has been adapted from Keegan's (2016) sport psychologist process model and subsequent research on mentoring in education.

The overarching philosophy of this process model is that the SEPAR supervisor:
- Facilitates the self-directed development of candidates following a comprehensive needs analysis at the outset of the relationship;
- Encourages the candidates to hold reflective practice at the centre of their practice;
- Continually clarifies their role in the relationship to support the management of expectations;
- Has an effective support structure in place to facilitate them in role and is committed to developing supervisory skills.

The following sections provide some direction to how supervisors may wish to develop, at least, good supervisory practice throughout the SEPAR.

4.1 Role clarity and managing expectations

Research highlights the importance of role clarity in mentoring and supervisory relationships in a number of professions. Although the role of a supervisor will guide supervisory practices throughout the SEPAR period, what is of most importance is individualising the approach of working for each supervisor-candidate relationship, and communicating this effectively. Managing expectations from the outset of the relationship is crucial.

Supervisors and candidates should review the SEPAR Candidate handbook, section 2.1, for suggestions on what the first 6-9 month registration period may include.

It is recommended that the initial roles within the dyad are clarified following a comprehensive needs analysis, self-directed by the candidate, based upon the SEPAR competencies at intake. However, the SEPAR supervisor's role will require regular reviews and thus a continual clarification of role communicated throughout the SEPAR process. The Supervision Expectations Questionnaire (Annex C) may be a useful tool for supervisor and candidate to complete at the outset of their relationship and at regular periods thereafter.

4.2 Observation guidelines

Observation will form a significant part of the SEPAR activities for the candidate, for both *knowing* and *doing* (referring back to Miller's (1990) prism of clinical competence). The SEPAR candidate will use both formal and informal observation to support their learning and practice and as supervisor, you can input to facilitate both the observation task and the associated reflective practice.

As a supervisor, when the candidate completes SEPAR you will be asked to sign a declaration that you believe the candidate to be fit to practise as an independent Sport and Exercise Psychologist and to meet the proficiency requirements to apply for HCPC registration. Formal and informal observations throughout SEPAR will be crucial in informing this decision.

As well as assessing and assuring candidates' fitness to practise, a central purpose of observations throughout SEPAR is to provide a formative development opportunity for candidates in which they engage in shared reflection with their supervisor on an applied practice situation. Reflection should be critical in nature and might include, for example, review of technical skills and delivery, reflection on decision-making or potential ethical issues, or reflection on the client-practitioner relationship.

As emphasised above, the driver in such activities will be the candidate and observation activities could include:

- Supervisor-candidate observation, candidate-supervisor observation, candidate-peer observation;
- Video/audio of practical service delivery (e.g., workshops, lectures, team-based sessions, one-to-one consultancy);
- Role-play / simulated practice.

For observations to be critical learning events, it is important to identify key areas of focus (rather than a general observation of practice) by following the three stages (Preparation for Observation, Observation, Discussion and action planning). For example, this might be looking at the first ten minutes of a workshop to actively engage the participants or helping the candidate to summarise at the end of a consultation.

4.2.1 SEPAR required observations

The SEPAR requires that candidates are observed in practice (live or via video) by their supervisor across a range of activities (including both application/consultancy and dissemination and citizenship).

Candidates must record each formal observation (i. and ii. below, including where the candidate observes their supervisor) on the SEPAR Observation Log, and submit evidence of a post-observation reflective meeting with their supervisor. This evidence can either be submitted:

- on the SEPAR Observation Form (candidates must evidence at least some use of these forms, and are encouraged to use them where possible during SEPAR); or

- in the form of a recorded audio or video discussion with their supervisor (as long as all client names and details are anonymised, or permission is sought prior to submission).

As a minimum, evidence of the following engagement with observation must be submitted across the SEPAR programme[3]:

i. **The supervisor must undertake at least five planned and documented observations (live or pre-recorded) of the candidate** that demonstrates a diverse range of skills relevant for their practice and includes interactions both with individual clients and in group settings*. These situations might include, but aren't limited to:
   - Undertaking an intake interview/needs analysis (organisational or individual)
   - Undertaking a collaborative case formulation with a client
   - Delivering intervention techniques
   - Using a particular modality or type of counselling approach
   - Talking about endings with a client
   - Research interview to ask for feedback
   - Giving a verbal report to a client
   - Focus group with multidisciplinary stakeholders
   - Facilitating an interactive group workshop
   - Doing a presentation in a multidisciplinary team meeting
   - Chairing a meeting/webinar

ii. **The candidate must undertake at least one planned and documented observation of the supervisor** engaging in an applied practice activity.

iii. **The supervisor is expected to undertake continual informal observation of the candidate to support candidate development across SEPAR.** Supervisors are encouraged to use opportunities where they are working in the same space (virtually or in-person) with the candidate to informally observe the candidate's professional behaviour in a variety of contexts, and to reflect with the candidate on an ongoing basis to facilitate their growth as a practitioner. It must be evident from the portfolio submissions that these reflective discussions have taken place, e.g., through reflective comments on SEPAR Quarterly Review Reports, within the SEPAR Supervisor Reports, or within candidate reflections elsewhere.

Supervisors are encouraged to plan observations throughout the year, and to draw on the skills and experience competencies to ensure the candidate is observed in a variety of contexts. If in the final SEPAR submission, reviewers feel the observations that have occurred have been too limited in their focus to gauge candidate's fitness to practise (e.g., 4/5 observations are of the candidate doing presentations) or one of the categories of observation have not been addressed (e.g., the candidate has never observed the supervisor), they will ask candidates to undertake further observations and re-submit their portfolio at the next available opportunity.

4.3 Facilitating reflective practice development of SEPAR candidates

All SEPAR candidates should attend the CASES Reflective Practice Workshop prior to their mid-point submission. Throughout the SEPAR period, the SEPAR supervisor will play a key role in facilitating the development of the SEPAR candidate's reflective practice, prior to and following on from this workshop. It is important that the SEPAR candidates develop their

[3] Role-plays may be used for observations where appropriate, however it is essential that supervisors observe candidates with at least one "real" 1-to-1 client during SEPAR.

reflective practice skills and are appropriately 'critical' in their discussions (written/verbal). This will include reflecting on applied practice and on the completion of activities such as attending events and reading relevant research.

Module 3, 'Reflective Practice' of SEPAR supervisor training supports this important role with a consideration of best practices when facilitating SEPAR candidate reflective practice.

4.4 Group based supervision

Although individual supervision should be the primary method of supervision, there are many benefits of group-based supervision for both the SEPAR supervisor and the SEPAR candidate. This could be achieved through the creation of supervision groups or linking to other SEPAR supervisors to establish regional groups for bi-annual meets. Such group-based activities can prevent supervisors working in isolation, and can be beneficial in terms of peer support for supervisory working, and development of supervisor networks.

Group supervision provides a psychologically safe space for giving and receiving support and challenge, sharing good practice/case reflections, and group-based supervision of ongoing practice. In this respect, group supervision can be a good opportunity for candidates to practice and get feedback on therapeutic skills in a "safe" setting prior to working with clients, which is particularly important during the first 6-9 months of SEPAR. This can be achieved, for example, through role-plays in "triads", with candidates acting in turns as client, practitioner and observer. Supervision groups also offer opportunities for supervisor-led CPD, and for supervisors to support the knowledge and skill development of trainees through interactive workshops.

4.5 Remote supervision

Supervision conducted online (e-supervision) is becoming common and has the potential to support distant supervision where the candidate and supervisor are in different geographical contexts. With advancement in digital technologies, it is possible for candidates to engage with remote supervision through virtual means. The use of technology-enhanced methods of supervision where observations, discussions, etc. can take place remotely is a feasible and equally effective method of support. In addition, candidates and supervisors can benefit from time and cost savings. Candidates and supervisors may consider barriers to the development of an optimal supervisory relationship. For example, online interactions might necessitate a different communication style, which may limit or deter supervisory discussions. Other concerns such as a loss of information (e.g., access to micro-facial expressions and non-verbal cues) may have an effect on the development of the supervision alliance.

Supervisors and candidates may consider if a working relationship has already been established, if e-supervision will be used solely, or to augment face-to-face supervision. Although the evidence suggests that e-supervision is not a barrier to developing a good supervisory relationship, both parties may wish to consider the implication that a face-to-face meeting early in the process may serve to facilitate the supervisory relationship.
Other considerations are the confidential and sensitive nature of supervision resources (client videos and notes) which would require the implementation of security measures.

4.6 Reflective practice and the supervisor

Reflective practice will be the main stimulus for the overall learning and quality assurance processes for the SEPAR supervisor. Through an examination of their own skills and abilities, the SEPAR supervisor can identify individual development needs and subsequently access development opportunities. This process will be supported by the SEPAR supervisor training and the completion every three years of Module 3 'Reflective Practice'.

4.7 Accessing support for the supervisor in role

Taking part in the SEPAR supervisor training Module 3: 'Reflective Practice' provides access to an extremely valuable source of support for the SEPAR supervisor in role. In addition to this, SEPAR supervisors are actively encouraged to create and access supervisor networks and regional hubs to share resources and best practice and to benefit from peer support for supervisory and RP activities.

If supervisors wish to provide any feedback or have any questions related to the supervisory process they may also contact the Supervisor Representatives on the SEPAR-AG group (via the SEPAR OFFICER jgillott@cases.org.uk.

SEPAR supervisors are required to ensure accurate and honest reporting to reviewers around candidate strengths and areas for ongoing development. As such, supervisors will need to engage with the feedback of reviewers and reflection with candidates around reviewer feedback is strongly encouraged.

Although supervisors are required to support candidate reflection throughout the SEPAR, it will be especially important for the development of the initial (3-month) submission where the competence ratings will need to reflect 'where the candidate is' at that point.

Further to the supervisor training, communication between the supervisors and reviewers will be maintained via the respective representatives on the SEPAR Advisory Group, and via annual training events.

Fees

CASES does not have involvement with the fee structure, and associated contractual arrangements put in place by supervisors for supervision on the SEPAR. CASES does acknowledge that the fee structures differ across supervisors and it is suggested to supervisors within their training that they are considerate to the additional fees that candidates are required to pay for enrolling on the SEPAR, for additional training and development activities, and to whether candidates are on the 2, 3, or 4-year track.

Candidates are reminded that supervision can be provided for a number of reasons. These include as a professional service (for independent supervisors), as a professional duty (perhaps to contribute to their own professional development, or contributing to the profession as a whole), or perhaps as an income activity for their employer (such as supervision services within an educational setting). It is recommended that all fee and contractual arrangements are agreed prior to the candidate enrolling on the SEPAR. It will be the default understanding of CASES that once a candidate names a supervisor on the SEPAR Enrolment document that they have agreed the fee and contractual arrangements to proceed.

Annex A CASES SEPAR Supervisor Registration

Supervisor Name:

CASES membership number:

HCPC Registration number:

Please confirm that you will report to CASES immediately any discontinuation of HCPC registration. ☐

Candidate name:

Duration of training route:

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1. Please confirm you have completed the SEPAR training on Supervised Practice and have received your certificate endorsing you as a SEPAR Approved Supervisor. ☐

2. Please confirm you have read and understood the SEPAR Supervisors Handbook, SEPAR Qualifications Handbook, SEPAR Candidate Handbook and SEPAR Practice Placement Handbook. ☐

3. All CASES members must abide by The CASES Code of Conduct. This states that "*Members must ensure that suitable insurance indemnity cover is in place for all areas of work that they undertake*". Please confirm you have suitable Professional Indemnity Insurance registration in place for the supervision of SEPAR Candidates. ☐

4. Please confirm you have a signed Supervisor-Sport and Exercise Psychologist in Training (SEPiT) agreement in place for supervision with the candidate listed above, including frequency/duration of contact with candidate, expectations of them and yourself and payment terms (where appropriate). ☐

CASES strongly recommends that suitable advice for agreements is sought. The Supervisor is responsible for all HMRC requirements of tax and National Insurance, including all self-assessment completion and submissions

5. Please confirm that you have agreed to supervise the above candidate as per the expectations of the CASES SEPAR Programme, and the SEPAR Supervisor, Candidate, Qualification and Practice Placement Handbooks. ☐

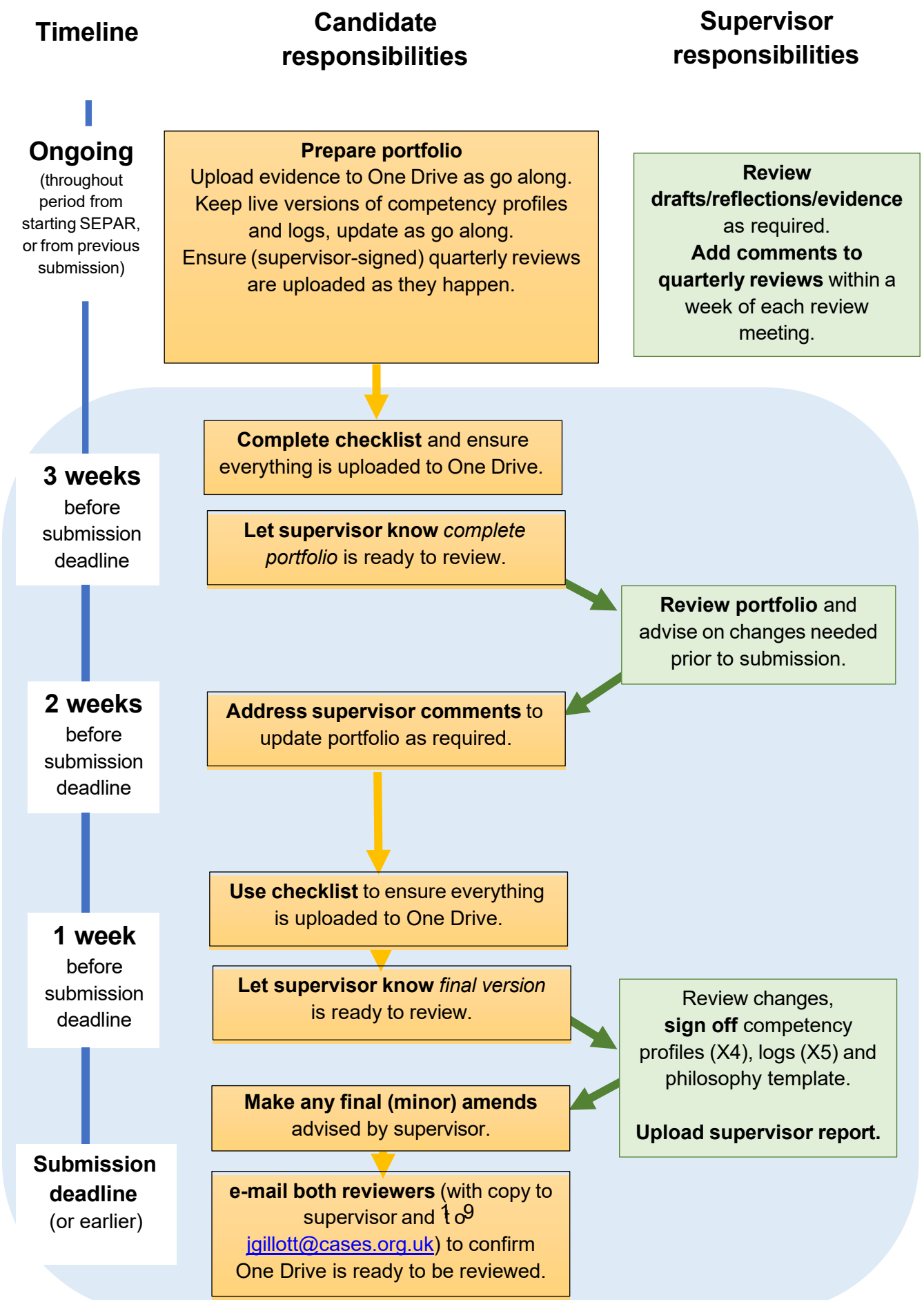
6. Please confirm you agree to observe full confidentiality and comply with all necessary GDPR conventions regarding any material received from the CASES Operations team and/or the SEPAR Advisory Group. ☐

7. By being a SEPAR Supervisor, you understand that you will be expected to engage with refresher training and supervisor workshops as required. ☐

Signed:

Dated:

Annex B SEPAR Submission Process Flowchart



Annex C Supervision Expectations Questionnaire

What are you expecting?

This questionnaire can be completed separately by supervisors and supervisee, and the results used to inform initial discussions about the supervisory relationship.

Who should have responsibility for:	Supervisor - supervisee				
1 Organising regular supervision meetings	1	2	3	4	5
2 Finding applied work/experience opportunities for the supervisee	1	2	3	4	5
3 Creating networking opportunities for the supervisee	1	2	3	4	5
4 Developing a schedule for completion of tasks	1	2	3	4	5
5 Identifying areas of practice/supervisee knowledge that needs improving	1	2	3	4	5
6 Preparing the supervisee for public presentations of research ideas or results	1	2	3	4	5
7 Developing a network of fellow supervisees or practitioners for the supervisee	1	2	3	4	5
8 Ensuring that the supervisee's program is on track and on schedule	1	2	3	4	5
9 Providing emotional support and encouragement to the supervisee	1	2	3	4	5
10 Maintaining an effective working relationship between supervisor and supervisee	1	2	3	4	5
11 Ensuring that the SE submissions will be of an acceptable standard when reviewed	1	2	3	4	5
12 Ensuring that current and relevant research literature has used by the supervisee	1	2	3	4	5

Based upon original work by Moses (1992)

Note For question 11, change SE to SEPAR