

TLSWi Supervision Policy

Contents

1 Introduction.....	3
2 Purpose	3
3 Scope	3
4 Definitions	3
5 Duties and responsibilities	4
6 Frequency of Supervision	5
7 Addressing Difference and Diversity in Supervision.....	5
8 Modes of Supervision.....	6
9 Safeguarding	6
10 Record Keeping	7
11 Monitoring Effectiveness	7
12 Concerns	7
13 Process for monitoring compliance with this Procedure.	7
14 Importance of Endings	7
Appendices.....	8

TLSWi Supervision Policy

1 Introduction

The core principle of Therapeutic Life Story Work International (TLSWi) Supervision Policy is to establish and maintain standards for practitioners undertaking TLSW. It is also to protect them within the supervisory relationship where reflections and explorations will depend on the nature and quality of interaction between Supervisee and Supervisor. Supervision is integral to all TLSW undertaken and TLSWi requires all TLSW practitioners and students have supervision to ensure standards of practice are met and to support development of their skills.

2 Purpose and Aims

The purpose of this procedure is to maintain good standards for professional practice. Whilst this policy cannot resolve all ethical and practice related issues, it aims to provide a framework for addressing ethical issues and encourage optimum levels of practice.

3 Scope

This procedure applies to the supervision of all practitioners, whether qualified or in training, and whether in role of supervisor or supervisee. This policy relates to formal supervision of TLSW practice and while many of the principles may apply equally well to other areas of activity, including peer support, projects, training, and research, they are not covered by this procedure. The principles are to be followed in all supervisory situations.

4 Definitions

Supervision is a formal collaborative and creative process intended to support maintaining ethical and professional standards of practice and to enhance creativity and competence. Supervisors must be recognised as qualified to supervise either through a formal qualification or through having sufficient experience such as 200 hours TLSW practice. It is essential that supervisees and supervisors are able to work together constructively, and that supervision can include elements of safe challenge for all participants with sensitivity, respect, and transparency.

Supervision is a mutually agreed arrangement for students and qualified practitioners to discuss their work regularly with someone who is an experienced and competent practitioner and who has a clear understanding of the process of supervision. It is an essential part of good practice for TLSW.

To guide the process of supervision a Supervision Agreement should be considered and agreed (Appendix A), a guide for supervisors is included in Appendix B, and Supervision Checklist is included in Appendix C.

Supervision provides supervisees with the opportunity on a regular basis to discuss, reflect on, and monitor their TLSW practice. It should take account of the setting in which supervisees' practice. Supervision is intended to ensure that the needs of the person who is the subject of the TLSW intervention (such as the child or vulnerable adult) are being addressed, that safeguarding, or any risks are appropriately assessed and managed, and to monitor the effectiveness of the therapeutic intervention and the impact of the work on the supervisee.

Supervision may contain elements of training, personal development, or line management; however, supervision is not primarily intended for these purposes, nor is it in place of personal therapy and appropriate management of these issues outside supervision should be discussed by the supervisee and supervisor.

The supervisee may wish to make notes, such as in the form of a **Reflective Journal** which summarises the reflections of the Practitioners in exploring their response to their experience with the person/s they are working with. They should not contain any information which could identify the person/s they are working with.

[5 Duties and responsibilities](#)

5.1 Responsibilities of Supervisees

Supervisees are required to ensure that they have regular supervision with a named supervisor, ideally one who is recognised by TLSWi as qualified to supervise either through a formal qualification or through having sufficient experience.

Supervisees are responsible for arranging supervision and following guidance and support received.

TLSWi students are responsible for ensuring they have regular supervision, ideally with a TLSWi registered supervisor, while they are undertaking TLSW practice.

5.2 Responsibilities of Supervisors

Registered TLSWi Supervisors are required to have a minimum of 200 hours post qualifying TLSW experience and practice. Supervisors are responsible for ensuring their supervisees are supported in maintaining ethical and professional standards of TLSW practice for the purposes of sustaining the safety and quality of the intervention. These

standards are outlined in the 'TLSWi Standards of Practice' and 'TLSWi Professional Code of Ethics'.

Supervisors must ensure they have adequate supervision and keep up to date with practice developments and learning (Continual Professional Development - CPD), and participate in support meetings, discussion groups and other forums, especially where supervisory work is discussed.

5.3 Responsibilities of TLSWi

TLSWi will be responsible for registering and providing a list of registered TLSW Supervisors. TLSWi will aim to support practitioners in having a named supervisor who is suitably experienced (registered with or recognised experience) to carry out the role of supervisor.

6 The frequency of Supervision

It is required that supervision is undertaken monthly for a minimum of one hour for up to four children/ young people.

7 Addressing Difference and Diversity in Supervision

Equality and respect for all underpins the basic values of TLSW and supervision.

Supervisors and supervisees have a responsibility to be aware of their own issues of bias and stereotyping, to consider ways in which this may be affecting their practice and/or the supervisory relationship. Discussion of equality and bias forms part of the supervision process.

Supervisors need to be alert to any prejudices and assumptions that supervisees may reveal in their work with children/families/person they are working with and to raise awareness of these so that the needs of children/families/person worked with may be met with more sensitivity and respect. One purpose of Supervision is to enable supervisees to recognise and value difference. Supervisors have a responsibility to challenge the appropriateness of the work of a supervisee whose own belief system interferes with the acceptance of the children/families/ person they are working with.

Attitudes, assumptions, unconscious bias, and prejudices can be identified by the language used, and by paying attention to the selectivity of material brought to supervision.

8 Modes of Supervision

TLSWi recognises a range of different modes of supervision, and it is for the supervisor to determine the most effective mode to be adopted in each supervisory situation. It may be that a range of modes are most effective in some areas of practice.

8.1 One-to-One, Supervisor-Supervisee

A supervisor provides supervision on an individual basis for an individual practitioner who is usually less experienced than the supervisor.

8.2 Group Supervision

The supervisor acts as the facilitator, takes responsibility for organising the time equally among all the supervisees, and attention is usually concentrated on the work of each supervisee in turn. This can be particularly useful for groups of students undertaking a piece of TLSW as part of their training.

8.3 One-to-One Peer Supervision

Two participants provide supervision for each other by alternating the roles of supervisor and supervisee, with the time available for supervision divided equally between them. This model would typically be suitable for qualified senior practitioners. Peer Support is also recommended by TLSWi for all practitioners with the proviso that this is for support and does not replace or constitute formal supervision.

8.4 Peer Group Supervision

This takes place when three or more practitioners share responsibility for providing each other's supervision within the group. Typically, they will consider themselves to be broadly of equal status, training and/or experience. This mode on its own is unsuitable for inexperienced practitioners and it does not replace or constitute formal supervision.

9 Safeguarding

TLSW practitioners are required to have a form and frequency of supervision that ensures safe and effective practice.

Both the supervisor and supervisee should also ensure that any safeguarding issues or concerns discussed within supervision regarding TLSW with the child/family/person working with should be passed to the responsible Local Authority where required. This should be added as a task to the supervision record which is checked and recorded by the supervisor as completed at the next supervision. (See also TLSWi Safeguarding Policy).

TLSWi Supervision Policy 2022

10 Record keeping

Both the supervisor and supervisee are responsible for making their own record of supervision, ensuring that TLSW session records are kept up to date in line with the TLSWi Supervision Record (Appendix D).

Any notes or reflective journal are an aid to the supervision process. They may summarise the reflections of the practitioner in exploring their response to their experience with a child/family, they should not identify the person worked with and do not constitute formal records.

11 Monitoring effectiveness

Annual Reviews are recommended to review the supervisory relationship and supervisee progress and development. An Annual Review of Supervision Form is included in Appendix E.

12 Concerns

Any concerns arising in relation to practice that cannot be resolved can be taken to the TLSWi committee by either supervisor or supervisee.

13 Process for monitoring compliance with this Procedure

Supervisees are required to complete an annual TLSWi Evidence of Supervision Form which is signed by their supervisor (Appendix F). Evidence of supervision in this form is a requirement of TLSWi Registration.

14 Endings – Importance for Supervisory Relationship

Endings are a vital part of supervision, allowing an opportunity to reflect or revisit the work that has taken place. Consideration can be given to reflecting on what worked well, how it feels to be ending and why it is ending, what have been the achievements and challenges for the supervisee, and any areas for future development. If the supervisee is moving to another supervisor a handover meeting could be held.

APPENDICES

- A. TLSWi Supervision Agreement
- B. Guide for Supervisors
- C. Supervision Checklist
- D. TLSWi Supervision Record
- E. Annual Review of Supervision Form
- F. TLSWi Confirmation Evidence of Supervision Record

Appendix A

Therapeutic Life Story Work Clinical Supervision Agreement

Between: Supervisor:
Supervisee:

PRINCIPLES (IN RELATION TO TLSW)

1. To ensure that the supervisee is clear about his/her roles and responsibilities
2. To ensure the supervisee is accountable for their practice
3. To assist in the supervisee's professional development
4. To be a source of support for the supervisee
5. To provide regular feedback to the supervisee on their performance
6. To enable the supervisee to perform to the standards specified in the TLSW role

Supervision will focus on: -

- case discussions, practice, policy, theory, and philosophies
- professional development, training, and education

Feedback should be concrete, constructive, and timely. Supervisor will discuss any practice or professional concerns with supervisee and report to the supervisee's manager if necessary.

Arrangements agreed for supervision

Frequency: Monthly formal supervision is required for up to four children/ young people.

Length: To be minimum of 1-hour, longer period can be offered if needed – if Group of more than 1 time will be according to group numbers.

Location: On-line or agreed venue.

Agenda: The agenda is led by the supervisee and will be agreed by all parties at the beginning of the session.

Supervision Records: Supervisee and Supervisor will be responsible for writing their own records of the supervision, and ensure they are kept in a confidential location. Supervisee will sign a copy of the supervisor's record to evidence the discussions have taken place.

When the supervisory relationship ceases, any supervision notes are to be archived in line with the policy and procedure of the agency/organisation providing such supervision.

Cancellation: There will be no cost incurred for cancellation/ rescheduling an agreed supervision date unless the supervisor receives less than 24 hours' notice in advance.

Accountability: Any concerns arising in relation to practice that cannot be resolved can be taken to the TLSWi Committee by either Supervisor or Supervisee.

Review: the supervisory relationship and supervisees development will be reviewed every 6 months and the supervisory agreement will be reviewed annually; these discussions will be included and recorded on the supervision record.

Signed by: - Supervisor

Supervisee

Date:

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Appendix B

Guide for Supervisors: an outline of things to consider in your first Supervision

Wellbeing check-in. Agree what wanting to cover today – priorities

Acknowledge that as your first supervision you feel it is important to spend some time on creating a **supervision agreement** and getting to know each other: same as in the TLSW process **the relationship** between supervisor and supervisee is an important aspect of the supervisory process, and time must be spent developing it. It's more than the written agreement – it's the **process of making the agreement** that is important (like the process of undertaking TLSW with a child is more important than the resulting book).

Create space to understand the **experience each brings** to the process and how this can be used positively in your work together.

State commitment to positive regard and promoting **anti-oppressive practice**: explore factors that might impact on your supervisory relationship: similarities and differences re culture, age, gender, different abilities, sexual orientation, training, skills, experience; acknowledge power but each bring experience and skills which are equally valid.

Support: acknowledge the **emotional impact of the work**, encourage supervisee to use supervision to explore this aspect of their practice as it is an important part of learning and development. For example, considering how this child/ parent makes you feel can give insight into family dynamics/ guide your work with the child and help child to understand their feelings. Consider the supervisee's **support network** outside formal supervision. Encourage supervisee to engage in **Peer Supervision**, having an identified peer they can de-brief with after a powerful session, let know when they are visiting a birth parent for safety etc. Encourage taking part in TLSWi Support & Study Hubs and Community Drop-in etc.

Explore the supervisees expectations and previous experiences of supervision. What has worked well and what has not worked well for them. **Good supervision will challenge the supervisee**, are they open for constructive challenge, prepared for discomfort that we can sometimes feel with change. Advise that it is okay to disagree, that you will be challenging their practice not the supervisee as a person, invite/ encourage supervisee to challenge you/ say what they feel too. Consider how you may resolve any issues arising.

Agree **confidentiality and communication pathways**: if employed supervisee's manager may be the person who has ultimate responsibility for their work. If independent, responsibility is with child's social worker but as supervisor, you are responsible for guiding the work and identifying any concerns. Clarify that as a supervisor you may reflect on your supervision and any issues arising for you in your own supervision but would not identify the supervisee unless agreed.

Agree that you will **review the supervisory relationship and supervisees development on an annual basis**, eg using the TLSWi Annual Review of Supervision Form. Informal checking in with each other can be done at any time. Agree what supervisee should do if they have any concerns about the supervision they are receiving: i.e., discuss together and with TLSWi if the issue cannot be resolved.

Discuss any identified agenda items such as casework, training, and development.

TLSWi Supervision Policy 2022

Clarify any agreements and make a time for your next supervision.

NB: You could make this an experiential/ modelling session for example if supervisee has little experience of direct work, for example:

Hands of Interests type of exercise on wallpaper to get to know one another/ create safety. You could perhaps use the drawing of each of your hands to explore past experiences of supervision with a think bubble about each of your expectations.

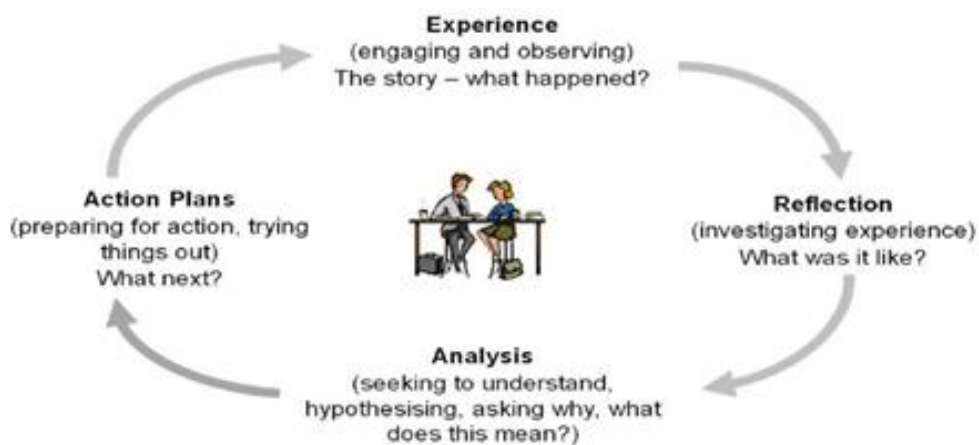
Spider or mind map/s could be used to explore:

- what supervisee is wanting/ expectations/ supervisors' expectations (*prepared, engaged, open for learning, willing to reflect on practice*).
- what does supervision mean to you?
- what you have found works well for you in supervision/ a supervisor
- any things that have not been helpful in your experience

Create a Working agreement on wallpaper - agree how will work together – constructive feedback, honesty etc

You could consider Morrison's (2006) 4 Functions of supervision and Supervision Cycle, identifying areas that relevant to you, (or any other theoretical models of supervision you find helpful):

Four stakeholders in supervision	Four functions of supervision	Four elements of the supervisory cycle
People who use services	Management	Experience
Staff	Support	Reflection
The organisation	Development	Analysis
Partner organisations	Mediation	Action planning



APPENDIX C

TLSWi Supervision Checklist

Contact details:

Name:	
Tel.	
Email	

Supervisee details:

Student <input type="checkbox"/>	Qualified practitioner <input type="checkbox"/>
Member of TLWi Yes <input type="checkbox"/> No <input type="checkbox"/>	Member of a hub Yes <input type="checkbox"/> No <input type="checkbox"/>
	Which?

Role	
Organisation name	
Setting/sector	
Freelance <input type="checkbox"/>	Employed <input type="checkbox"/>

Qualifications & experience:

TLSW qualification:	
Years of practice in TLWi:	
Other relevant qualifications or experience:	

Agreement:

Date supervision agreement started:	
Date annual reviews due:	

Contract/payment:

Payment agreement:	£ per hour
Payee:	Supervisee <input type="checkbox"/> Employer <input type="checkbox"/>
Payment schedule agreed, please state (e.g., per session, quarterly)	
If employer paying, date of contract:	
Annual review of contract due:	
Does the employer have any requirements, e.g., reporting?	

Schedule:

What are the preferred days/times for the supervisee to have supervision?

Have you discussed:

Ethical practice <input type="checkbox"/>	Anti-oppressive practice <input type="checkbox"/>
Safeguarding <input type="checkbox"/>	Concerns <input type="checkbox"/>
Recording <input type="checkbox"/>	Reporting <input type="checkbox"/>
Complaints <input type="checkbox"/>	Confidentiality <input type="checkbox"/>
Expectations and boundaries of supervision <input type="checkbox"/>	Supervisee is responsible for having an appropriate amount of supervision for their caseload, the complexity of their cases, and their own needs <input type="checkbox"/>
Supervisee is responsible for keeping their own supervision notes <input type="checkbox"/>	Supervisor is responsible for keeping brief supervision notes/supervision log that are kept as a record of supervision and will be agreed with the supervisee <input type="checkbox"/>

Items for regular review:

In the future the following should be in place, when standardized documents etc. have been agreed:

- Supervision Agreement between supervisor and supervisee
- A contract with the person/organisation paying for the supervision if different from the above
- A uniform template for recording the supervision sessions
- A system for reporting on students who are having supervision as is appropriate with the requirements of the course and the confidentiality of the supervision relationship
- A system for reporting to TLSWi about hours of supervision, etc. as is appropriate with the changing requirements of TLSWi to monitor practitioners and supervision
- Annual reviews of the agreement.
- Systems to report safeguarding concerns, e.g., reporting form and people to report to.
- Systems to report concerns about practice or a practitioner, e.g., reporting form and people to report to.

Appendix D
TLSWi Supervision Record

Name of Supervisee	
Date and Time of Supervision	
Method (in person/ on-line/ other)	

AGENDA	✓ DISCUSSED

Record of discussion: (Agree how to use the time today, consider themes from last supervision and any concerns, update on caseload, sessions, future session plans, managing project/ casework, wellbeing, impact of work, any other issues)

ANY AGREED ACTIONS:			
Tasks	By whom	Timescales	
SUPERVISEE COMMENTS (optional):			
WE AGREE THAT THIS IS AN ACCURATE RECORD OF THE MEETING:			
	Name	Signature	Date
Supervisee			
Supervisor			
Date supervision record sent to Supervisee:			
Comments (optional):			
Date of next Supervision:			

Appendix E

TLSWi CONFIRMATION/EVIDENCE OF SUPERVISION HOURS

This declaration must be completed and signed by the Supervisee and countersigned by the Clinical Supervisor.

A separate form must be used for each Supervisor

Supervisee's Name: _____
Supervisor's Name: _____

Supervisee's statement of supervision

Total TLSW Practice Hours _____ Total Supervision Hours _____

Signature: _____ Date: _____

Supervisor's confirmation of Supervision

I confirm that the above Supervisee attended supervision with me on the following dates:
(If group supervision, please state the number in group)

Date of Supervision	Length of session	Number in group	Hours to count

Signed by supervisor: _____ Date: _____

Appendix F

TLSWi Annual Review Form

TLSW Practitioner / Supervisee Annual Review

Please complete each section with full details and return to your Supervisor by this date: _____, this will help inform the review meeting.

The review meeting will commence on _____ and you will receive an email confirming the date, place / online and time of your individual review meeting.

Your Name: _____ **Date:** _____

TLSW Start Date: _____ **Supervision Start Date:** _____

Section 1

Supervisee: Please list and give details of what you think has been the successful elements of your TLSW during the past 12 months.

Section 2

Supervisee: Please list and give details of what you think has been the challenging elements of your TLSW during the past 12 months, listing what support was required and provided from your TLSW Supervisor and TLSWi.

Section 3

Supervisor: Please detail your perception of Supervisee (to include motivation, commitment, engagement in the process and presentation of work with child/family)

Section 4

Supervisor: Please provide sessions Supervisee attended including if they have complied with current TLSWi Supervision requirements and if there were cancellations and reasons provided.

Section 5

Supervisor: How is the relationship experienced by you?

Section 6

Supervisor: Please confirm if Supervisee has worked within TLSWi's Ethical Framework and comment on their professionalism in approach, confidentiality, maintenance of boundaries and dealing with ethical issues raised during their TSW with children/families.

Section 7

Supervisee: Please provide a full list of CPD opportunities that **you would like** to undertake in the next 12 months, complete with details of courses you have already booked a place on. Please also list any courses/training opportunities you would like to undertake but would like advice from your TLSW Supervisor or TLSWi about where to find such opportunities.

Section 8

Supervisee: Please give details of your CPD you have had during the past 12 months.

Section 9

Supervisee: Please give details of your experience with your TLSW Supervisor and TLSWi during the past 12 months.

Thank you.

Supervisee Signed: _____ Date: _____

Supervisor Signed: _____ Date: _____