

**Appendix 7**

**CAT Supervisor Training – Written Assignment**

**Contents**

This paper contains the five documents associated with the written work requirements for Supervisor training

Document 1 is an outline: Supervisor Training Written Assignment: Reflective case study.

This would be in the body of the handbook/website description for Supervisor Training.

After this outline there would be the following downloadable documents to provide more information:

Documents 2 and 3 would be appendices for apprentice supervisors

1. Guidelines for writing the assignment
2. Guidelines for marking – for apprentice supervisors

Documents 4 and 5 held by ACAT Administration/Vice Chair for Supervisor Training and markers

1. Guidelines for marking - for markers
2. Supervisor Training written assignment feedback form

**Document 1 Supervisor Training Written Assignment**

There is one piece of written work which is assessed as part of supervisor training. This assignment is a reflective case study/essay of 4000 words. The aim of the assignment is to demonstrate reflection on your developing skills as a supervisor through your description of your work with the individuals in your group. The assignment should be completed towards the end of the time you are running your own group. You cannot apply to be accredited until you have submitted this assignment and received a pass mark. The assignment requires confidentiality and anonymity, and the members of your group need to have given permission for material from the group to be used.

There are guidelines in the **Handbook Appendices,** both *writing guidelines* to help you think about how to structure your work and *marking guidelines* so that you are clear what you need to demonstrate in the assignment. You may wish to discuss your written work with your Senior Supervisor or ask them for comments on the draft. It is important to allow your Senior Supervisor enough time before the time you plan to submit it, to read the work and offer any constructive comments. If you want more support with this written assignment we can offer a list of ACAT members willing to help with this in a tutor role. Please contact the Vice Chair for Supervisor Training for contact details. You would need to fund this time.

When completed you would submit your assignment to the ACAT Administrator by email for allocation to the marker. Your assignment should have a cover sheet attached giving the following information:

1. Your name
2. What the piece of work is
3. The name of your Senior Supervisor
4. The word length - the word count allows for +/-10%
5. A declaration as below

By submitting this work:

*I confirm that all service user and supervisee names used in this work are pseudonyms and the identity of the services, service users and staff has been protected. I confirm that the work submitted is my own and that I have identified and acknowledged all the sources used as part of my submission.*

Marking is by a single marker and we use blind marking so your work will be anonymised by the ACAT Administrator once submitted. Care is taken to reduce the likelihood that the marker may recognise you, for example by using a marker from a different geographical location. You will be given written feedback. Markers follow marking guidelines to facilitate the decision-making process however, the guidelines are not applied rigidly.Markers do not for instance expect you to address every aspect of each category or count up how many are mentioned. Each element varies in its overall importance and contribution to the whole and judgements about this are left to each marker's discretion. Markers are asked to respect individuality in terms of personal style, preferred emphasis within CAT and use of creativity. Markers are asked to affirm strengths in their feedback as well as offering constructive criticism.

The marker will aim to mark the work within six weeks of receipt from the ACAT Administrator and comments will be sent to you, usually by email. You need a pass mark. In the case of failing to meet this, you may be asked to rewrite following the marker’s comments, or submit an additional piece of writing covering a specific area/topic. Any work that does not reach pass standard is second marked and moderated by the Vice Chair of Supervisor Training. In addition, representative samples of the assignments will be moderated by the Vice Chair to monitor standards.  You are entitled to ask for a re-mark in the event of disagreement with the feedback received or to formally appeal (ACAT appeals procedure).

**Document 2 Writing guidelines: Supervisor Training Written Assignment: Reflective case study**

In this assignment it is expected that you would be describing your journey through the supervisor training, reflecting on your learning as you go forward with your training. A case study is normally written about your learning and reflections of therapeutic work with a single client. This assignment is a combined case study/reflective essay which takes a focus on your learning and reflections on your training as a supervisor through working with your group. You may focus on the overall learning or choose a specific issue(s) or topic(s) to demonstrate your learning, for example:

* A specific issue or theme for an individual or the group and how you worked with that
* A specific focus or learning need/goal and how the group learning assisted with that
* A specific issue of relevance to your development as a supervisor during this experience

In this assignment particular attention needs to be placed on your reflections on how you managed the dynamics of the group, exploring ruptures and enactments. It is expected that although single incidents may be discussed or taken as a focus in the assignment, these need to be considered within a broader reflection on the group and the training experience as a whole. You need to convey an ‘eye for the group’ and if focusing on themes for individuals these need to be considered as themes for individuals within the group.

It is expected that there will be some theoretical context to your assignment in the form of theory to practice links, which is likely to include models of supervision in addition to CAT theory, for reflection and critical evaluation. You may also draw on the competency portfolio to reflect on the development of specific skills or comment on how you used the framework.

You would choose the title and the structure that best suits the area you have chosen to focus on but broadly speaking you would usually aim to:

* Address the central focus that you have chosen
* Analyse and explore the topic thoroughly
* Use practice examples to illustrate the points being made
* Refer to the literature related to the topic, conveying your understanding of this
* Appropriately reference any source materials
* Present your material clearly, coherently and concisely

In the assignment we are looking at your learning across three interrelated strands: *Theory, Practice* and *Reflection* – that you have learned from the CAT literature and the training elements, can describe and use the concepts in the supervisory role and the practice issues you describe from your own work, and that you can reflect upon and have a dialogue about what you did and what you learned. These three aspects of your work will all affect the way your work is marked. You need to show that you can bring them all together. **Appendix 11.3** describes this well in reference to clinical case studies but you may find this guidance also useful for this assignment

Finally, there are referencing guidelines in **Appendix 11.10** based on the Harvard method, however, other standard formats such as APA can be used if you are more familiar with that.

As outlined, you may wish to discuss your written work with your Senior Supervisor or ask them for comments on the draft. It is important to allow your Senior Supervisor enough time before the time you plan to submit it, to read the work and offer any constructive comments. If you want more support with this written assignment we can offer a list of ACAT members willing to help with this in a tutor role. Please contact the Vice Chair for Supervisor Training for contact details. You would need to fund this time.

**Document 3 ACAT CAT Supervisor Training Marking Guidelines for the Written Assignment: Reflective Essay**

The marker offers comments on the work according to the following criteria to determine if the work reaches a pass. A specific % mark is not assigned. Borderline/Refer or Fail would be assigned for work falling short. The former allows reworking and resubmission of the same piece of work but for a Fail a new piece would need to be submitted. More detail to assist the marker is provided in Document 4: Marking scheme

1. **Ability to Address the topic/select the focus of the assignment**

The extent to which this is clearly outlined, specifying your aims or intentions in the essay and your reason/choice of the area. It will consider the clarity of focus/themes in the introduction and reflected later in the discussion; that clinical/practice material selected is relevant to the issues/question; with reference to relevant texts; that it addresses the question and presents clear arguments.

1. **Understanding and effective use of the supervisory alliance/relationship**

The extent to which the assignment demonstrates an ability to establish and maintain and/or reflection on the supervisory alliance and relationship, including where relevant, establishing and maintaining boundaries and reflection on challenges to these; identifying and attending to ruptures; recognising and reflecting on process within the supervision group.

1. **Ability to link theory to practice**

The extent to which the assignment demonstrates an ability to integrate CAT theory into practice in the context of supervising others and identifies relevant issues for focus within the supervision group learning. This would usually be demonstrated through a relevant selection of illustrative practice material which is reflected upon and considered in the light of appropriate ideas or theory.

1. **Ability to work effectively as a supervisor within a CAT framework**

The extent to which the assignment demonstrates an ability to use the CAT model and/or revise appropriately and to work collaboratively within the group and the individual’s ZPD, to include: ability to use the CAT lens to understand and work effectively with the selected topic which may include an ability to reformulate any specific issues; draw on CAT concepts and tools; identify and reflect with the group on self-self and self-other RRPs; reflect and use the supervisory relationship as it pertains to identified RRPs in the group; draw upon creative methods and techniques outside CAT to facilitate ongoing exploration and group learning; demonstrate an appropriate use of self within the supervisory relationship;work with the time limited nature of CAT supervision

1. **Capacity to self-reflect, critically evaluate, consider issues of difference, power and exclusion and express personal views**

The extent to which the assignment demonstrates an ability to reflect on the case as a whole and to critically appraise and analyse the work, identifying strengths, limitations and (with hindsight) potential revisions; an ability to risk expressing personal viewpoints, supported by arguments/evidence; a critical discussion of relevant social, cultural, political, ethical and professional issues. This section should demonstrate learning from the work and use of supervision.

1. **Academic structure, clarity and coherence of presentation**

The extent to which the work demonstrates a logical structure, is clearly presented with an appropriate and professional use of language. Confidentiality and anonymity is carefully protected. Good use of referencing and a clear bibliography (if used).The extent to which the assignment answers the question and that the content is relevant to the aims and the conclusions are clearly argued

1. **General comments**

This section may include comments on originality of material, use of creativity and a general appraisal of the work as a whole. Any recommendations for areas of improvement and further development.

**Document 4 Guidelines for Markers Marking Scheme: Written Assignment: Reflective Essay**

After reading the submitted work the marker would provide comments/feedback in each of the areas (as outlined in the scheme overleaf).

The marker would then assign a category (ranging from pass through to fail) for each of the 5 areas. Based on this an overall category will be given to the work. An outright fail means that there is no resubmission of this same piece of work.

**Use of marking schemes/guidelines**

* These marking guidelines are offered to facilitate the markers decision- making process.

**They should not be applied rigidly**

Do not for instance expect the author to address every aspect of each category or count up how many are mentioned.

* Each element varies in its overall importance and contribution to the whole and judgements about this are left to the markers discretion.
* Markers are asked to respect the individuality of each author’s contribution in terms of their personal style, preferred emphasis within CAT and use of creativity.
* Markers are asked to affirm the author’s strengths in their feedback as well as offering constructive criticism.

**Marking Scheme: Written Assignment: Reflective Essay**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Grade** | **Ability to address the topic/select the focus of the assignment** | **Understanding and effective use of the supervisory alliance/**  **relationship** | **Theory and practice integration** | **Ability to work effectively as a supervisor within a CAT framework** | **Capacity to self-reflect, critically evaluate, consider issues of difference, power and exclusion and express personal views** | **Academic structure, clarity and coherence** |
| Pass  Satisfactory | Clear introduction, identifying aim, focus, and themes under discussion  Material selected is appropriate and reflects principle issues explored  Essay question addressed and arguments clearly identified | Evidence of understanding of and ability to establish and maintain and /or reflect on the supervisory alliance and relationship with individuals and the group, including where relevant:  Establishing and maintaining boundaries and reflection on challenges to these; Identifying and sensitive and proactive attending to actual/potential threats to or ruptures in supervision group; Recognising and reflecting on process within the supervision group, for example, at ease re personal RRs/limitations, open and reflective use of counter transference responses using the CAT tools  Sound understanding with evidence of reading and adequate supporting evidence for the practice examples cited | Evidence of ability to integrate theoretical understanding with supervisory and clinical practice via:  Appropriate and relevant use of illustrative material  Evidence of use of self or personal experience integrated into account  Evidence of creativity or innovation in the synthesis of theory/practice | Evidence of understanding of and ability to use the CAT model flexibly and appropriately and to work collaboratively within the group sensitively adjusted to supervisee’s strengths/ZPD to include:  Ability to use the CAT lens to understand and work effectively with the selected topic which may include an ability to reformulate any specific issues;  Draw on CAT concepts and tools; Identify and reflect with the group on self-self and self-other RRPs;  Reflect and use the supervisory relationship as it pertains to identified RRPs in the group; Draw upon creative methods and techniques outside CAT to facilitate ongoing exploration and group learning; Demonstrate an appropriate use of self within the supervisory relationship;  Work with the time limited nature of CAT supervision; Awareness of parallel process within the group and demonstrate an ability to use this  Awareness of ethics and boundaries of working as a supervisor – evidence of discussion with supervisees, and appropriate action taken where necessary | Evidence of a mature and independent stance and reflective capacity  Ability to risk expressing personal viewpoint supported by arguments/ evidence  Evidence of a highly developed reflective capacity as a supervisor, aware of own strengths and limitations  Ability to demonstrate appropriate use of self within the supervisory relationship  Ability to reflect on the group as a whole  Evidence of ability to critically appraise and analyse the work presented, identifying strengths, limitations and (with hindsight) potential revisions  Ability to demonstrate learning from work and to use own supervision  Critical discussion of relevant cultural, ethical, and professional issues  Appropriate reflection on principles of diversity and inclusion | Logical structure, reader able to find their way through material with ease  Good presentation, linguistically and in terms of layout  Clearly presented and argued and related to question/  objectives throughout  Confidentiality and anonymity carefully protected  Consistent, good use of referencing. Clear bibliography |
| Refer  Unsatisfactory but areas for improvement can be seen | Introduction to work less clear or not fully reflecting themes under discussion in rest of work  Reasons for material selected not obvious and/or significant sources omitted  Essay question partially addressed but important area overlooked | Need to demonstrate broader understanding of the subject with better supporting evidence for views and actions, for example:  Restricted ability to establish and maintain an alliance/ relationship with group members; Supervisory boundaries neglected, or enactments not attended to or reflected upon; Limited ability to anticipate/identify/attend to ruptures  Restricted ability to recognise, describe and reflect upon counter transference reactions and parallel process; limited awareness of impingement of personal RRs evoked in the work  Limited ability to relate reading to theme or to identify underlying issues | Need to demonstrate better ability to link theory to practice as coherent whole  Selection of material not illustrative, but confuses and detracts from understanding  Limited evidence of use of self/personal experience | Need to demonstrate better ability to use the CAT model and work collaboratively with the group and within the ZPD of the individuals  Limited ability to reflect on own role and impact in the group regarding the selected focus | Capacity to reflect and interpret present, but underemphasised or not fully related to aim  Tendency to describe rather than analyse/ evaluate or lack of clarity of analysis  Limited ability to demonstrate use of self in supervisory relationship  Little reference to use of supervision  Limited evidence of expression of own views, or inadequate supporting arguments  Limited evidence of learning from the work conducted  Inadequate attention to relevant cultural, ethical, and professional issues  Inappropriate or inadequate reflection  of issues of diversity and inclusion | Structure less clear or obvious  Lower standard of written presentation  Less clearly argued and fluid presentation, less consistent relevance to question  Questions regarding adequacy of confidentiality/ anonymity  Inconsistent use of referencing; unclear bibliography |
| Fail | Introduction absent, or irrelevant to themes under discussion  Material selected muddled and irrelevant to issues  Essay question not addressed | Inadequate or narrow understanding of the focus and themes selected, limited or impaired reflection and inadequate reading or material selected in reference to the theme, for example:  Little awareness of or ability to establish/maintain a supervisory alliance and relationship;  Evidence of unprofessional or unethical methods of working, boundaries unclear or not maintained; Ruptures/enactments not identified or addressed;  Counter-transference/parallel process reactions not recognised;  Lack of awareness of impingement of personal RRs evoked in the work  Little evidence of relating reading to theme or awareness of underlying issues | Integration of theoretical understanding into practice inadequate or barely evident  Illustrative material inadequate, absent or irrelevant  No evidence of use of self or personal experience, or unrelated to content  Absence of creativity or originality in the synthesis of theory/practice | Inadequate or narrow understanding of the application of the CAT model and ability to use it to address the issues at hand  Limited or impaired reflection and lack of evidence that the supervisor can work effectively | Little evidence of ability to reflect on or interpret material or unrelated to objectives of the work  Inability to critically appraise the work  Personal views not expressed or asserted without any supporting arguments/  evidence  No evidence of learning from the work  Unable to demonstrate use of self within the supervisory relationship  No reference to use of supervision  No attention to cultural, ethical, or professional issues or potential for exclusion/ discrimination | Lacks sufficient structure or clarity  Inadequate presentation  Confusing or disconnected presentation of arguments, does not address question, or work significantly incomplete  Breach of confidentiality/ anonymity  Poor use of referencing and absent or unclear bibliography |

**General comments**

This section may include comments on originality of material, use of creativity and/or a general appraisal of the work as a whole. Identify signs of/opportunities for development and make recommendations for improvement.

**Document 5 ACAT CAT Supervisor Training Feedback form**

**ACAT CAT Supervisor Training**

**Written Assignment Evaluation and Feedback**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Trainee Supervisor ID | Year of start | Senior Supervisor | Date received by ACAT | Date received by marker |
|  |  | *Blank until marking complete* |  |  |

*Markers please see the marking scheme for guidance and assign a score Pass Borderline Fail to each category and an overall category.*

1. **Ability to Address the topic/select focus of the assignment**

*Clarity of focus/themes in introduction and reflected later in discussion; material selected relevant to issues/question; with reference to key authorities; addresses question; presents clear arguments*

1. **Understanding and effective use of the supervisory alliance/relationship**

*Sound and comprehensive understanding of the alliance; skilful reflective work; identifies and describes underlying issues*

1. **Ability to link theory to practice**

*Ability to integrate CAT theory into practice; appropriate and relevant selection of issues for focus; reflected upon, considered in light of ideas or theory*

1. **Ability to work effectively as a supervisor within a CAT framework**

*Ability to use CAT model and to work collaboratively within the group and the individual’s ZPD; use of CAT lens to understand and work effectively*

1. **Capacity to self-reflect, critically evaluate, consider issues of difference, power and exclusion and express personal views**

*Analyses, evaluates, criticises and reflects on theories, ideas rather than just describing them; risks, supports and reflects on own personal viewpoints rather than just stating them, showing some awareness of underlying beliefs; describes and evaluates conclusions and own learnin*g

1. **Academic structure, clarity, and coherence of presentation**

*Logical structure and organisation, accurate and identifiable references*

1. **General comments**

*Originality of material, use of creativity, appraisal of the work as a whole, recommendations for improvement and further development*

**Evaluation** (Pass, Borderline, Fail)

***Marker’s signature Date returned***

*NB. Digital/electronic signatures are accepted*