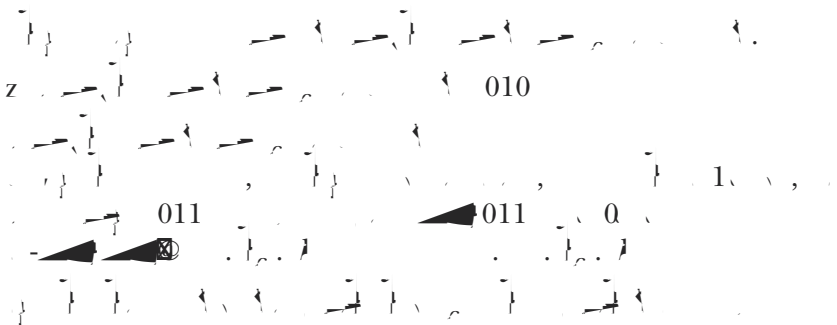
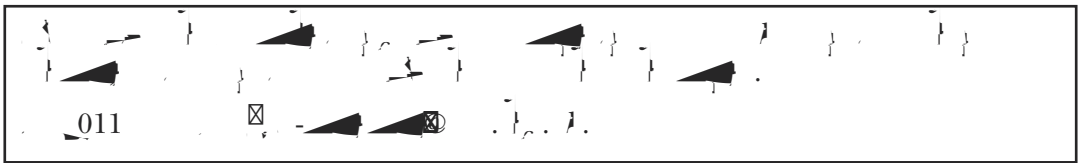


Biological
Society



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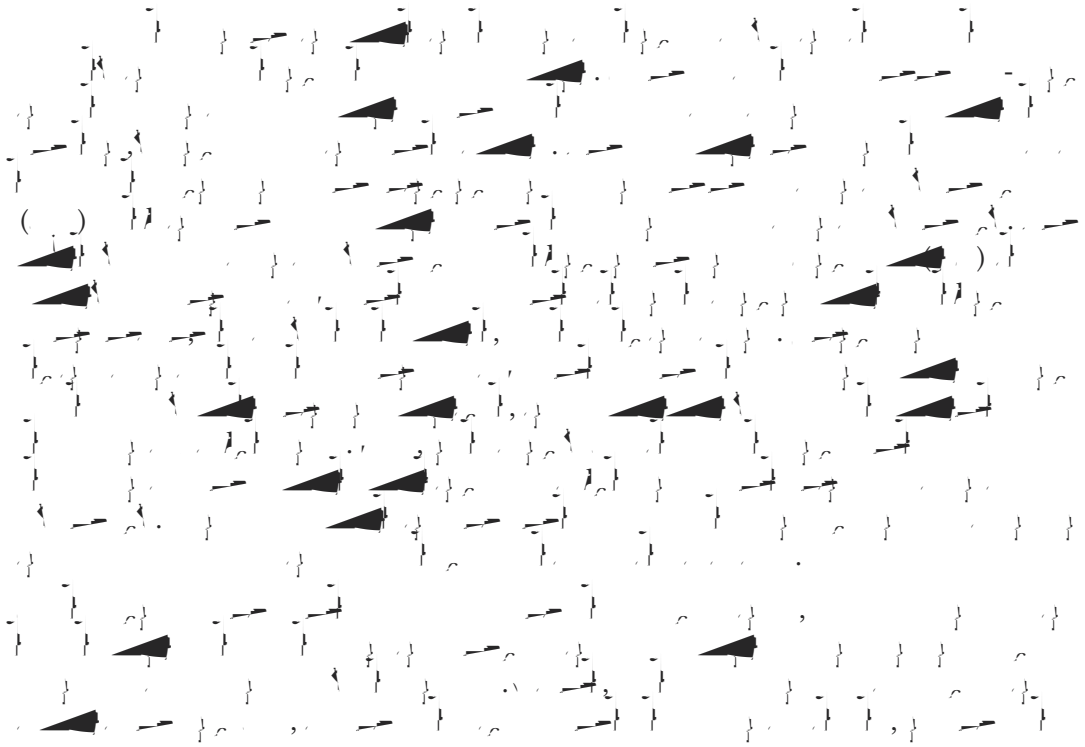
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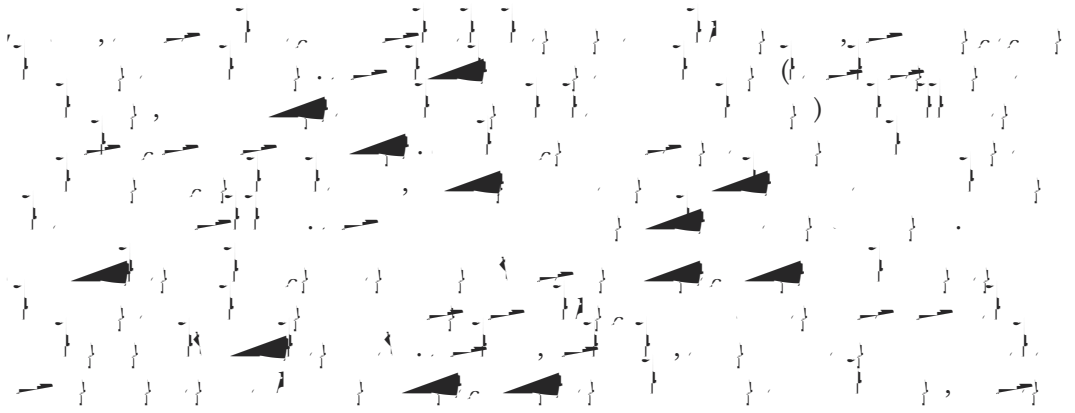
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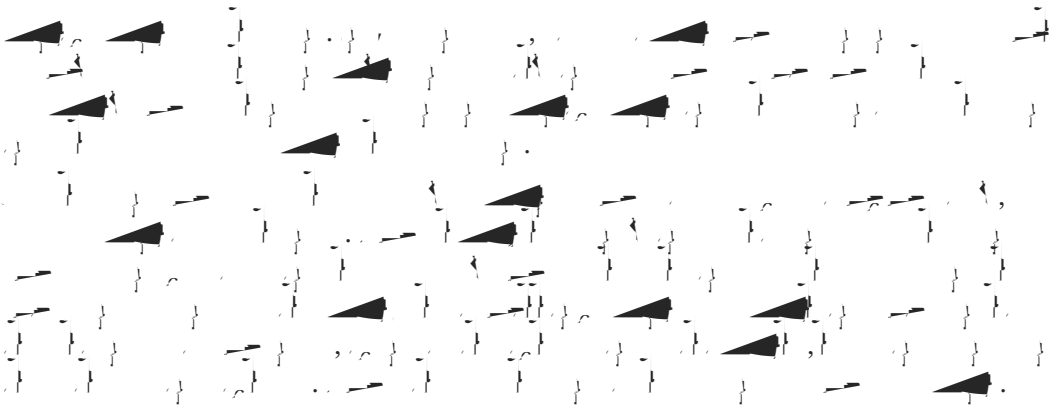
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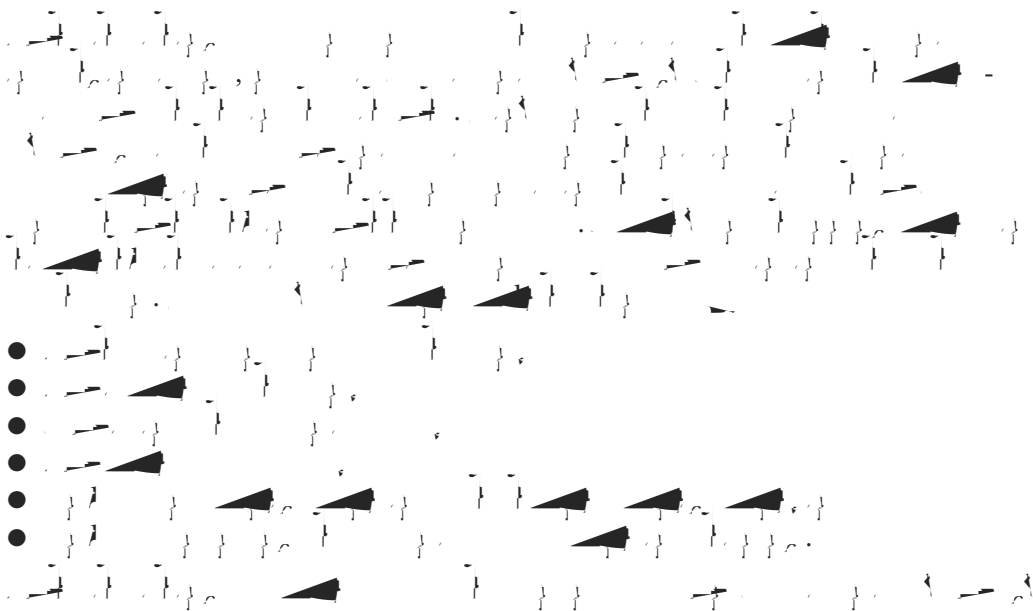
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1. Introduction





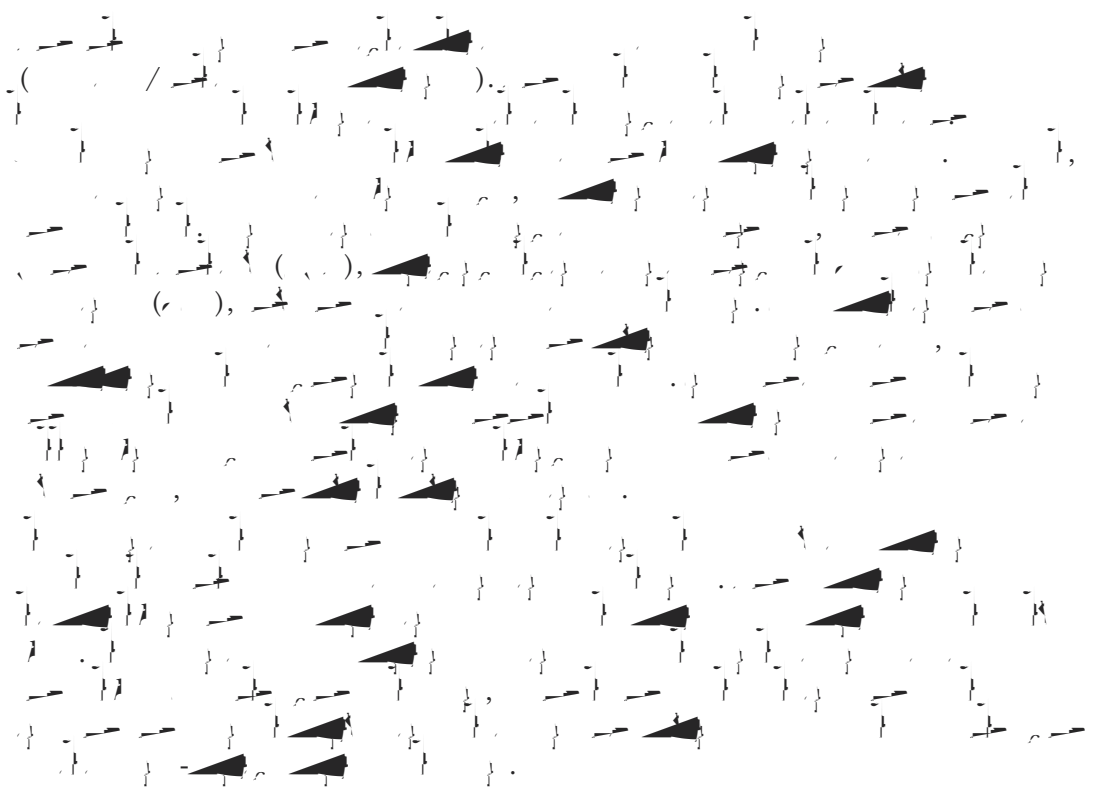




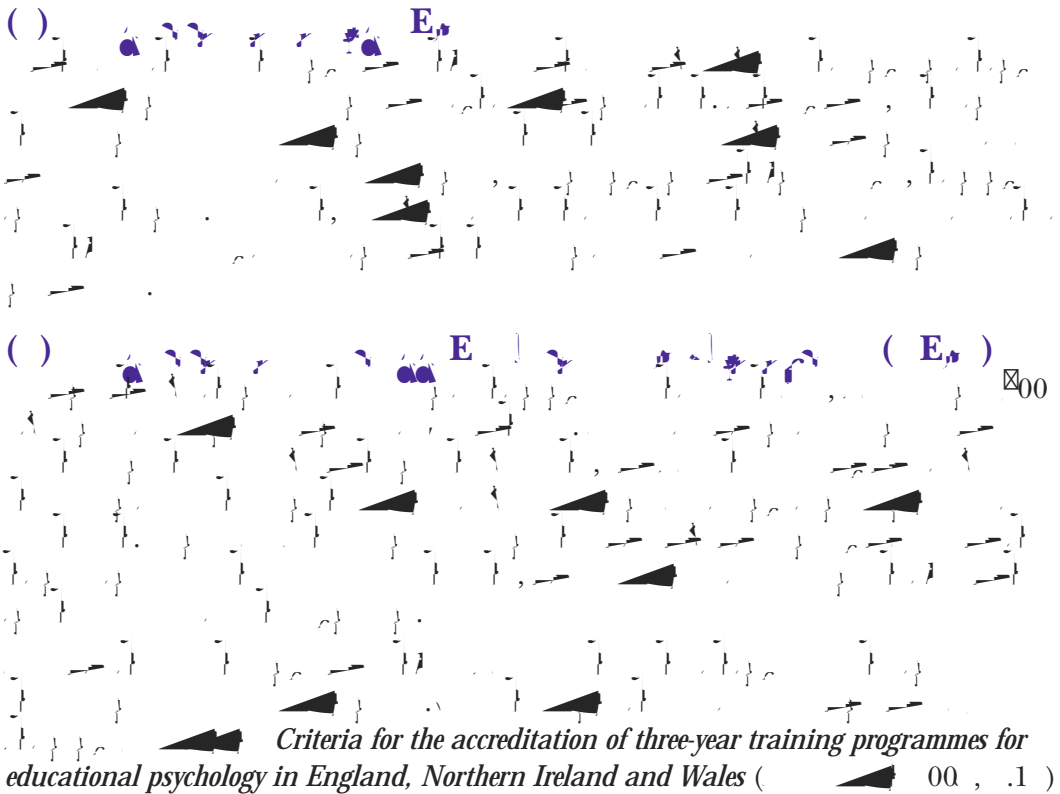
Professional supervision is a process that involves the ongoing monitoring and evaluation of a professional's performance and conduct. This process is essential for ensuring the quality of professional services and protecting the public interest. Supervision should be conducted in a fair, equitable, and transparent manner, and should be based on clear standards and criteria. The supervisor should provide ongoing support and guidance to the supervisee, and should be available to address any concerns or issues that arise. Supervision should also be a two-way process, with the supervisee providing feedback to the supervisor and participating in the development of their own professional development plan. The ultimate goal of supervision is to ensure that the professional is competent, ethical, and committed to the highest standards of practice.

Professional Supervision: Guidelines for Practice for Educational Psychologists

Professional supervision is a process that involves the ongoing monitoring and evaluation of a professional's performance and conduct. This process is essential for ensuring the quality of professional services and protecting the public interest. Supervision should be conducted in a fair, equitable, and transparent manner, and should be based on clear standards and criteria. The supervisor should provide ongoing support and guidance to the supervisee, and should be available to address any concerns or issues that arise. Supervision should also be a two-way process, with the supervisee providing feedback to the supervisor and participating in the development of their own professional development plan. The ultimate goal of supervision is to ensure that the professional is competent, ethical, and committed to the highest standards of practice.



5. Supervision provided by Educational Psychologists



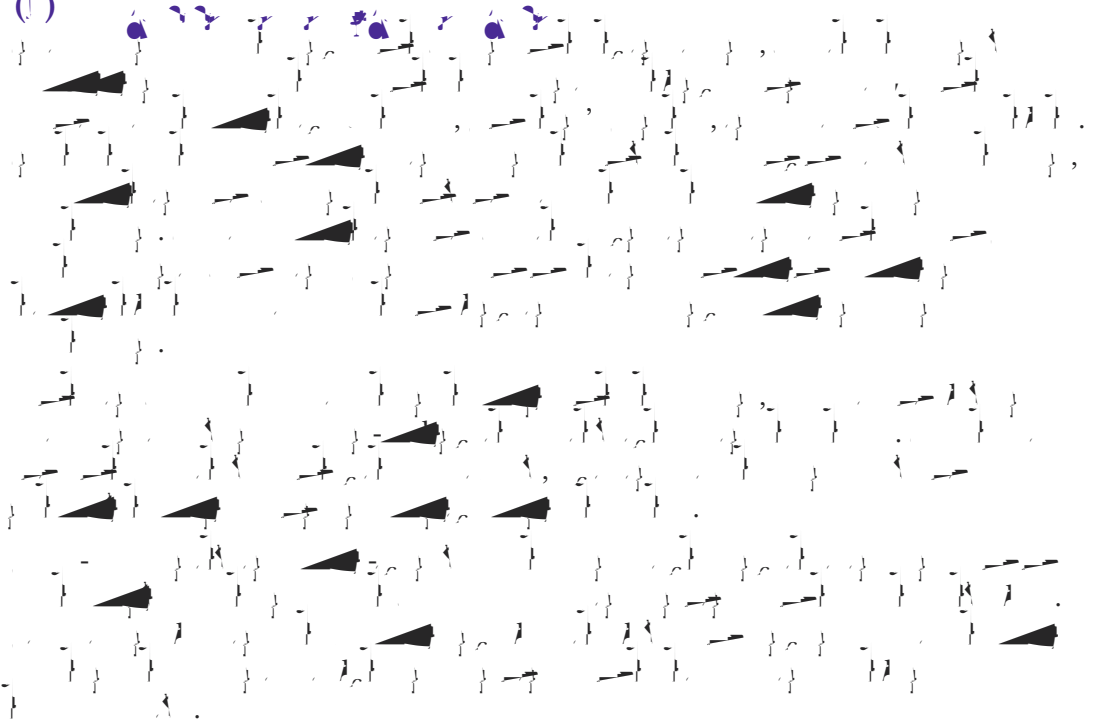
10.8 Clear written guidelines for supervision should be made available to supervisors. Regular workshops on skills in supervision and other teaching events for supervisors should be organised by the programme to enable a high standard of supervision. Supervisors should attend supervisors' meetings and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

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

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

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

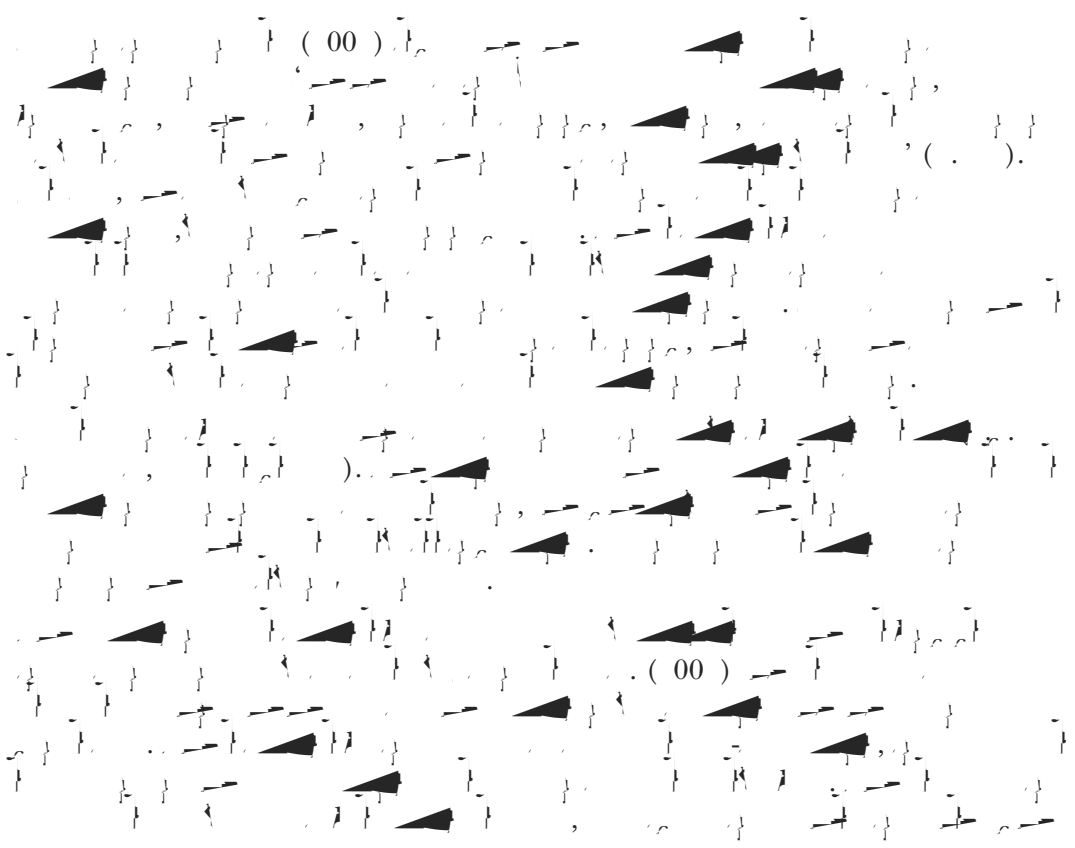
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Appendix 1: Supervision Competencies Framework

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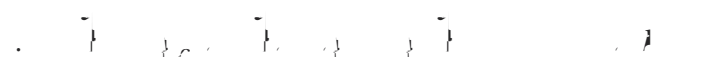



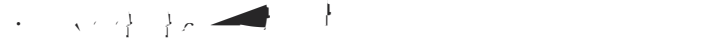

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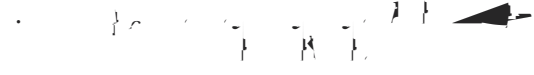

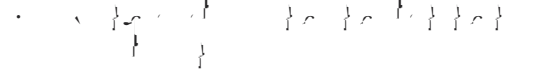

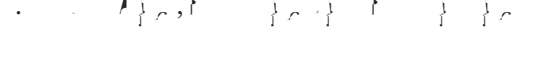


Training need identified?
Competent
Yes

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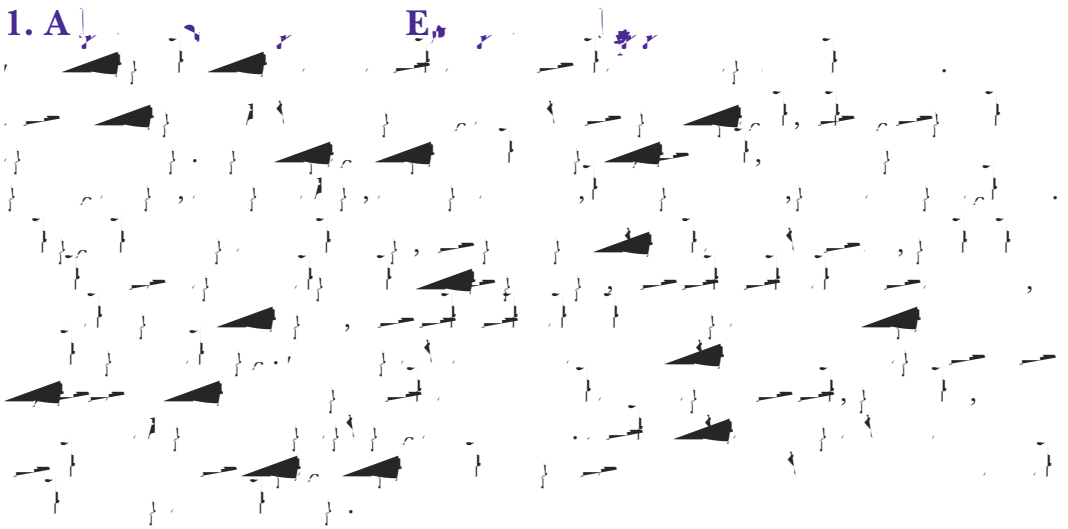
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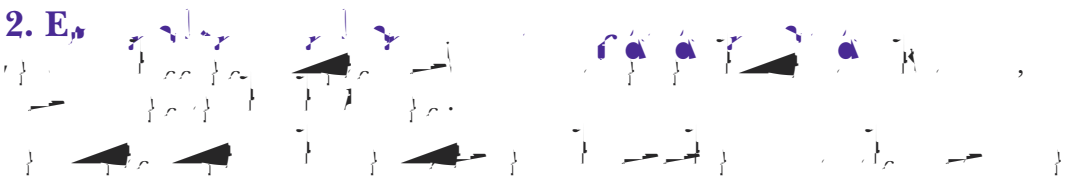
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Appendix 2: Glossary

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B	Contractual relationship
C	Contractual relationship
C	Contractual relationship
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Appendix 6: Documents considered by the Working Group

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11. [Redacted] ()

Appendix 7: Useful sources and references

(00). *Providing Effective Supervision*.

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

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

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

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

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

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

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

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

, . . (000). *Group supervision*.

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

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

