

Supervising Pack for KCL EMHP Trainees

**THANK YOU** for supervising our brilliant trainees. We are hugely grateful for your time and support.

Here is your **SUPERVISING pack**.

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## Key tasks and Dates for Supervisors of KCL EMHP Trainees 2025

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| Term 1Winter hat outlineTrainees at site 2 days per week |
|  | **Key dates** | **Key tasks at Site** | **Status** | **Assignments** |
| January 2025 | Course starts 20.01.25 | Site welcomes/ inductions  | ongoing |  |
|  |  | Read trainee handbook for core dates/ information | Choose an item. |  |
|  |  | Agree study days | Choose an item. |  |
|  |  | Identifying link schools (primary and secondary) | Choose an item. |  |
|  |  | Equipment (laptops etc); consent to record in place | Choose an item. |  |
|  |  | Shadowing opportunities (Workshops/ Groups) | Choose an item. |  |
| February | **Joint Day 7th Feb- ONLINE**- supervisors to attend to support planning for the training year | Learning and practicing skills in supervision  | Choose an item. | **Formatives** for service-related problems assignment: Trainees will need to have ideas ready |
| March  |  | Planning for groups (identifying schools and topics) | Choose an item. | **Deadline** for service-related problems assignment |
|  |  |  |  | **Formative** for Audit of mental health needs in a school setting. Trainees will need to have prepared an audit idea in a particular school  |
| SPRING BREAK |

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| Term 2Bunny face outlineTrainees at site 3 days a week |
|  | **Key dates** | **Key tasks at Site** | **Status** | **Assignments** |
| April | Course portfolio Checks this month | Build a caseload (4-6 individual cases at a time | Choose an item. |  |
|  |  | Agree study days | Choose an item. |  |
|  |  | Have regular videos for supervision and clinical skills groups | Choose an item. |  |
|  |  | Increasing presence/ independence in schools | Choose an item. |  |
|  |  | Running workshops | Choose an item. |  |
|  |  | Preparing for groups/ running groups | Choose an item. |  |
|  |  | Identifying suitable cases for assignments | Choose an item. |  |
| May | Site Link Meetings | Any competency or professional concerns agree with trainee to raise with KCL | Choose an item. | **Deadline** for Audit assignment |
| June |  |  |  | **Formative** for psychoeducation workshop assignment: Trainees will need to have delivered a workshop. |
| July | Portfolio check  |  |  | **Deadline** for psychoeducation workshop |
|  |  |  |  | **Formatives** for whole session video of assessment: Trainees will need to have a whole assessment session video |
| Sunset scene with solid fillSUMMER BREAK |
| August |  | Plan for summer break- safeguarding arrangements/ supervision arrangements/ schools arrangements | Choose an item. | **Deadline** for Whole session video of assessment |

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| Term 3Pumpkin outline Trainees on site 4 days per week |
|  | **Key dates** | **Key tasks at Site** | **Status** | **Assignments** |
| September | Portfolio Checks | Caseload of 6-8 cases at a time | Choose an item. |  |
|  |  | Agree study days | Choose an item. |  |
|  |  | Regular showing of video in supervision and KCL skills groups | Choose an item. |  |
|  | Site visits if needed | Consolidating portfolio (Range of presentations; minimum 8 completed cases) | Choose an item. |  |
| October |  | Group completed | Choose an item. | **Formatives** for whole session video of intervention: Trainees will need to have a video of their intervention (e.g. BA, exposure, problem solving) |
|  |  | Clinical Log (at least 30 case contacts) | Choose an item. | **Deadline** for whole session video for intervention |
|  |  |  |  | **Formatives**: Intervention case report: Trainees will need to write up a completed case |
| November |  |  |  | **Deadline**: Intervention case report |
| December |  |  |  | **Deadline:** Case report of Group Intervention: Trainees will need to have led a group |
|  |  |  |  | **Deadline:** Portfolio signed off by supervisor: Trainees need at least 8 completed cases across range of interventions; groups and workshops completed; 30 contacts |

## Course contacts

If you are unsure who to contact, please email the Programme team at KCL (CYP-MH@kcl.ac.uk) who will be able to forward your enquiry to the appropriate member of the team.

For queries about your own course (i.e., Supervision or SWP, please refer to your course leads or practice tutors).

**For any queries or concerns about trainee EMHPs, the EMHP course leads are Susanne Gosney and Caroline Bengo, and your site link is Anna Redfern**. Please do reach out so that we can work together to support the trainees this year and offer help and guidance to you where needed.

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| **Jennifer Tharme** | CYP-MH New Workforces Coordinator   | jennifer.tharme@kcl.ac.uk  |
| **Susanne Gosney and Caroline Bengo** | Course Leads EMHP | Susanne.Gosney@kcl.ac.uk Caroline.Bengo@kcl.ac.uk |
| **Anna Redfern** | Course Tutor, CYP-PT Supervisor’s & EMHP Course Site Link for EMHP | anna.redfern@kcl.ac.uk   |
| **Hannah Farrell** | Senior Business Support Officer (Education Finances) | hannah.3.farrell@kcl.ac.uk |
| **James Vasko** | CYP-PT programme office (EMHP) | james.vasko@kcl.ac.uk  |
| **Isabelle Caillol** | CYP-PT Programmes Manager    | isabelle.caillol@kcl.ac.uk  |
| **Dr Jessica Richardson** | CYP-MH Programmes Director – Supervision Lead     | jessica.richardson@kcl.ac.uk   |
| **Dr Carolyn Edwards** | Module Lead for CYP-MH Senior Wellbeing Practitioner Course  | Carolyn.edwards@kcl.ac.uk |
| **Dr Susanna Payne** | CYP-MH Programmes Director  | Susanna.Payne@kcl.ac.uk |
| **Michael Annan** | Module Lead for CYP-MH Supervisor’s Course  | michael.annan@kcl.ac.uk   |

## Professional Expectations:

* These are outlined in the Handbooks but as a short reminder, the trainees are employed by sites and paid to attend university.
* University hours are set for 10-4pm to accommodate for commuting times to support accessibility.
* Trainees are expected to attend university punctually and copy their supervisors into correspondence about absence.
* We will copy you into any correspondence re absences if student has not done so.
* As a course, we will let you know if attendance and punctuality become problematic
* Trainees will be encouraged to be proactive about their training needs but they will need the support of supervisors to fulfil these.

## Resources for trainees including the treatment manuals

[kings-cyp.com](https://www.kings-cyp.com/)

[Education Mental Health Practitioner — PUBLIC CORE CONTENT for the EMHP Programme (annafreud.org)](https://manuals.annafreud.org/emhp/index.html)

## Wiki resources for supervisors

[— A place for thinking (annafreud.org)](https://manuals.annafreud.org/supervision-cyp/)

This is structured across practical supervision tasks, clinical supervision skills and supervising in the service context. This should orientate you to the main features of supervision for CYP-MH low intensity courses.

**Course Handbooks** for Supervision /SWP if you are enrolled on these KCL courses.

## Accreditation of supervisors and trainees:

For information about supervisor requirements, please see here:

* [EMHP Supervisor's Reports (babcp.com)](https://eur03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fbabcp.com%2FEMHP-Registration%2FSupervisors-Reports&data=05%7C02%7Canna.redfern%40kcl.ac.uk%7Cc2e89130d6c34db5c41508dca70548d3%7C8370cf1416f34c16b83c724071654356%7C0%7C0%7C638568888339523022%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C0%7C%7C%7C&sdata=MBucEpLEKVJyaPF0EDGpcVcjdOta5zlZKNlKQR1nLvI%3D&reserved=0)

For EMHP Accreditation (BABCP or BPS):

* [EMHP Registration](https://babcp.com/EMHP-Registration)
* [Wider Psychological Workforce Registration | BPS](https://www.bps.org.uk/wider-psychological-workforce)

## Supervisor Roles, Responsibilities and Activities

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| Supervisor Roles, Responsibilities & Activities |
| 1. Protected learning time
 | * On the weeks that the trainees attend a teaching day, it is recommended that they are given **half a day** of ‘protected learning time’ which can be on-site or off-site at the service’s discretion.
* On non-teaching weeks, it is recommended that EMHPs are allocated **one day** of protected learning time, which would allow time for a variety of tasks:
* Working on assignments
* Preparing for case work
* Attending bespoke training delivered by supervisor or organisation
* Additional supervision if appropriate

**It is for services to decide whether they wish EMHPs to undertake this study time onsite.** |
| 1. Supervisor’s Timetable
 | If you’re on the Supervisor’s Course, review the timetable and put the dates into your diary (including face-to-face and online sessions) |
| 1. Assignments
 | * Make a note of your trainees’ assignment deadlines (and your own if you are on the supervisor’s course) to allow you sufficient time to plan and prepare.
* Your trainee will be required to complete assignments throughout the year and may ask for support during this time. In some cases, assignments will be service-related and so we encourage supervisors to engage and support their trainee where possible.
* As most of the trainees’ assignments are casework related, without suitable cases trainees have to request extensions to deadlines. This causes a great deal of distress for trainees and can also skew their workload throughout the year. These requests will also require supervisors to provide compelling evidence why the trainee has not got sufficient cases and detail the plan of how this will be resolved for future assignments, so please do bear this in mind early on.
 |
| 1. Trainee Portfolio
 | See Trainee Handbook |
| 1. Attendance
 | EMHP trainees & supervisors are expected to attend all University days timetabled. If they are absent, they are asked to let their site manager (employer) as well as the University know. |
| 1. Support
 | Be clear about the support available to you and your trainee from Course Staff. This could be support from the Supervisor’s Course, or the trainees Course such as:Personal TutorialsAcademic TutorialsOnline Academic SupportClinical SkillsPractice Tutor Groups  |
| 1. Set up
 | There is a EMHP ‘memorandum of understanding’ (MOU) which clearly sets out the expectations for Commissioners, Service Managers, Service Development Leads (SDL), Supervisors, and EMHPs. Organise the trainee role in your site, think about the implications of supervising a trainee for you. Discuss this with your manager highlighting your needs as a supervisor. It’s also helpful to discuss with your team about the arrival of your trainee. |
| 1. Induction
 | Plan an induction to people, places, procedures and policies. Some of this may be the responsibility of the trainee’s Line Manager, however in some cases the Supervisor is also the Line Manager. |
| 1. Observations & Video Recording
 | Videoing sessions is a core requirement for trainees this year. They are expected to submit video for assignments, tutor groups and we encourage you to be watching video clips in supervision at site. * Discuss plans for your trainee shadowing/ observing you, schedule this into your diaries and begin this as early as possible.
* Trainees are required to record their sessions to bring to Practice Tutor Groups (PTG) and submit as part of their assignments. There is also an expectation for them to bring the recordings to supervision for you to review.
* Discuss with trainees how they will record their sessions and bring to supervision. Normalise that this might be anxiety-provoking! Assure your trainee that your primary aim will be to support them to develop their clinical skills. Support your trainee in how to gain consent from CYP and think about confidentiality.

If you’re on the Supervisor’s Course, you will also be required to bring recordings of supervision to PTGs and submit these as an assignment.**Please see the appendices for specific guidance which you have been emailed with this document.**  |
| 1. Video Sharing
 | Services will have their own expectations regarding video recording of sessions and a record keeping system will need to be agreed at the start of setting up supervision (i.e., who records what and where, who will see them, where will they be stored and for how long) in line with your local service policy.\***We strongly recommend that you record supervision on your KCL Microsoft Teams Account to ease transfer of material when submitting assignments.** |
| 1. Structure and Requirements
 | * Agree to a regular supervision time, frequency, duration, format (e.g., individual and/or group), location, how to manage missed or interrupted sessions etc.
* You can also share the typical structure and format of supervision such as collaborative agenda-setting, reflect on issues from previous session, case discussion, agreed actions etc.

If you’re on the Supervisor’s Course, the requirement is to provide a *minimum* of 1 hour supervision per week per trainee. However please note that your trainee’s course will require trainees to receive more supervision than this. Please check what the minimum requirement of supervision hours are for your trainee per week to ensure you meet this. |
| 1. Record-keeping
 | * Spend time demonstrating to your trainee how client records are kept in your service, for example, how client notes are written after sessions and where stored. This is a service responsibility as it is specific to your site and so it’s important trainees are taught this early on.

Also discuss how records are kept and by whom in relation to supervision records.  |
| 1. Supervisor’s role
 | * Day to day supervision and line management of EMHPs within their services.
* Having a clinical overview of EMHPs work.
* Commitment to a specified number of days to the EMHPs program and will receive funding in line with this.
* Creating job plans for EMHPs
* Co-creating supervision contract with EMHPs
* Supporting EMHPs in case selection to support case assignments, including regular reviewing of video material.
* Helping to develop EMHP’s skills.
* Attending the CYP-MH PG Certificate in Supervision course (where previously agreed).
* Attending the KCL shared teaching days with supervisors and trainees

Ensuring the professional development of trainee EMHPs within your service. |
| 1. Course Requirements (Appendix 1, 2 & 4)
 | * It’s important to regularly review your trainee’s case requirements and how this is progressing. Be sure to monitor this so you can support your trainee to meet the course requirement for number of appropriate completed cases and other course requirements.
* Whilst the number of cases the students may require for assignments may seem low there is no guarantee all clients will attend regularly enough or give consent for written work or video recording. There should be a readily accessible pathway for on-going referrals that the student can access. Their caseload should be manageable within the time on placement whilst allowing sufficient time for teaching and reflective practice and self-directed study.
 |
| 1. Course Information
 | * Supervisor’s Course Handbook
* Trainee’s Course Handbook
* KCL Supervision Competency Rating
* Trainee’s Competency Framework
 |
| 1. Supervisor expectations
 | * Supervisors are expected to offer EMHPs support to develop their skills in clinical assessment and guided self-help interventions. Supervision will also include case management according to the organisation’s clinical governance arrangements. This will include supporting the EMHP to gain the expected case load necessary for their portfolio to complete their training year (30 cases to include a minimum of 8 completed individual GSH cases across the range of interventions – see Appendix 2 for full details).
* It is expected that EMHPs will be offered a **minimum of 1 hour of individual supervision each week**. Group supervision is also appropriate but will require sessions of a longer duration to be effective. Over the course of the year supervisors will need to confirm that trainees have received a **minimum of 40 hours of individual supervision** and **a minimum of 80 hours clinical practice during their training year** (see later section on trainee portfolio).
* The BPS suggests ‘good’ practice regarding recording supervision includes supervisors:
* keeping copies of all supervisory contracts and updates to the contract\*
* the date and duration of each supervision session

a supervision logbook of notes on supervision content and agreed actions with supervision records kept in line with local service policy. |
| 1. Clinical Skill Development
 | * Ensure you’re regularly reviewing your trainees’ work by observing their sessions and reviewing their written work. It’s better to identify any areas for development early on so you can support this appropriately.
* Keep your trainees’ Competency Framework to hand as well as their teaching schedule so that you’re aware of what they are being taught and when. It is helpful to bring those teaching subjects into discussion during supervision to help consolidate their learning.

Invite trainees to continue shadowing their colleagues and also present cases for discussion during multi-disciplinary team meetings. These are all great learning experiences for trainees. |
| 1. ROMs
 | Familiarise yourself with the Routine Outcome Measures (ROMS) that your trainee will be using, as well as POD (if your trainee uses this). Videos about ROMS and POD for Supervisor’s are available on the Wiki. Think about how you might ask your trainee to use these during supervision. |
| 1. Clinical responsibility
 | EMHP trainees are employed by your service and must be inducted to the service’s local policies and procedures. **This is the responsibility of the site**. Supervisors need to ensure that trainees are keeping clinical notes in line with your local clinical governance arrangements. Check what **Clinical Supervision Record Form** you should be using in your service. It would be good practice to record within the clinical case record any clinical decisions made during supervision**.**  |

##  Example Caseload Timeline

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Month** | **Week** | **Date - Week Commencing** | **Tasks** | **Service key dates** | **King’s deadlines, key dates** |
| **January** | Week 1 |  | **TERM 1** | **KCL teaching days - 3 per week** **2 days on site** |
| Launch Week | Shadowing clinical/ schools work this week | **Teaching starts** |
| Week 2 |  |  |  |  |  |  |  |  |  |
| **February** | Week 3 |  |  |  |  |  |  |  |  | EMHP Joint day with supervisors - |
| Week 4 |  | **HALF TERM** |
|  |  |  |  |  |  | Connect with schools this half term to complete first two assignments |  |
| Week 5 |  | **Case A** |  |  |  |  |  | EMHPs to be doing assessments from now on |  |
| Week 6 |  | **Case A** |  |  |  |  |  | Plan and prepare for delivery of psycho-ed workshop and start planning for groups |  |
| **March** | Week 7 |  | **Case A** | **Case B** |  |  |  |  |  |  |
| Week 8 |  | **Case A** | **Case B** |  |  |  |  |  |  |
| Week 9 |  | **Case A** | **Case B** | **Case C** |  |  |  |  |  |
| Week 10 |  | **Case A** | **Case B** | **Case C** |  |  |  |  | **Assignment 1 - Service related problem-based learning task with reflective analysis**  |
| **April** | Week 11 |  | **EASTER HOLIDAY** |
| **(Case A)** | **(Case B)** | **(Case C)** | **(Case D)** |  |  |  |  |
| Week 12 |  | **EASTER HOLIDAY** |
| **(Case A)** | **(Case B)** | **(Case C)** | **(Case D)** |  |  |  |  |
| Week 13 |  | **TERM 2** |
| **Case A** | **Case B** | **Case C** | **Case D** |  |  |  |  |
| Week 14 |  | **Case A** | **Case B** | **Case C** | **Case D** |  |  | Consider setting up and running a group this term before Summer holidays Pick up as much 1:1 work as possible – minimum 4/5 cases finishing summer holiday time | **KCL teaching days - 2 per week** **3 days on site** |
| **May** | Week 15 |  |  | **Case B** | **Case C** | **Case D** | **Case E** | **Case F** | Bank holiday Monday - 1st May |
| Week 16 |  |  | **Case B** | **Case C** | **Case D** | **Case E** | **Case F** |  | Bank holiday Monday - 6th May |
| Week 17 |  |  |  | **Case C** | **Case D** | **Case E** | **Case F** |  |  |
| Week 18 |  |  |  | **Case C** | **Case D** | **Case E** | **Case F** |  | **Assignment 2 - Report of an audit of mental health needs in a school setting and reflective analysis**  |
| Week 19 |  | **HALF TERM** |
|  |  |  | **(Case D)** | **(Case E)** | **(Case F)** | Liaise with school to prepare for how cases will be seen after summer holiday |  |
| **June** | Week 20 |  |  |  |  | **Case D** | **Case E** | **Case F** | Psycho-ed workshop needs to be run imminently |  |
| Week 21 |  |  |  |  | **Case D** | **Case E** | **Case F** | EMHPs to be planning groups now to take place either before or after summer break. Dates for groups in Sept should be agreed before summer break. | **Formatives - psycho-ed workshop** |
| Week 22 |  |  |  |  |  | **Case E** | **Case F** |  |
| Week 23 |  |  |  |  |  | **Case E** | **Case F** |  |  |
| **July** | Week 24 |  |  |  |  |  |  |  | **We strongly encourage trainees to see cases over the summer break where possible** | **EMHPs expected to bring a whole session assessment session to uni to watch for feedback** |
| Week 25 |  |  |  |  |  |  |  |  | **Assignment 3 - Report on the delivery of a psychoeducation workshop with reflective analysis** |
| Week 26 |  |  |  |  |  |  |  |  |  |
| Week 27 |  | **SUMMER BREAK** |
|  |  |  |  |  |  | **We strongly encourage trainees to see cases over the summer break where possible**  |  |
| **August** | Week 28 |  |  |  |  |  |  |  |  |
| Week 29 |  |  |  |  |  |  |  |  |
| Week 30 |  |  |  |  |  |  |  |  |
| Week 31 |  |  |  |  |  |  |  | **Assessment 4 - Assessment and engagement video recording with case background and reflective analysis**  |
| Week 32 |  |  |  |  |  |  |  |  |
| **September** | Week 33 |  | **Case G** | **Case H** |  |  |  |  | Groups to start as soon as possible if not done over the summer or in Term 2  |  |
| Week 34 |  | **Case G** | **Case H** |  |  |  |  |  | **Teaching starts**  |
| Week 35 |  | **TERM 3** |
| **Case G** | **Case H** |  |  |  |  | **KCL teaching days - 1 per week** **4 days on site** |  |
| Week 36 |  | **Case G** | **Case H** | **Case I** | **Case J** |  |  |  | **EMHPs expected to bring an intervention video to show at uni for feedback** |
| **October** | Week 37 |  | **Case G** | **Case H** | **Case I** | **Case J** |  |  |  | **EMHPs expected to bring their portfolio and an intervention video to show at uni for feedback.** |
| Week 38 |  | **Case G** | **Case H** | **Case I** | **Case J** | **Case K** | **Case L** |  |  |
| Week 39 |  | **Case G** | **Case H** | **Case I** | **Case J** | **Case K** | **Case L** |  |  |
| Week 40 |  | **HALF TERM**  |
| **(Case G)** | **(Case H)** | **(Case I)** | **(Case J)** | **(Case K)** | **(Case L)** |  | **Assignment 5 - Intervention whole session video recording with reflective analysis** |
| Week 41 |  | **Case G** | **Case H** | **Case I** | **Case J** | **Case K** | **Case L** |  |  |
| **November** | Week 42 |  |  |  | **Case I** | **Case J** | **Case K** | **Case L** |  |  |
| Week 43 |  |  |  | **Case I** | **Case J** | **Case K** | **Case L** |  | **Assignment 6 - Evidence based intervention case report** |
| Week 44 |  |  |  | **Case I** | **Case J** | **Case K** | **Case L** |  |  |
| Week 45 |  |  |  |  |  | **Case K** | **Case L** |  |  |
| **December** | Week 46 |  |  |  |  |  | **Case K** | **Case L** |  | **Assignment 7 - Case report of group intervention and reflective analysis**  |
| Week 47 |  |  |  |  |  |  |  |  |  |
|  | Week 48 |  |  |  |  |  |  |  |  | **Portfolio of clinical work signed by supervisor** |
|  |  |  |  |  |  |  |  |  |  |  |
| **Key** |  |  |  |  |  |  |  |  |
|  | Cases that do not have sessions over school holidays will run up to here |  |  |  |  |  |  |  |  |
|  | School/ University holiday |  |  |  |  |  |  |  |  |
| Letter e.g. ‘A’ | Case reference |  |  |  |  |  |  |  |  |