

Exploring the Supervision Experiences of Recently Qualified Educational Psychologists

Submitted by Emma Charlotte Elizabeth Varley
to the University of Exeter
as a thesis for the degree of
Doctor of Educational Psychology
in Educational, Child and Community Psychology
in August 2019.

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Acknowledgements

I would like to acknowledge all those who have helped me to complete this research.

Thank you to all the participants. This research would not have been possible without you so generously sharing your experiences with me.

To Brahm for your patience, kindness, expertise and hard work in helping me to make sense of my ideas. To all my supervisors: Margie, Liz, Sarah, Joe and Rachael, for your knowledge, empathy and skill; to Doug for being a rock and to the rest of my cohort and placement colleagues for holding my hope and being there for me practically and emotionally when the wheels came off the cart.

To Kate and Jo for being the best friends ever, and to my parents for your acceptance and love.

To my children, Freya and Finn, for putting up with the hours I have spent away from you whilst banging away on a laptop. You make me want to be a better person every day but have still managed to teach me about love beyond any conditions of worth.

And finally - to David: when things got tough, you never let me give up and always found the light in the dark. Thank you.

Abstract

Supervision has long been an element of practice for those working in therapeutic professions to support professional development, emotional well-being and client safety (Hawkins & Shohet, 2012). It is now a generally accepted element of the role of the EP, both in supervision undertaken within the profession (Ayres, Clarke, & Large, 2015; Dunsmuir, Lang, & Leadbetter, 2015) and in its provision to other professionals (Callicott & Leadbetter, 2013; Soni, 2015; Wedlock & Turner, 2017).

This study aims to add to the body of research exploring supervision within the EP profession, focusing specifically on recently qualified educational psychologists (RQEPs). It was undertaken in two phases and used a sequential mixed methods design. The first phase used online surveys to gather data between 2nd June and 13th July 2017 on the experiences and views of RQEP supervision from RQEP supervisees (n=42), educational psychologist (EP) supervisors (n=22) and principal educational psychologists (PEPs) (n=19), analysed using descriptive statistics and Thematic Analysis (Braun & Clarke, 2006). The second phase built upon the first phase with follow-up semi-structured interviews undertaken in June 2018 with RQEPs (n=3) and analysed using Interpretive Phenomenological Analysis (Smith, Flowers, & Larkin, 2009).

The results offer a breadth and depth of data, providing an overview of current supervision and exploring the varying concepts of supervision held within the profession. It also identifies facilitators and barriers to good supervision and

explores the unique experience of being an RQEP and how this impacts on the needs of RQEPs in supervision.

Results indicate that supervision is undertaken widely but that the experience of supervision is not always positive for EPs, as is seen in other professions (Ellis, 2010). Training, experience and concepts of supervision are diverse and there is some evidence to suggest that supervision by a line manager is common - and that this dual role can be problematic.

Those sampled in Phase One all held similar views of what makes supervision 'good' and 'bad' for them and of the facilitators and barriers to good supervision. Themes identified were: Training/Skills, Content, Commitment, Practicalities and Relationships. In Phase Two, global themes were as follows: The Self (comprising The Aware Self and Feelings and Emotions); The Self in Relationship (comprising Relationship in Supervision and Power and Control); The Self in the Professional Context (comprising 'Getting it Right', Growing into an EP, The Elusive Concept of Supervision and Good Supervision) and The Research. Analysis and discussion of both phases combined indicate that RQEPs have unique needs as early career professionals and that establishing a safe supervisory alliance is particularly important to facilitate high quality supervision with RQEPs.

The study concludes with implications for EP practice and suggestions for future research.

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Definitions and Abbreviations

AEP	The Association of Educational Psychologists
BACP	The British Association of Counselling and Psychotherapy
BPS	The British Psychological Society
DECP	The Division of Educational and Child Psychology in the BPS
EP	Educational Psychologist
EPS	Educational Psychology Service
HCPC	The Health and Care Professions Council
RQEP	Recently Qualified Educational Psychologist
SEP	Senior Educational Psychologist
TEP	Trainee Educational Psychologist

INTRODUCTION

In this section, I will introduce myself as a practitioner/researcher and offer an overview of this research. I will begin by offering an explanation for my chosen style of writing.

Throughout this thesis, I combine writing from an author's first person and a narrator's third person perspectives, employing a heteroglossic voice as described by Bakhtin (Bakhtin, 1981). Heteroglossic voice literally means "many-tongued" and refers to the use of mixed voices in mixed methods research, combining the first-person and third-person perspectives in academic writing (Burke, 2005) in order to reflect the multiple perspectives and voices inherent in mixed methods research and the dualistic nature of a mixed methods approach (Greene, 2007). As described by Zhou and Hall, I am seeking to, "simultaneously provide the over-arching meta-perspective, while also attending to the microcosm of heteroglossic voices of participant and researcher stories" (Zhou & Hall, 2016, p. 8). I see myself as part of this research and come from a predominantly interpretivist perspective but in employing a mixed methods design, I am seeking to discover new ways of perceiving and describing the world that are not wedded to one approach and to address what I see as a complex and multi-faceted reality. The use of multiple voices in my research is a reflection of this multi-layered complexity and in using my own voice, I endeavour to offer an authenticity to the articulation of my research to which I also hope the reader can connect (Brenner, 2014), thereby facilitating comprehension and enjoyment of this thesis (Zhou & Hall, 2016).

Supervision

Supervision is now an accepted element of the educational psychology practice: “All EPs, at whatever stage in their careers and in all work contexts, should engage in professional supervision” (Dunsmuir & Leadbetter, 2010, p. 5). Despite this, and the large body of research relating to clinical and professional supervision in other professions, there is a relative lack of research addressing supervision for educational psychologists (EPs) and scarcely any on the supervision of recently qualified EPs (RQEPs). In addition, there is a lack of research into the *experiences* of supervision for EPs and none for RQEPs. This research seeks to address this shortfall by exploring the supervision experiences of RQEPs.

My Perspective

I am currently a trainee educational psychologist (TEP) at The University of Exeter and I work in the South West in a placement position within a county council Educational Psychology Service (EPS).

I have previously worked as a person-centred therapist, in the tradition of Carl Rogers. As such, I have been trained to work within my clients’ frame of reference (Rogers, 1951) and to seek to understand the world from their point of view. This humanistic approach views subjectivity and the influence of one’s own experiences on perceptions of reality as unavoidable (Winston, 2015), assuming an ontological position which values subjective experience over objective reality. Person-centred theory is phenomenological in orientation (Jones-Smith, 2012), rooted in the ideas of modern phenomenological philosophy:

Phenomenology as a philosophy seeks to understand anything at all that can be experienced through the consciousness one has of whatever is 'given' – whether it be an object, a person, or a complex state of affairs – from the perspective of the conscious person undergoing the experience. (Giorgi, 2009, p. 4)

The founder of the person-centred approach, Carl Rogers, saw experience as the key to truth. He stated, "experience is, for me, the highest authority. The touchstone of validity is my own experience." (Rogers, 1961, p. 23).

As a person-centred therapist therefore, I learned that in order to work relationally with another, effort must be made to elicit, understand and empathise with the lived experience of another and that it is of equal importance to also hold an awareness of my own experience and to reflect upon this and the impact it may have on our work together. I must be aware that my own phenomenological field will be colouring my perceptions of their reality and I must reflect upon this and hold it in mind in order to be an effective practitioner. As a researcher, this experience and viewpoint translates to my concern for the subjective experience of the participants and my over-arching phenomenological and interpretivist perspective.

I have experienced supervision as a counsellor and as a trainee educational psychologist, both as supervisor and supervisee. My experience has been that supervision is something that comprises two facets: the public, professionally-constructed and prescribed activity that has clear expectations for the context in which supervision must take place and issues which should be addressed; and

the more private, varied and co-constructed experience that occurs within the supervisory relationship itself. For example, within educational psychology, there are guidelines for good practice (Dunsmuir & Leadbetter, 2010) and many educational psychology services have a policy around supervision. Most supervision experiences lie within this construct and therefore have boundaries, a framework, ethical guidelines, service requirements and so on, that can be identified and counted. These also have the potential to be generalised. However, this is not the whole story. I argue that what occurs within supervision is not governed by these socially constructed ideas, it is something that is a relational experience which falls more within the realms of phenomenology and requires a recognition of individual difference and unique lived experience. In applying this phenomenological approach to research into supervision, I have sought to encompass within my research design an awareness that supervision will mean different things to different people and that each supervisory experience will be qualitatively unique, even when the same individuals and contexts are present.

My interpretivist view of supervision also requires consideration of the role of language and making meaning of experiences. Supervision, for me, comprises a combination of experience, reflection and communication – internal and external, verbal and non-verbal - between two people who have consented to engage in a learning relationship, thus indicating the value of a hermeneutic approach in exploring supervisory experiences.

Given my perspective of supervision, I have adopted a combined methodological approach which will allow me to explore both its nomothetic and idiographic

elements, leading to a sequential mixed methods design. My research follows a sequential explanatory design (Cresswell & Plano-Clark, 2011) implemented in two distinct phases: firstly, I collected and analysed quantitative and qualitative data using questionnaire methods of a closed nature. I then gathered qualitative data using more open interview methods, exploring individual participants' experiences in more depth in order to offer a richer insight. Finally, I integrated the qualitative and quantitative results, combining them to seek an insight into supervision that comprises the public, shared experiences and the private, unique ones to offer a richer picture of the lived experiences of RQEPs currently in supervision.

Thesis Overview

This thesis aims to explore the supervision experiences of RQEPs. The research follows a mixed methods sequential explanatory design, divided into two phases: the first seeking a snapshot of the current experience of supervision for RQEPs nationally, using questionnaires where data collected was analysed using descriptive statistics and thematic analysis (Braun & Clarke, 2006). The second phase is a phenomenological study of the lived experience of supervision for a small sample (n=3) of RQEPs, using semi-structured interviews to gather data analysed using Interpretive Phenomenological Analysis (Smith, Flowers, & Larkin, 2009)

After this introductory chapter, I will contextualise my research by presenting a literature review, following this with an exploration of my methodology and methods, including a rationale and linking of the two phases. Then I will present and discuss the findings for Phase One. I will follow this with the findings and

discussion for the second phase. Finally, I will combine and integrate the findings from both phases, discussing them and addressing implications for practice, limitations of the study, suggestions for future research before ending with concluding comments.

Research Aims

My overall aim is to find out more about the supervision experiences of RQEPs. I want to know more about their thoughts and feelings around supervision as well as finding out more about the practical details of the supervision they are currently experiencing. I hope to gather participants' thoughts, feelings, beliefs, attitudes and conceptualisations of the supervisory experience to get a richer picture of RQEP supervision from the individuals involved. I am seeking an insight into the process and its value to the participants which may then inform further study into the value of supervision to the profession as a whole. I am expecting, as indicated by other studies, to find issues around "difficult" supervisory relationships, dual roles and relationships, contracting and a need for safe, supportive supervision.

My over-arching research objective is exploratory and idiographic: to gain greater insight into the supervisory experiences of RQEPs, increasing the knowledge base and thereby potentially indicating if a more fully developed or alternative approach to supervision is needed to meet the needs of RQEPs, EPs in general and, by extension, those we work with such as children, young people and those that care for them.

My aims are to explore the current picture of RQEP supervision from the perspective of RQEPs, RQEP Supervisors and PEPs; to explore the lived experiences of three RQEPs currently engaged in supervision and to combine the nomothetic and idiographic elements of the research, integrating them to offer further insight into the experiences of RQEPs currently engaged in supervision to inform policy, practice and future research.

This research seeks to build on existing knowledge from the overview of EP supervision in the UK (Dunsmuir, Lang, & Leadbetter, 2015) and research into supervision from EP, clinical and counselling psychology perspectives. I hope to offer insight into the qualitative differences in RQEPs as a professional group which may be useful in informing future research, policy and practice at local EPS and professional level. My research may interest RQEPs in normalising their experiences and informing their decisions; supervisors in addressing the needs of RQEPs, and SEPs and PEPs as they formulate and execute supervision policies. It may also be of value by adding to the relatively small research base into supervision within the EP profession and RQEPs in particular.

LITERATURE REVIEW

Introduction

Supervision is now an accepted element of practice for those in the helping professions such as counsellors (The British Association for Counselling and Psychotherapy, 2018) and social workers (Department for Education, 2014) and including educational psychologists - as evidenced by guidelines (The British Psychological Society, 2017; The British Psychological Society, 2019), policy (Health & Care Professions Council, 2016) and practice (Dunsmuir, Lang, & Leadbetter, 2015)

In this literature review, I aim to explore the current research into supervision, focusing particularly on the educational psychology context. I will examine definitions of supervision and consider its various forms and functions within the wider research base. I will then turn to research addressing supervision within the educational psychology profession and explore work into the role of supervision for those early in their educational psychology careers.

My Search

Prior to commencing this doctorate, I had already studied several key texts on supervision and engaged in regular 1:1, peer and group clinical supervision as a counsellor. Throughout my doctoral training, I continued in supervisory relationships as a Trainee Educational Psychologist (TEP) and expanded my research with the addition of journal articles and books gathered via the British Psychological Society online journals; the library of the University of Exeter and

Shibboleth. Specific databases included PsychSource and PsychINFO, PubMed, Google Scholar; Taylor and Francis, Sage Research Methods Online and ScienceDirect. Search terms included “psychology”, “supervision”, “clinical supervision”, “professional supervision” and “educational psychology”. As the term “recently-qualified educational psychologist”, unlike that of Trainee Educational Psychologist (TEP), is not a term in general use, I used the terms “trainee”, “recently-qualified”, “newly-qualified” and “learner” to access texts related to the learning/developmental and early career elements of supervision. I have used the reference sections of texts to further explore the area and these have led me to include terms such as “coaching”, “mentoring” and “transformational learning” in searches, seeking to draw together wider sources exploring these elements of the supervision experience. I only reviewed texts in English but from any country of origin, and I considered texts from all the helping professions as supervision occurs worldwide in this work. It was noticeable that although there was a large body of research addressing the area of supervision in the fields of counselling and clinical psychology, there was very little research into supervision within the educational psychology profession.

What is Supervision?

Supervision is a complex phenomenon and conceptualisations of supervision vary widely (Scaife, 2009). Davy (2002) has gone so far as to propose it is “a conflicted site” (Davy, 2002, p. 228). In seeking to identify what supervision is, we inevitably come across the obstacle that supervision is defined and operationalised differently across a professional, organisational and individual levels.

The term supervision comes from the verb “supervise”, meaning “to observe and direct the execution of (a task or activity)” and comes from the medieval Latin “supervidere”, from “super-“ (over) and “-videre” (to see) (Oxford University Press, 2017). It is important to note that there is, however, much more to supervision in the helping professions than oversight and the managerial connotations this term suggests.

Definitions within a Professional Context

In attempting to define the term supervision for the purposes of this study, it is helpful to consider the definitions used by the diverse professional groups engaging in it. Many helping professions have a history of using supervision in their practice e.g. social work, counselling, clinical psychology (Scaife, 2009). In the medical and therapeutic professions, supervision tends to be called “clinical supervision”. The Royal College of Nursing indicates that clinical supervision comprises reflection between skilled supervisors and practitioners and offers protection for the client and education for the nurse (Royal College of Nursing, 2017). Definitions of supervision within a social care context also point towards a reflective process to support good practice but indicate a more organisational rather than individual focus. For example Martin Kettle, writing on behalf of the Institute for Research and Innovation in Social Work (Kettle, 2015) cites the definition given by the Care Council for Wales:

An accountable, two-way process, which supports, motivates and enables the development of good practice for individual social care workers. As a result, this improves the quality of service provided by the organisation.

Supervision is a vital part of individual performance management. (Care Council for Wales, 2012).

Within the counselling profession, supervision is defined as follows:

Supervision is essential to how practitioners sustain good practice throughout their working life. Supervision provides practitioners with regular and ongoing opportunities to reflect in depth about all aspects of their practice in order to work as effectively, safely and ethically as possible. Supervision also sustains the personal resourcefulness required to undertake the work. (The British Association for Counselling and Psychotherapy, 2018, p. 22)

As can be seen from these varied definitions, there is no single, universally agreed view of supervision that spans the professions. Definitions however do comprise two common themes – a desire to provide an opportunity for the development of the practitioner and the need to establish a process whereby best practice to meet the needs of the service-user can be monitored and maintained.

The development of supervision as part of practice shows a movement from informal reflection and review within and between psychotherapy practitioners, via modality-bound models of supervision to an increasingly educational rather than psychotherapeutic process. Finally supervision has become an activity engaged in across professions, aligning with coaching and mentoring processes (Carroll, 2007).

Milne identified that despite the increasing recognition that supervision forms the basis for high-quality services, no empirical definition had been formulated. Using a logical analysis and then a systematic review of 24 empirical studies of clinical supervision he reached a working definition that he asserted described the form and function of supervision. He described the form as, “the formal process by senior/qualified health practitioners of an intensive relationship-based education and training that is case-focused and which supports, directs and guides the work of colleagues” (Milne, 2007, p. 440). The functions of supervision were described as “quality control; maintaining and facilitating the supervisees’ competence and capability and helping supervisees to work effectively.” (Milne, 2007, p. 440) As can be seen here, this definition can be used to facilitate empirical research into clinical supervision within the clinical psychology profession but only if this accurately describes the forms and functions used in practice by those applied psychologists involved. Difficulties arise when difference and diversity in the practice and experiences of supervisors and supervisees muddy the waters. I question whether the everyday experiences of those in supervisory relationships are as clear-cut and uniform as this definition implies.

The Functions of Supervision

Exploration of the functions of supervision also offer an insight into what supervision is. In their book, *Supervision in the Helping Professions*, Hawkins and Shohet list the functions of social work supervision from Kadushin (1976), counselling supervision from Proctor (1988) and coaching supervision from Hawkins and Smith (2006) and these are shown overleaf:

Hawkins and Smith (2006)	Proctor (1988)	Kadushin (1976)
Developmental	Formative	Educational
Resourcing	Restorative	Supportive
Qualitative	Normative	Managerial

FIGURE 1: FUNCTIONS OF SUPERVISION (HAWKINS & SHOHEIT, 2012)

Within the ‘formative’, ‘restorative’ and ‘normative’ functions of supervision (Inskipp & Proctor, 1993), the ‘normative’ function seeks to protect the public, the ‘formative’ to develop and enhance the skills of the practitioner and the ‘restorative’ function serves to help the supervisee to meet the emotional demands of the role. As can be seen above, these broad functions are mirrored across the other professions. Each of the functions may occur at any time, in any supervision session, implicitly or explicitly (Scaife, 2001). I have chosen to use Proctor’s terminology, encompassing as it does cross-professional priorities in supervision and offering an accessible meta-language to explore further. It must be acknowledged however that as an approach to supervision, Proctor’s model was originally formulated with counsellors in mind - who would be expecting to source their supervision independently rather than within an employing or training organisation - therefore not a system within which local authority or service-based EPs would expect to find themselves. However, it is a useful basis from which to explore the basic functions of supervision in that it comprises all the generally agreed elements (Scaife, 2001)

The Managerial/Normative Function

This function depends upon the organisational setting in which the supervision takes place but always resides in the ethical and managerial responsibilities of

the supervisor and comprises an element of accountability to safeguard the well-being of the client (Scaife, 2001). A recent development in supervision has been the increasing growth in a performance management function which Hawkins and Shohet attribute to globally increasing demand, decreasing resources and higher expectations of quality of service (Hawkins & Shohet, 2012). This may also be a function of the decrease in trust in, and increasing scrutiny of, professionals and the resultant demand for better accountability. (Banks, 2004; Lunt, 2008; O'Neill, 2013)

The Learning/Formative Function

It is within this function that recognise supervision as learning. This is particularly pertinent for trainees and those early in their careers, but also for any reflective and reflexive practitioners - such as EPs - for whom continued learning and CPD is a professional requirement...and often a personal pleasure. Carroll describes supervision as an opportunity for our work to teach us and describes reflection as the method through which we learn (Carroll, 2010). In a study looking at the supervisory experiences of TEPs, there are numerous reported examples of the value of supervision within a high-quality supervisory relationship to support and enhance learning, (Hill, et al., 2015). Fox also states that, “a secure base developed through teaching and particularly through supervision allows the trainee psychologist to be curious about and to explore other theoretical perspectives” (Fox, 2011, p. 332).

The Restorative/Supportive Function

There is evidence to show that practitioners working within the helping professions experience an emotional cost to the work they undertake. This may

be, for example, due to direct client experience which may impact upon home life (McElfresh & McElfresh, 1998); hinder our ability to do our work effectively (Ferguson, 2016) or, in the case of emotional labour, negatively impact upon our sense of self (Hochschild, 1983). Scaife (2001) also describes the emotional elements of personal and professional development, describing them as falling into three categories: “acknowledging the personal impact of client work...the influence of events outside work on relationships at work...and the influence of personal life history, values, beliefs and personal characteristics on relationships at work” (Scaife, 2001, pp. 37-39). Restorative supervision seeks to address these emotional elements for the benefit of the practitioner and those with whom they work and must be undertaken in a safe, trusting relationship which is conducive to open-ness. This is particularly important within a learning relationship, where inexperienced trainees may be eager to “get things right”, meet the requirements of their training course – and please their supervisors. Michael Carroll, an extensive researcher and practitioner in the field of supervision, claims we can never underestimate the emotional impact of learning and supervision; describing fear of judgement and shame as blocks to both processes, requiring naming and reflection to assess meaning (Carroll, 2011). He goes so far as to assert, “more and more, supervision is about dealing with emotional impacts” (Carroll, 2009, p. 217). Once again, we can see that consideration of the uniquely restorative function of professional supervision, as opposed to pedagogic or managerial oversight has a part to play not only in supporting supervisees in their work and as individuals, but also in their learning. I would expect the change in identity from TEP to RQEP and the accompanying fluctuations in feelings of competence would be emotionally challenging and

indeed, research into TEPs describes their emotional needs effected by gaining a new professional identity and shifting confidence levels (Hill, et al., 2015).

Professional Supervision for EPs

The professional supervision guidelines for EPs acknowledge that supervision has a range of definitions (Dunsmuir & Leadbetter, 2010). The guidelines go on to state that the roles, functions, aims, models, links to line and performance management/CPD of supervision are all addressed within service-level and professional-body policies. Therefore, I suggest that stipulating a universally accepted, conclusive definition of supervision that is operationalised across EP services is impossible given the variance in how these services currently operate. Instead, the document comments that, “many consider supervision to be a psychological process that enables a focus on personal and professional development and that offers a confidential and reflective space for the EP to consider their work and their responses to it” (Dunsmuir & Leadbetter, 2010, p. 7). Here we are again reminded of the reflective element of supervision and the emphasis on personal AND professional development as previously seen in the definitions from other professions.

In summary, the primary purposes of supervision across professions are to develop the professional themselves and safeguard the welfare of clients. These are met by supportive (or “restorative”), evaluative/managerial (“normative”) and educative/learning (“formative”) functions (Carroll, 1996), the first two of which echo the cross-professional themes I identified earlier when defining supervision. As can be seen here, these functions go further than meeting quality assurance goals, as indicated by the purposes of professional development and client

safeguarding. There is also a focus on meeting the personal development needs of the practitioner and offering a supportive function. It is the latter function that I would assert is not a component of mere “oversight” and why professional supervision, comprising all three functions working in balance, is so precious in the work of practitioners in any helping profession.

Supervision Frameworks

The literature addressing supervision within the helping professions in general is vast (Wheeler & Richards, 2007) and key texts exploring the form and functions of supervision include Scaife (2009), Hawkins and Shohet (2012), Page and Wosket (2001) and Cutcliffe, Butterworth and Proctor (2001).

The main supervision frameworks described in the literature include Inskipp and Proctor’s Formative/Normative/Restorative model addressing the purposes of supervision (Inskipp & Proctor, 1993); the General Supervision Framework (Scaife, 1993), Hawkins and Shohet’s 7-Eyed Model (2012) and Page and Wosket’s Cyclical Model (2001) all of which address the process and content of supervision and finally Stoltenberg, McNeill and Delworth’s Integrated Developmental Model (IDM), focusing on the developmental elements of supervision, particularly in trainees (Stoltenberg, McNeill, & Delworth, 1998).

There is currently no single model used to describe the form and function of EP supervision, although Atkinson and Woods (2007) developed a model for TEPs following a survey of supervisors (n=93) exploring barriers and facilitators to effective supervision. It must be noted however, that this model was developed prior to the commencement of doctoral training for EPs, which led to increased

placement experience, wider diversity in the backgrounds of trainees and the inclusion of the requirement to successfully undertake doctoral-level research (Frederickson, 2013).

This lack of a generally accepted EP supervisory model is reflected by recent research by Dunsmuir, Lang and Leadbetter with a minority of respondents receiving supervision stating they were models from existing literature (specifically the 7-Eyed Model (19.3%), the General Supervisory Framework (3.3%) and the Cyclical Model (6.1%) plus 26.9% experiencing other non-specific models), but most (44%) using no model at all (Dunsmuir, Lang, & Leadbetter, 2015). Interestingly, supervisors claimed only 21.4% of them were using no model, suggesting a possible lack of clarity or transparency between supervisors and supervisees as to the models used.

To sum up, definitions of supervision vary across professions and have developed over time. Supervision can be seen in the context of the profession and culture in which it is practiced, the form it takes and the functions it performs. Research has tended to focus on the supervision processes because empirically investigating the influence of supervision had proven problematic (Dunsmuir, Lang, & Leadbetter, 2015).

Supervision Research

Why Supervise?

As has been previously mentioned, there is a large amount of literature exploring supervision. Most of it, however, is descriptive (Fleming & Steen, 2004). Milne (2009) criticises most supervisory models as having no evidence base and

comments on the difficulties in researching supervision due to the lack of appropriate methodological approaches and empirical definitions. A review of the literature into the impact of supervision by Wheeler and Richards in 2007 refers to evidence of enhanced self-efficacy in the supervisee, improved satisfaction for service-users, improved therapeutic skills, heightened self-awareness and transferral of learning to practice but also identified poor research designs and methodological approaches that have often been used in supervision research (Wheeler & Richards, 2007). This lack of methodological rigor in the studies themselves inevitably means the resultant conclusions must be interpreted with caution. Attempting to address this issue has led to some researchers using a more positivist scientist-practitioner approach which it has been hoped will identify what works and why. Recent work to redress these methodological 'gaps' has included devising a supervisory relationship questionnaire (Palomo, Beinart, & Cooper, 2010) and Milne's empirical definition of supervision (Milne, 2007). This focus has inevitably led to a preoccupation with comparing models, which has limited use in such a complex area – particularly when considered in the light of Lambert's meta-analysis of common factors of therapeutic change (Lambert, 1992) which has pointed out the influence of extra-therapeutic factors and the quality of the relationship itself above the model/technique used in any therapeutic relationship. As has been seen above, supervision is a mechanism designed to facilitate positive change and development and as such is therapeutic, so we may draw parallels here. Milne's paper on clinical supervision research draws clear parallels between therapy and supervision which he suggests can support researchers in supervision, building upon the large body of sophisticated therapy literature (Milne, 2006).

Schoenwald, Mehta, & Frazier (2013) explore the wide variation in how supervision is practiced. They point out some supervisory practices that focus merely on the learning and managerial elements of the process, rendering it a pedagogic exercise only, and others focus on restorative practice, mirroring the client/counsellor roles. These researchers also draw attention to the lack of clear and valid measures to evaluate supervision and the effects it has on the client – vital if we are to claim that supervision is for the client’s benefit (Schoenwald, Mehta, & Frazier, 2013). Reiser and Milne go further, claiming that the lack of methodology and measures to assess client impact mean that the most supervision can do is protect service-users from harm (Reiser & Milne, 2014). Does this therefore mean that we should be looking more closely at the other reasons we supervise? In recent BACP literature review, (The British Association for Counselling and Psychotherapy, 2016b) 25 papers published between 2002 and 2015 were examined and 2 of the 11 themes identified were the lack of supervision models and the lack of evidence to clarify the purpose of supervision. Other themes however included the use of supervision to mitigate countertransference; the necessity and value of supervision in trauma work; supervision to develop an internal supervisor in the supervisee; supervision as a relationship-based education and supervision as self-reflection, all of which demonstrate there is active research into the reasons for supervision above and beyond the simply managerial. There is evidence, for example, that supervision mediates burnout and the effects of vicarious trauma (Fama & Ellis, 2005) and that the supervisory relationship is directly related to outcomes for supervisees such as skills development (Ellis & Ladany, 1997). Another additional

supervisory activity useful to the EP role could be exploring the psychodynamic elements of relating to others, as discussed by Pellegrini (Pellegrini, 2010).

Supervision Research within the EP Profession

Research over time has revealed evidence of a general trend towards the prioritisation and provision of supervision in EP services. One early study showed less than 50% of EPs reporting they got supervision (Pomerantz, 1993). This was followed by research in 1999, when 49% of services reported making supervision a service requirement for all EPs (Nolan, 1999) and a 2000 study which stated 79% of participant services had a supervision system, with many reporting it as a priority for development in the service (Leadbetter, 2000). Most recently, Dunsmuir, Lang and Leadbetter (2015) reported that, “significant numbers are now actively engaged in both giving and receiving supervision in some form.” (Dunsmuir, Lang, & Leadbetter, 2015, p. 16). It is important to note that the sample in this final study was self-selecting, with all the potential limitations this entails.

In the light of earlier discussion, it is pertinent to note that as early as 1993 EPs were unclear and unconvinced about supervision. Pomerantz and Lunt (1993) identified that supervision amongst EPs was difficult to define and quantify, making research problematic. Pomerantz found that supervision was the most effective and valued when it was frequent, given protected time and planned for (Pomerantz, 1993) and Kuk and Leyden used a sub-sample of the same data set (n=41), identifying three factors as contributing to personal gain from supervision for supervisees: safe professional boundaries, individual understanding of the purpose of supervision and competence of the supervisor. Carrington employed

a case study in which she was participant and researcher, thereby limiting generalisability and opportunities for corroboration but offering a novel, in-depth insight into the benefits of supervision for the supervisor, in addition to the supervisee (Carrington, 2004). Reported benefits included gaining a fresh perspective; learning about new ideas and resources; needing to explain to another and thereby clarify for one's self; being challenged thus encouraging reflection; receiving feedback and support; and being observed and gaining an opportunity to reflect. In the Carrington study, the supervisory relationship comprises a trainee (the supervisee) and an experienced EP (the supervisor). Exploration of the TEP supervisory experience has gained attention in recent years, as has the supervision by EPs of other professionals (Callicott & Leadbetter, 2013). Although there has been some research into EP supervision, there is very little that addresses what is actually happening in the field. More importantly, from the perspective of this research thesis, there have only been two pieces of research that directly address supervision from the perspective of the newly-qualified EP. The first study involved postal questionnaire sent to recent graduates of the London-based courses and their PEPS (Sayeed & Lunt, 1992). The sample was small (32 RQEPs and 17 PEPs) and the research barely touches upon supervision, choosing instead to focus on induction procedures. The second article was written by the facilitators of a RQEP course, but is of limited value here as it is unable to offer an unbiased view and focuses mostly on induction and support driven by better university/psychology service links (Hart, et al., 2003). It is also important to note that both studies were undertaken when the EP role and training were very different. One important addition to this limited research is the study by Evans, Grahamslaw, Henson, & Prince (2012) which sought the views of PEPs (n=15) and recently qualified EPs (n=64) regarding the

new doctoral training. Although not focusing on supervision, the qualitative data gathered offers numerous references to supervision and also makes reference to EP skills and practices to which supervision is key e.g. the use of therapeutic interventions (Evans, Grahamslaw, Henson, & Prince, 2012).

I therefore submit that supervision not only varies across professions but also within the EP profession; there is only limited agreement as to what it is and what it looks like in practice. This is before we come to the level of individual differences within and between supervisor and supervisee. Although research into supervision has occurred in the EP profession, it is under-researched in terms of functions and practice. In particular, operational and quantitative data around supervision has been obtained at the expense of qualitative data around the EP experience of supervision. Research giving voice to EPs in supervision is just emerging and remains limited: Corlett's qualitative study focused on collaborative peer support as a peer-based alternative to traditional supervision (Corlett, 2015) and Rawlings and Cowell's research, also a qualitative study, sought EP experiences of group supervision (Rawlings & Cowell, 2015). More recently, Atkinson and Posada sought the experiences of PEPs via focus groups (Atkinson & Posada, 2019) but there is very limited research on supervision for those EPs at the beginning of their careers. No published research as yet focuses specifically on gaining RQEPs views and experiences of supervision.

Supervision and the EP Role

Supervision within the EP profession has its own unique challenges. The BPS guidance from 2010 recognises that EPs experience both line management supervision and professional supervision within their work and these are different.

In the 2015 study of current trends of educational psychology supervision, 21% were supervised by their line manager and 37.9% by a principal or senior EP, indicating that, in this sample at least, most EPs were experiencing professional supervision from a line manager. Findings also showed that although most (47.4%) viewed the function of supervision as supporting professional development, 39.2% reported that it was to fulfil line management functions. Dunsmuir and Leadbetter cite examples of guidance in which the functions of professional supervision and line management supervision have been combined, such as *Inspiring Practice. A guide to developing an integrated approach to supervision in Children's Trusts* from the Children's Workforce Development Council (CWDC, 2010), but make it clear that the competency statements they outline in the guidance relate to professional supervision alone and they include an appendix to outline scenarios in which both types of supervision may be required, again stipulating which is which. It is widely acknowledged within the therapeutic professions that supervision with a line manager leads to difficulties raised by the disparate power balance and that the dual role can also interfere with good supervision (Hawkins & Shoheit, 2012).

I suggest that in the light of our current training route into the EP profession: that is, initial psychological training and a "minimum of one years' experience working with children within education, health, social care, youth justice or a childcare or community setting" (Association of Educational Psychologists, 2017), the backgrounds of those within the profession has changed and will continue to do so. TEPs, RQEPs and EPs in practice may now have come from any of the previously stated backgrounds and so may have experienced supervision prior to commencing training as an EP. This would inevitably lead to pre-conceptions

of what supervision is and its forms and functions, informed by individual experience and the constructs of supervision held by the previous profession. This is especially pertinent to EP practice when considered in the light of the assertion by Falender and Shafranske that practitioners base their supervision approach on how they themselves were supervised or on their core modality (Falender & Shafranske, 2005). Further evidence comes from a recent literature review of supervision from 1994 to 2010, indicating supervision practices were based on the experience and past training of the supervisor (Barker & Hunsley, 2013). Hill et al also suggest the new training route means a greater need for supervision to fill 'gaps' in the skills and knowledge of trainees who are not trained and experienced teachers (Hill, et al., 2015).

Between 2006 and 2009, the training of EPs in England changed from a masters level qualification to a doctorate (Woods, 2014), introducing further diversity into the profession as supervisors and supervisees may now have experienced a different qualification route. Finally, additional diversity in terms of the priorities, training and perspectives on supervision are introduced via the different EP training institutions. There are currently twelve English universities which train EPs (Woods, 2014) and a review of their websites offers an insight into their distinctiveness within the national context. For example, the key features of the doctorate offered by University College London include "a reflective, Problem Based Learning (PBL) approach paired with innovative teaching and learning in Cognitive Behavioural Therapy (CBT), Video Interactive Guidance (VIG), and more" (University College London, 2017), whereas the Tavistock and Portman training programme prominently state they are exclusively positioned within an NHS Mental Health Trust and will "uniquely" offer a "focus on the promotion of

children and young people's emotional well-being" (The Tavistock and Portman NHS Foundation Trust, 2017). Although all training programmes require approval by the Health and Care Professions Council (HCPC) and accreditation by the British Psychological Society (BPS), these fundamental differences in approach and focus, for example elements of a behaviourist stance (UCL) in contrast to that of a more psychodynamic approach (Tavistock and Portman), will inevitably lead to the development of a diverse body of professionals with their own views of what supervision is and how it should operate in practice. Furthermore, if EPs do not engage in training specifically aimed at the skills required in supervision, the previously described diverse training experiences exert even more influence on the supervisory practices of EPs.

Consultation skills and interpersonal effectiveness are core competencies of the EP role and supervision is an extension of these. However, I would assert that these do not make for a good supervisory experience and, as Callicott and Leadbetter (2013) state, "the background of EPs does not necessarily imply that they have the skills for effective supervision" (Callicott & Leadbetter, 2013, p. 396). The current requirement for a UK-based counsellor to become a counselling supervisor is a minimum of one year's supervised post-qualification practice and then further training of approximately 60 hours input alongside a minimum of 40 hours of supervision practice (The British Association for Counselling and Psychotherapy, 2014). EPs are assumed to have the skills to supervise those from other professions upon qualification e.g. TAs, teachers, etc. (Callicott & Leadbetter, 2013) and TEPs following three years in practice. It could be argued that counsellors qualify mostly at undergraduate level whereas EPs are masters or doctorate-level qualified, suggesting a quantitative and qualitative

superiority in skills. However, supervision is just a small part of the EP training curriculum. Supervisor and supervisee skills become even more relevant when we consider evidence that skills of both the supervisee and supervisor influence the facilitation of good supervision (Corey, Haynes, Moulton, & Muratori, 2010) and it requires commitment and engagement from both participants, as in any therapeutic relationship (Cutcliffe, Butterworth, & Proctor, 2001).

There exist challenges within the EP profession around what Rowe describes as “sacred cows” within professions, such as nursing – we often have no choice of supervisor, our supervisors tend to have line management responsibility for us and there is no clear training route for supervision (Rowe, 2011). The Dunsmuir, Lang and Leadbetter study also indicates that there is often a lack of clear contracting in EP supervision; a process whereby expectations, roles and responsibilities are made clear at the outset of the relationship and support safe boundaries (Dunsmuir, Lang, & Leadbetter, 2015). This is despite their importance being laid out in the practice guidelines (Dunsmuir & Leadbetter, 2010).

Professional Supervision Guidance for TEPs, RQEPs and EPs

As a trainee educational psychologist (TEP), I must be provided with opportunities for supervision as stipulated in the nationally agreed doctoral course accreditation standards (The British Psychological Society, 2019). As an RQEP, the access to regular supervision is not as well protected: the BPS *Practice Guidelines* specifically mention supervision but alongside consultation as an essential part of good practice, stating “there is no legal requirement for supervision, although it is considered an ethical and professional expectation to

engage in appropriate consultation in order to support effective practice” (The British Psychological Society, 2017, p. 13). However, these guidelines also state that the Society’s position on supervision is that it is, “a requirement of practice” (The British Psychological Society, 2017, p. 13). The BPS *DECP Professional Supervision: Guidelines for Practice for Educational Psychologists* state, “All EPs, at whatever stage of their career and in all work contexts, should engage in professional supervision” (Dunsmuir & Leadbetter, 2010, p. 5). As can be seen here, professional supervision is not mandatory for practicing EPs, although it is recommended as good practice. The BPS requirements for chartered status state that after appropriate qualifications, the individual must agree to follow the Society’s *Practice Guidelines* (The British Psychological Society, 2017) and be guided by the Society’s *Code of Ethics and Conduct* (The British Psychological Society, 2018) which does not specifically mention supervision but requires principles of respect, competence, responsibility and integrity (The British Psychological Society, 2009). All of these principles can be experienced, modelled, learned and maintained through the vehicle of supervision in addition to other practices such as appraisal and Continuing Professional Development (CPD). The HCPC *Standards of Proficiency for Practitioner Psychologists* mention supervision in their most recent version, stating that psychologists should, “be able to understand models of supervision and their contribution to practice” (Health & Care Professions Council, 2015, pp. 12, 11.4). These standards also include elements which could be seen to fall within the realm of supervision such as the need for reflective practice, maintaining and developing knowledge and skills and managing health (Health & Care Professions Council, 2015).

Specific guidance offering insight into what supervision means to the EP profession in the BPS DECP *Professional Supervision: Guidelines for Practice for Educational Psychologists* (Dunsmuir & Leadbetter, 2010) which outline the context, definitions and models of supervision plus practicalities such as contracting and record-keeping (Dunsmuir & Leadbetter, 2010).

I am also mindful that as an EP I will be expected to supervise individuals from other professions, such as teachers (Ayres, Clarke, & Large, 2015), with the aim of supporting the well-being and effectiveness of the professionals themselves or supervising the provision of an intervention for children and young people in their care. EPs often work for children and young people via the adults around them and as such may offer training and advice around interventions which are then carried out by others. We have an imperative to ensure this delegated work is carried out appropriately, safely and with due care and attention. This supervisory element of our role is referred to in the HCPC *Standards of Conduct, Performance and Ethics* as follows, “You must continue to provide appropriate supervision and support to those you delegate work to” (Health & Care Professions Council, 2016, p. 7)

Later in my career, I may also be required to supervise individuals from with my profession, such as TEPs or colleagues (Dunsmuir & Leadbetter, 2010). Knowledge and skills in supervising plus an understanding of the variation in professional and personal cultures of supervision will be valuable in this role.

Recently-qualified Educational Psychologists

I am aware that dual roles can be problematic and as an EP, any supervision I engage in within my service, supervised by a line manager, will be affected by these dual roles of practitioner and employee/subordinate (Callicott & Leadbetter, 2013). In addition, the learning occurring within supervision for a RQEP may well be considered a higher priority than the other functions, by the supervisor, supervisee, service or all of these. I anticipate that problems may occur if not everyone agrees or feels supervision is appropriate when the balance of these functions is not met according to need/want.

There has been much discussion on the role of the EP (Fallon, Woods, & Rooney, 2010), including research using input from recently qualified EPs on their role (Ashton & Roberts, 2006). One study has explored the experiences of recently qualified EPs and their reflections on how well their training has prepared them for the role and found that although the initial training meets most of the training needs of EPs, there is still some “mismatch” which they claim will not be solved until a “consistent educational psychology identity can be formed” (Evans, Grahamslaw, Henson, & Prince, 2012, p. 373). This finding has implications for those entering the profession in that they may experience uncertainty and require a swift “catch-up” in skills due to the everyday realities of the role they undertake. Most interestingly, given the focus of my research, one of the recommendations the researchers suggest RQEPs follow when entering the profession is to take responsibility for their own supervision and they refer to research by Fox discussing the importance of supervision for less experienced psychologists (Fox, 2011). When considered alongside the withdrawal of support from University and increasingly infrequent contact with peers at the same stage of development,

if seems likely that RQEPs are experiencing rapid development in a changing support context, making supervision even more vital.

My Perspective - A Reflective Note

My interest in supervision arises from my previous training as a counsellor, a profession that requires all practitioners to receive regular supervision. The BACP stipulates that accredited counsellors should receive a minimum of 1.5 hours of supervision per month (The British Association for Counselling and Psychotherapy, 2016a, p. 3). I therefore have experience of supervision in a counselling context and have found it valuable both personally and professionally for developing and maintaining good practice, mediating the effects of a challenging caseload and facilitating my personal growth, as an individual and a counsellor. Upon commencing EP training, I was required to engage in placement and university supervision and discovered a wide variety of practice and approaches, some helpful and others not. I noticed differences between my experiences as a TEP in supervision and in discussion with peers, colleagues and practicing EPs and my conceptualisation of supervision, including my understanding of what supervision is and what it is meant to do. My confusion around the different professional approaches to supervision in educational psychology and counselling, the gap between theory and practice and the variance amongst other TEPs and EPs ideas, beliefs and attitudes towards supervision attracted my interest in discovering more about the lived experience of supervision in the EP profession.

My Research

As has been discussed here, supervision varies across cultures, professions and between individuals. Research offers some reductionist conceptualisations of what comprises “good” supervision as outlined in the DECP guidelines e.g. clear contracting and alignment of models (Dunsmuir & Leadbetter, 2010). In addition, there is some evidence to suggest that contrary to the belief that the supervisor and supervisee must come from the same profession, good supervision requires that the supervisee select a supervisor according to context and needs (Lilley, David, & Hinson, 2007). The diversity exhibited in the practice of supervision is useful in flexibly meeting the needs of supervisees and supervisors (Scaife, 2009) but it may also act as a barrier to the rigorous evaluation of its effectiveness and impact on clients in rendering it near impossible to compare like with like (Milne, 2007). Some researchers are concerned with the processes, whilst others focus on the supervisor role or the supervisee benefits (Callicott & Leadbetter, 2013).

I have attempted to demonstrate that the experiences of RQEPs are under-researched. I have also sought to highlight that the EP role requires flexibility and the ability to adapt within a profession experiencing growth and change (Fallon, Woods, & Rooney, 2010). EPs have also experienced a change in our training route and multi-agency and therapeutic work are becoming more common (Callicott & Leadbetter, 2013; Frederickson, 2013). These factors, in addition to the increased engagement with – and developing requirements for – supervision in the profession indicate that this research is due, and I would argue that further insight into this unique group of EPs is timely.

This research aims to build on existing knowledge from the overview of EP supervision in the UK (Dunsmuir, Lang, & Leadbetter, 2015) and research into supervision from clinical, counselling and EP perspectives. I hope to offer insight into the qualitative differences in RQEPs as a professional group; gathering information on needs, views, experiences, attitudes and beliefs about supervision which may be of use in informing future research, policy and practice at local, EPS and professional level.

As discussed in the introduction, I view supervision as an experience with both nomothetic and idiographic elements. The word “nomothetic” refers to laws and the general, from the Greek, “nomos” whereas idiographic refers to “idios” meaning “private” and relating to the individual and the unique (Reber, 1985) The distinction between nomothetic and idiographic data in psychology was first explored by Wilhelm Windelbrand, who claimed explanations in the humanities were concerned with reality that is unique and time-bound (idiographic) as opposed to those in the natural sciences which form laws around configurations of events which will repeat over time (nomothetic) (Windelband, 1894/1998). In this way, “psychology could use either the idiographic approach to interpret a person in all of his or her singular complexity, or the nomothetic approach to explain the regularities of behaviour observed across many people” (Lindlof, 2008, p. 1). Nomothetic approaches are deductive, seeking to discover objective knowledge via scientific methods, whereas the idiographic approach is inductive, seeking the particulars of a case, closely observing to reach an interpretation and always mindful that human behaviour is not determined by specific causes (Lindlof, 2008). Despite this apparent dichotomy and the obvious tensions which may arise when attempting research which comprises both, researchers may

also value both as, “complementary ways of studying and evaluating the same phenomena” (Lindlof, 2008, p. 1).

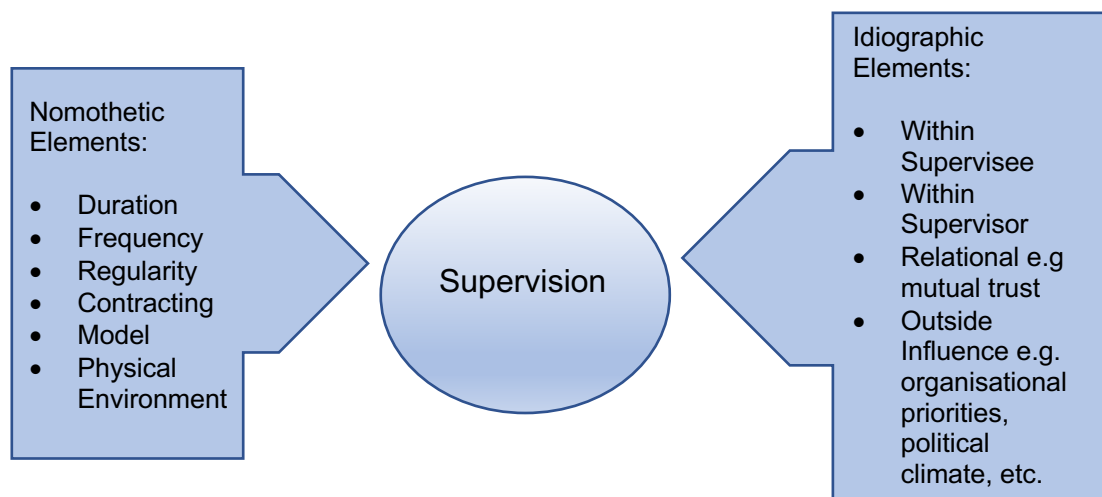


FIGURE 2: A DIAGRAM ILLUSTRATING MY VIEW OF SOME OF THE NOMOTHETIC AND IDIOGRAPHIC ELEMENTS OF SUPERVISION

In this study, I will seek to identify what is happening on a national level in supervision and then from an individual perspective, seek to explore the experience of supervision for RQEPs. This will require a mixed-methods design and a pragmatist approach to gather and quantify data regarding current practice before using these data to inform a second phase which will look more closely at lived experience via qualitative data.

Research Questions

My initial impetus to study educational psychology supervision stemmed from curiosity as I found my place within the profession. As an activity I had experienced before, I was interested to find out what was different – and what was similar – in the supervision I would get as a trainee educational psychologist (TEP). As my time as a TEP in supervision went on and I spoke with peers, colleagues and qualified EPs who supervise and are supervised, I then became interested in the differences in all of our experiences and the emotional

responses we seemed to share about what we experienced as 'good' and 'bad' supervision. Later, as my casework and course pressures increased, I began to wonder just how much my impact my supervision had – on my work, my relationships and my well-being. As a counsellor, I had never questioned why I was being supervised, the need it was meeting was obvious to me and I had without exception found it supportive - of me and my practice - and at times transformative. I could not envisage practicing without it. Yet as a TEP, I heard stories of TEP and EP colleagues getting little or no supervision, feeling judged, not trusting that confidentiality would be maintained, becoming confused about how to use supervision and finding themselves disempowered by the process. Was EP supervision different? And if so, to what purpose? Would I need to change my idea of supervision to fit into this new world and if I found myself needing my 'old style' supervision, would I need to look outside it? These questions were often based within a very personal need to understand my new professional context. However, as I conducted a literature review, I became interested from a professional standpoint as I found little research around EPs in supervision, in contrast to supervision research in other psychological and therapeutic arenas, suggesting to me that this may be an appropriate area for further research.

My aim in undertaking this research was a simple one, stemming from personal and professional curiosity and couched in an exploratory perspective, leading to my original research question: "What is it like to be in supervision as an educational psychologist?". In looking through the literature and further considering my own questions, I became also became curious about the little-researched area of recently qualified practitioner supervision. I wanted to find

out more about training in supervision; concepts of supervision; good and bad experiences; facilitators and barriers to good supervision for RQEPs and, in-line with my over-arching interpretivist approach, I wanted to elicit views from multiple perspectives. These are my final research questions:

Aim One:

To explore the current picture of RQEP supervision from the perspective of RQEPs, RQEP Supervisors and PEPs.

Research Questions

Training in and/or Experience of Supervision:

RQ1: What training and experience do RQEP Supervisors and RQEP Supervisees have in supervision?

Concepts of Supervision:

RQ2: What concepts of supervision do RQEP Supervisors and Supervisees hold?

Current Supervision:

RQ3: What does supervision currently look like for RQEP Supervisees and RQEP Supervisors?

'Good' and 'Bad' Supervision:

RQ4: What does 'good' and 'bad' supervision look like to PEPs, RQEP Supervisees and RQEP Supervisors?

Facilitators and Barriers to Good Supervision:

RQ5: What do PEPs, RQEP Supervisees and RQEP Supervisors see as the facilitators and barriers to good supervision?

The Impact of Supervision:

RQ6: What, if anything, do PEPs, RQEP Supervisees and RQEP Supervisors feel are the gains to be made from supervision?

The Experience of the Research:

RQ7: How, if at all, has the research impacted upon the participants?

Aim Two:

To explore the unique, lived experiences of three RQEPs currently engaged in supervision.

Research Questions

Concepts of Supervision:

RQ8: What are the participants' concepts of supervision and how do they believe these concepts have developed?

RQ9: How do the participants intend to supervise others and how do they feel their experiences may have shaped these intentions?

Being an RQEP:

RQ10: What is important for RQEPs?

Current Supervision:

RQ11: What does supervision currently look like for the participants?

'Good' and 'Bad' Supervision:

RQ12: What does 'good' and 'bad' supervision look like to the participants?

The Impact of Supervision:

RQ13: How does supervision impact upon the participants' lives?

RQ14: How does supervision impact upon their development?

The Experience of the Research:

RQ15: How do the participants experience the interview and the research?

Aim Three:

My final aim is an analytical one: to combine the nomothetic and idiographic elements of the research, integrating them to offer further insight into the lived experience of RQEPs currently engaged in supervision to inform policy, practice and further research.

I will now go on to explain my methodology when approaching these research questions.

METHODOLOGY

Within this chapter, I will explore the methodology and underlying philosophical assumptions for my research and then go on to identify and discuss the methods I have used.

Introduction

In planning this research, I engaged with the concepts in of methodology, which is concerned with the philosophical, political and theoretical underpinnings of research (Robson, 2011), and methods, the practical techniques used to collect and analyse data (Giddings & Grant, 2006). In doing so, I have reflected on the literature and research base in supervision and my aims for the research.

Philosophical Assumptions

Given my view of supervision as a multi-layered phenomenon and the exploratory nature of the research questions combined with my intention to reach conclusions which may inform future practice, I have adopted a pragmatist approach and used a mixed methods sequential explanatory design (Cresswell & Plano-Clark, 2011) over two phases.

Pragmatism offers a process-based approach to knowledge which recognises the constantly evolving and transactional nature of what we can know (Biesta, 2015) As opposed to critical realism, which sees truth as a reality which exists but which we can only hope to approach via research due to the differing experiences and interpretations of individuals beholding the same phenomena,

pragmatism sees knowledge as ever-changing, meaning that we can only reach our best understanding of the world at present. Our conclusions are not truths but rather actions which make things better (Briggs, 2019).

I see this recognition of the lack of the existence of universal truths and of knowledge as dynamic alongside the acknowledgement of the phenomenological view of individual difference on what we can claim to 'know', as aligned with my worldview and intentions for the research.

Pragmatist research is concerned with generating solutions (Biesta & Burbules, 2003) and as such, I have identified with Dewey's concept of inquiry, summarised by Morgan (2014), which sees inquiry – or in this case, research – as “a specific kind of experience...a process by which beliefs that have become problematic are examined and resolved through action” (Morgan, 2014, p. 1047). I am hoping not only to offer voice to the participants and explore their experiences of supervision, I am also hoping to conclude with some useful information and practical ideas.

Methodological Orientation

Given my view of supervision - as an activity with external elements apparent to all and elements whereby what exists is interpreted and constructed by those engaging in it - nomothetic, generalisable data must be gathered alongside idiographic, subjective, contextual experiences. There are elements to supervision that are descriptive and can be quantified and generalised to the general population and elements that are socially constructed and generated within the phenomenal field (Snygg & Combs, 1949) of the individuals involved. Therefore,

in order to fully address my view of what supervision is, my research requires a design that allows me to explore both the nomothetic and idiographic elements of supervision. I see my research in terms of attempting an overview of the external frameworks, then moving towards a search for insight into the internal; the meaning/interpretations/attributions felt and experienced by those in supervision. I also seek to combine these two nomothetic and idiographic elements to gain a richer picture of supervision and what this may mean for policy, practice and future research.

Mixed Methods

Although previous research into supervision for EPs has tended to use quantitative methods, I have chosen to use mixed methods as I am searching for a deeper, more experiential insight into supervision which gives voice to the participants and offers insight into implications for EP supervision in practice.

John Cresswell, contributing to a paper by Johnson, Onwuegbuzie and Turner in which the authors sought multiple interpretations of mixed methods from a selection of key researchers in the field, defined mixed methods as a methodology, “in which the researcher collects, analyses and mixes (integrates or connects) both quantitative and qualitative data in a single study or a multiphase programme of enquiry” (Cresswell, as cited in Johnson, Onwuegbuzie, & Turner, 2007, p. 119). A mixed methods design comprises techniques which will allow me to address both the nomothetic and idiographic elements of supervision. Phase One involves the collection of both quantitative and qualitative data to explore the nomothetic and Phase Two is concerned with gathering qualitative data to explore the idiographic.

Combined forms of enquiry in psychology have increased in popularity in recent years (Povee & Roberts, 2015) and it is believed that, “the challenge, and rewards, of conducting mixed methods research is the opportunity to use both approaches, potentially leading to far greater understanding of the phenomena or behaviours under investigation” (Tashakkori, Teddlie, & Sines, 2012).

Interpretive Phenomenological Analysis

There are precedents for using IPA in mixed methods research (de Visser, et al., 2014; de Visser & McDonald, 2011) and it fits with my intention to explore the lived experience of supervision as well as the current contextual facts. My perspective is that as EPs, we have created a context (timing, framework, regularity, etc.) for supervision within our profession, which I explore in Phase One. I explore the lived experience in Phase Two, with and beyond these boundaries and within the phenomenological field.

Epistemologically, IPA is consistent with my idiographic, interpretivist and phenomenological stance in Phase Two: seeing the participant and researcher as co-creators of knowledge and meaning (Smith, Flowers, & Larkin, 2009). IPA is also an appropriate choice for research concerning the context of RQEP Supervisees as it encompasses the element of perception of self at a time when a change in circumstances (transition from TEP to EP, University to Educational Psychology Service, Postgraduate to Doctor, etc.) will have an impact on these perceptions (Farouk, 2014). In addition, a qualitative approach and phenomenological enquiry mirrors the reflective and reflexive qualities of

supervision and the supervisory relationship, wherein the therapeutic alliance is the vehicle for the supervisor and supervisee to make meaning.

IPA is concerned with the richness and depth of the individual experience rather than seeking to generalise. IPA adopts a commitment to individuals - idiographic - and offers particular insight for those individuals experiencing transformation such as the identity change from TEP to EP. Again we come back to my own ideas around supervision: supervision as a relational activity that leads to a co-constructed meaning; each supervisory experience is unique, each supervisor and supervisee is unique within the dynamic experience of their setting and the relationship and therefore in order to explore supervision meaningfully, I believe I must elicit insight into these individual differences.

Research Design

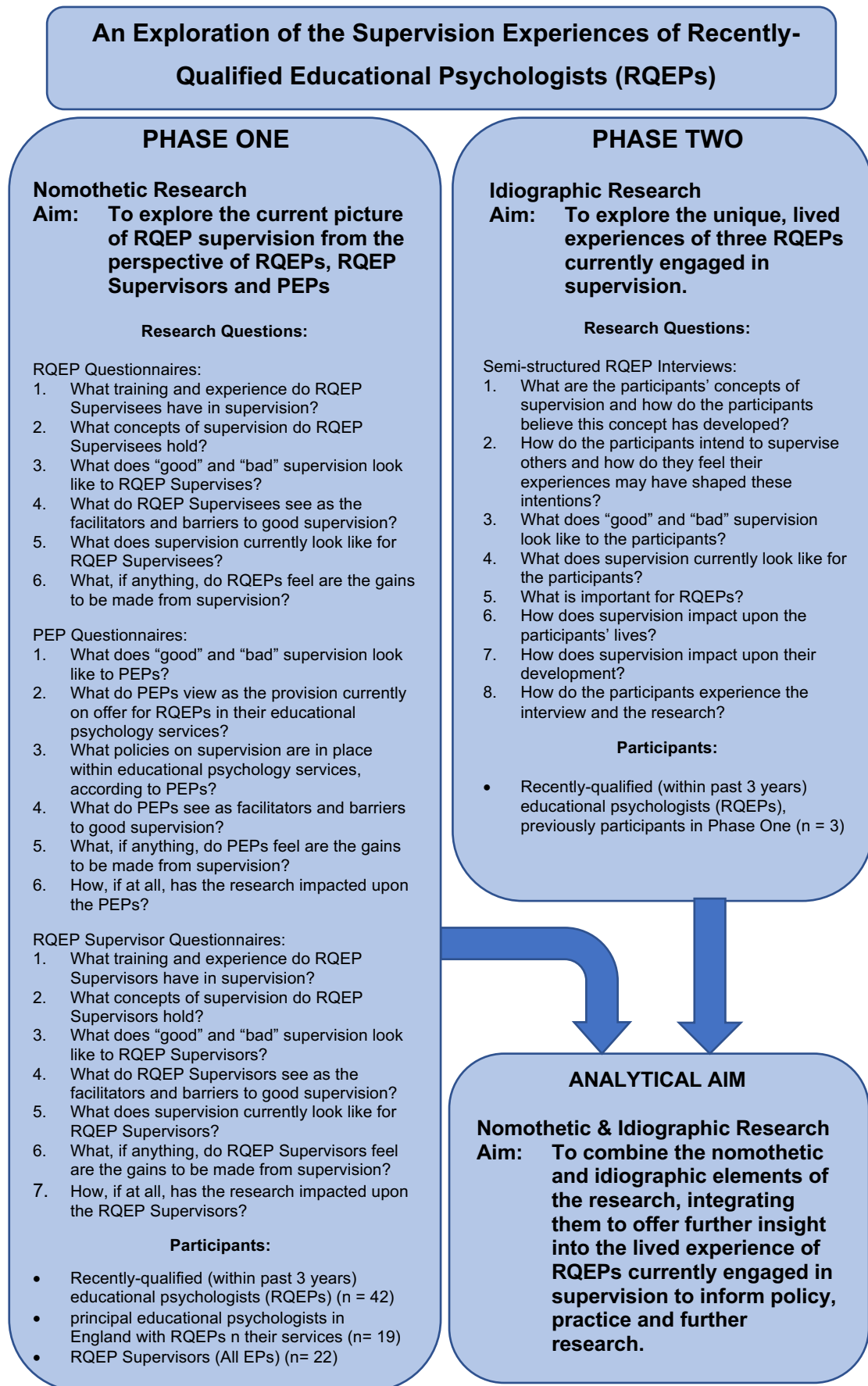
By undertaking this research, I am exploring supervision within the educational psychology profession and more specifically, the supervision experiences of recently qualified educational psychologists (RQEPs) from the perspective of PEPs, RQEP Supervisors and RQEPs themselves.

An overview of my research design is shown in Figure 3. Phase One is of a nomothetic design in which the majority of data collected is quantitative in nature and generalisable, alongside a small amount of qualitative data. In the second phase, an idiographic design is used in which the data collected is qualitative in nature and is interpretivist and phenomenological. In practice, this has meant that my first aim is nomothetic, my second is idiographic and my third aim is the

integration of both. My research questions therefore come under aims one and two and provide the stimulus for my data collection and the third aim is analytic.

I considered other methodologies but chose this as the best fit. For example, I have chosen to dismiss the use of an experimental design as this would be to ignore the complex, multi-faceted nature of supervision in practice and would limit my research to a reductionist view of the concept, running contrary to my perspective.

FIGURE 3: MY RESEARCH DESIGN



Methods/Procedures – Phase One

In this initial phase of the research, the aim was to explore the current picture of RQEP supervision from the perspective of RQEPs, RQEP Supervisors and PEPs.

I have sought to build upon and extend the research of Dunsmuir, Lang and Leadbetter (Dunsmuir, Lang, & Leadbetter, 2015) to elicit further insight into the current experiences of supervision from the perspectives of those involved.

Participants:

Three sets of participants were chosen: PEPs, RQEP Supervisees and RQEP Supervisors. All RQEP Supervisors were EPs.

For the purposes of this study, RQEPs are defined as those EPs who finished their doctoral training in the 3 years prior to 2017. Government figures show that there were 160 TEP places available each year between 2014 and 2017 (Department for Education, 2018), suggesting that if each TEP completed training and then each one became employed as a RQEP, there would be a population of 480 RQEPs to potentially qualify for this research.

The participants for the surveys were self-selecting, meaning that those who responded may be expected to have strong feelings and an interest in supervision already and therefore the data must be reviewed in the light of this potential limitation.

Potential participants were recruited via email postings, each email containing links to the questionnaires and an invitation to participate anonymously online. I sent emails to all current educational psychology training institutions, via NAPEP (National Association of Principal Educational Psychologists) to all PEPS and their EPSs, to the Association of Education Psychologists (AEP) who forwarded the email on two occasions to all their members and I also posted on EPNET, an online forum for practising EPs in all settings. In addition, peers and colleagues agreed to post on their Facebook pages for dissemination nationally to other EPs.

Data Collection Methods:

I designed three questionnaires, one for PEPs who are currently running Educational Psychology services, one for RQEPs Supervisees, and one for EPs currently supervising RQEPs, for distribution nationally. Questionnaires are useful for collecting closed, quantitative data generalisable to the general population (Alreck & Settle, 1995).

As supervision as a concept is value-laden, multi-faceted and I would argue, highly subjective as an experience, I sought to gather data about how supervisees and supervisors define and conceptualise supervision as well as experience it.

Although I aimed to gain insight into the experiences of RQEPs, I would argue that as RQEPs do not experience supervision in isolation, the multiple voices of those who also form the experience need to be heard. These RQEP Supervisor and PEP questionnaires give voice to their own experiences of supervision, provide some contextual data, offer further insight into views of supervision

across the profession and offer some potential comparisons. The RQEP Supervisor questionnaire asked participants to consider their own supervision as well as the supervision they experience as a supervisor with their RQEPs. The PEP survey was shorter, eliciting data on current policy and practice in respondents' authorities regarding supervision in addition to gathering PEPs own experiences, concepts and views of supervision.

I used my literature review and personal experiences of supervision to inform the questions I set. Each was tailored to the participant group and contained both closed and open-ended questions to gain insight into their unique experiences of supervision. Data gathered was both quantitative - such as training, amount, model, duration and venue of supervision received and qualitative such as examples of good and bad supervisory experiences and experience of supervision outside the EP profession. Each of the questions in the questionnaires were chosen to address the research questions already outlined. Following drafting, I piloted this survey with a small sample of RQEPs (n=2) and EPs (n=2) to ensure clarity and accessibility of language and concepts for both RQEP supervisees and EP supervisors. Following this piloting phase, I made some minor changes to language and then produced the final surveys, (to be found in Appendices I, II and III) which were placed online using Google Forms. Using the internet as a form of dissemination enabled me to reach a wider group of potential participants and also facilitated prompt returns. Although it is known that internet surveys tend to have lower returns (Robson, 2011), I decided that benefit of reaching a wider population and the ability to control the questionnaire access and return data made this a sensible choice.

The PEP responses were gathered from 2nd June 2017 to 13th July 2017 via online links to the Google Forms survey. All participants were self-selecting and 19 participants took part.

The RQEP Supervisee responses were gathered from 2nd June 2017 to 11th August 2017 in the same way, and 42 RQEP Supervisees completed questionnaires.

The RQEP Supervisor responses were gathered from 2nd June 2017 to 11th August 2017 via online links to the Google Forms survey. Again, all participants were self-selecting and 22 took part.

Data Analysis Methods:

The main purpose of the questionnaire was to identify general points and as such, the types of data collected in Phase One were quantitative, with qualitative data gathered via open-ended questions in order to address a minor aim of further exploring those elements initially identified quantitatively, and to gain individual participant views. These quantitative data, including response rates, from all surveys were then analysed using descriptive statistics in Excel and presented in tabular and pictorial formats to quantify frequencies and means. The qualitative data from the open-ended questions were analysed using thematic analysis (Braun & Clarke, 2006) to gain deeper insight into the phenomenological field of the participants (Giorgi, 2009).

Thematic analysis is a research method for use in the identification, analysis and reporting of patterns in data (Braun & Clarke, 2006) and can be used alongside

other form of analysis, as I have done here. In employing thematic analysis, I followed the six steps outlined by Braun and Clarke and comprising familiarisation with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes and then finally reporting results (Braun & Clarke, 2006). In line with my over-arching interpretivist perspective, I recognised and acknowledge my impact on this process and used thematic analysis at an interpretivist level (Boyatzis, 1998).

Methods/Procedures – Phase Two

In the second phase of the research, the aim was to gain a more in-depth, richer picture of the lived experience of a small group of participants RQEPs engaged in supervision. I sought a more personal and subjective view of the experience of supervision than could be gained from the first phase and hoped to learn more about these experiences directly from RQEPs currently engaged in it.

Participants:

For this phase, I sampled participants (n=3) who had already taken part in the first phase to interview. I sampled participants in this phase by sending out a second email, asking if any Phase One participants wished volunteer to take part in Phase Two. In hindsight, it may have been easier to ask for email contact addresses at the end of Phase One but I was concerned that a lack of total anonymity in the surveys may discourage honest responses. By doing a second mailing, participants would only choose to identify themselves to me after a period of reflection on the initial process had passed and those for whom anonymity was key, this protection would remain by them choosing not to volunteer.

Motivation to participate needed to be high due to the time commitment involved but this in turn carried the limitation of self-selecting samples and participants with a strong agenda. However, as this part of the research seeks to elicit a lived experience from the participant's phenomenal field, if this strong stance is part of their reality, this does not in itself interfere with the findings. The expectation for Interpretative Phenomenological Analysis is that the sample should be small for this size of study due to the labour-intensive nature of the analysis and the understanding that a richer picture is being sought, not a large sample with less detail but generalisability to a general population (Smith, Flowers, & Larkin, Interpretative Phenomenological Analysis, 2009).

Data Collection Methods:

In order to address my research aim and questions, I drew up an interview schedule of guidance questions and prompts for the semi-structured interviews, mindful of the need to offer space for the participants to lead the content and process of the interview. In other words, my agenda was to gather a sense of their lived experience and that required me to avoid leading questions or prompts. I was mindful to use non-directive techniques learnt in counselling to keep my interference in the thought processes and phenomenal field of my participants as minimal as possible. I interviewed using open-ended questions to free the participants to explore their own inner conceptualisations, views, attitudes and beliefs about supervision unconstrained by my pre-conceptions or prior research. I also piloted the semi-structured interview schedule with an EP and an RQEP to check for language and clarity. The final version of the semi-structured interview schedule with guidance questions can be found in Appendix V.

The interviews were conducted via Skype at a time convenient to the participants and email contact was used prior to the interviews to ensure they were happy and comfortable with the process, able to ask any questions and voice any concerns. The use of Skype, in addition to being cheaper and less time-consuming for the interviewer in terms of travel, etc. has also been shown to offer valuable insight into the interviewee experience (Lo Iacono, Symonds, & Brown, 2016). An Ethical Consent form (See Appendix IV) was used and signed by participants to ensure they were aware of expectations and their rights in the process. I attempted to use these initial email conversations to build rapport with the participants, to build trust so they were open and honest in the discussions to follow.

The interviews were recorded on an iPad and a digital Dictaphone to avoid the need to re-interview in the event of recording failure. Participants were also given the chance to ask questions and were asked how they were at the end of the interview in the interests of their well-being and safety. The interviews were then anonymised, transcribed and analysed. Identifying features in the transcriptions were redacted to maintain anonymity and the original recordings destroyed with audio and transcription copies kept on computer protected by encryption and passcodes.

Data Analysis Methods:

I analysed the transcribed interviews following the procedure outlined by Smith, et al, using close reading and re-reading of the transcript and three levels of exploratory coding (Smith, Flowers, & Larkin, 2009). This then led to clustering

appropriate themes, creatively analysing the data from each case in turn and noticing how they interacted and informed each other.

As stated by Smith, Flowers and Larkin, employing IPA analysis does not mean using one particular prescribed way of handling the data (Smith, Flowers, & Larkin, 2009). The researcher is free to be creative in approach, being guided by a common set of procedures but maintaining focus on the key aspect of IPA: the participants' attempts make sense of their own experiences (Smith, Flowers, & Larkin, 2009).

In using IPA to analyse the data, I have sought to make sense of each participant's experience as much as I am able, operating within the context of a double hermeneutic, meaning I have attempted to make sense of the participants' sense-making of their own worlds (Smith & Osborn, 2003). I have also worked to ensure I have maintained empathy and curiosity for their experiences, meeting the IPA requirements of combining "an empathic hermeneutics with a questioning hermeneutics" (Smith & Osborn, 2003, p. 54). This has required an awareness of my own responses and processes as I have worked, using constant and consistent reflection to notice when I am reacting to the data – or not – and considering how my own experiences, prejudices and preconceptions impact upon my ability to 'hear' another's experience.

In addition, I have sought to maintain the idiographic approach, fully immersing myself in the data gathered from each participant, trying to get a sense of their world before noticing emergent and subordinate themes and then finally looking

at the combination of all three interviews in consideration of superordinate and global themes.

Photographic examples of clustering themes can be found in Appendix VI.

When I first drafted my superordinate to global themes, I noted how each participant commented in relation to these themes. In the second draft, reviewing included analysis and became more interpretive, recognising the need for the double hermeneutic of IPA as analysis continues. As an interpretive method, IPA requires that the researcher seeks to interpret and make meaning from the participant's attempts to make meaning. Therefore, I sought to gain insight into the participants' experiences via their reflections and interpretations requiring engagement in a double hermeneutic where I attempt to "make sense of the participant trying to make sense of what is happening to them" (Smith, Flowers, & Larkin, 2009, p. 3), thereby reminiscent of my experiences as a person-centred therapist seeking to hold both my own and my client's frame of reference in mind. This is wholly appropriate for this research, I believe, as it corresponds not only to the interview context but also to the subject of the research itself – supervision – as an activity requiring meaning-making between two individuals seeking to understand each other in a relational learning context.

Finally, in order to maintain the integrity of the interpretive nature of this phase and offer my interpretations of the experiences for each participant., I produced concept maps for each RQEP. Concept mapping has variously been used to offer insight into participant views and conceptualisations in counselling psychology research (Goodyear, Tracey, Claiborn, Lichtenberg, & Wampold,

2005). Here, I am seeking to offer graphic representation of my interpretation of the meaning-making of each participant, illustrating relationships between concepts and indicating the relative importance attributed to each theme. I produced the concept maps by immersing myself in the data, reviewing emergent and subordinate themes, drawing together themes for each participant and then using the Visual Paradigm add-on to Powerpoint to generate a picture.

Ethics

Key elements for ethical consideration were gathering informed consent and meeting the challenge of ensuring the participants were fully aware of the task they were undertaking; plus ensuring confidentiality and anonymity to ensure the responses were as truthful, open and honest as possible. I was sensitive to confidentiality and ethics to help participants feel safe to contribute in Phase Two when I knew their names and services.

No children or young people were involved and no confidential casework data was collected. Identifying information in the responses were anonymised or redacted to maintain confidentiality and anonymity for the participants and those they work with. There was the potential for discussion leading to raised awareness in participants of bad supervision or remembered experiences of difficulties, which had the potential to be distressing. I was mindful of this and was ready to signpost participants for support if this was deemed necessary e.g. offering The Samaritans helpline for confidential support.

Ethical Approval Certification can be found in Appendix X and the RQEP Information and Consent sheet for the semi-structured interview in Appendix IV.

PHASE ONE FINDINGS

This section details the results from Phase One of the study.

The Phase One results are divided into four sections: the results of the PEP survey, the results of the RQEP Supervisee survey, the results of the RQEP Supervisors survey and finally, a summary of the results of all three surveys combined.

PEP Survey Results

All participants were self-selecting, N=19.

Service Policies on Supervision

17 of 19 respondents reported having a supervision policy within their service. One PEP reported that they did not, and one did not respond to this question. The PEPs then reported if they had a supervision policy containing information/guidance specifically aimed at RQEPs and their supervisors in their service:

RQEP Supervision Policy?	Number of Respondents	Percentages
Yes	10	53%
No	7	37%
No Response	2	11%
Totals:	19	100%

TABLE 1: SERVICES WITH RQEP-SPECIFIC SUPERVISION POLICIES

Two respondents reported that they did not have RQEP-specific elements to their supervision policy. One stated this was currently under review and one that their supervision policy was designed to offer bespoke supervision to fit the requirements of all EPs regardless of the stage of their career.

I will now identify basic themes under individual headings for each question and then integrate these to offer an overview of the thematic results.

Facilitators of Good Supervision

The PEPs were asked to identify what they felt was vital for good supervision.

Thematic analysis resulted in the following:

THEME	DETAILS
Training	For supervisors in supervision and psychological theory
Supervisor Qualities and Skills	Empathy Open-ness Honesty Related-ness The ability to form an effective working alliance with a supervisee.
Models of Supervision	Offering a variety of models Clarifying which model will be used Mutually agreeing the model/s.
Clear Parameters	Boundaries set and mutually agreed, appropriate Contracting discussed and mutually agreed.
Trust	Clarity of limits to confidentiality and maintenance of confidentiality Feelings of safety in supervisor and supervisee Open-ness.
Commitment to Supervision	Demonstrated by: <ul style="list-style-type: none"> • clear policies • pre-booked sessions • consistency • acknowledgment that supervision is mutually beneficial and takes many forms • protected time • regularity.
Quality of the Supervisory Relationship	Safe Trusting Mutually respectful and beneficial Recognising that the responsibility for effective supervision lies mutually with supervisee and supervisor.
Power Balance	Supervision should not be undertaken by line managers
Content of Supervision	A balance of line management and case supervision tasks

TABLE 2: THEMES IDENTIFIED BY PEPS AS VITAL FOR GOOD SUPERVISION

Barriers to Good Supervision

The following themes were identified by PEPs as impeding good supervision:

THEME	DETAILS
Relationship	Personality/beliefs mismatch between supervisor and supervisee Poor relationship Abuse of power Lack of trust and open-ness Supervisee not feeling “heard”
Content	Negative focus Closed context and narrow thinking Inappropriate challenge Lack of clarity and consistency Lack of clarity around the model and process used Using an ‘expert’ model.
Commitment	At LA, service and individual supervisee and supervisor levels including: <ul style="list-style-type: none"> • supervision not valued • lack of flexibility in systems to be responsive to need • lack of protocols around investment of time • lack of ownership and motivation from supervisor or supervisee • lack of reflection or preparation from supervisee.
Practicalities	Lack of time Too much workload Issues around location or securing a space.
Supervisor-centric	Reluctance/lack of interest/lack of motivation from supervisor Lack of supervisor skills An ‘expert’ attitude Lack of supervisor process knowledge.
Power Balance	When it is confused with appraisal/line management When authoritarian style line management is part of the process When combined with management oversight When it feels overly ‘managerial’.

TABLE 3: SUMMARY OF PEP VIEWS ON WHAT IMPEDES GOOD SUPERVISION

RQEP Support

The following themes were identified as things PEPs offer within their services to support the needs of RQEPs:

THEME	DETAILS
Training/Skills Enhancement	Accredited training Support with report-writing Peer file reviews Addressing identified training needs.
A Flexible Approach to Individualised Support	Having a system in which need can be met flexible according to the individual.
Connected-ness	An 'open-door' policy from senior staff Facilitating peer support and mentoring/buddy schemes Awareness from colleagues that RQEPs may need more support Encouraging a supportive culture.
Enhanced Supervision	Increased frequency/length of supervision Supervision outside the service Offer of group and peer supervision Supervision with senior staff or line management including specialist EPs.
Opportunities for Shadowing	
Induction Process	Time set aside for getting to know the service culture and practice Learning about the local area Assessing and discussing needs for future development.
Reduced Caseload	0.9 F.T.E. Protection from tribunals for the first year Scheduled opportunities for reflection and discussion Recognition that RQEPs may take longer in their work.
No Additional Offer for RQEPs beyond that which is already on offer to all.	

TABLE 4: ACTIVITIES UNDERTAKEN IN SERVICES TO SUPPORT THE NEEDS OF RQEPS

I combined the data from Table 4 and any pertinent comments given at the end of the questionnaire to produce an overview of the activities currently used to meet the needs of RQEPs within services:

ACTIVITIES				
Tailored CPD	Enhanced Supervision	Fostering Connections	Providing More Time	RQEP Induction
Accredited Training	Increased Frequency	Mentoring	Reduced Caseload	
Report-writing Skills	Longer Duration	Buddy Schemes	Scheduled Opportunities for Reflection and Discussion	
Supervision Training for Participants	External Supervision	'Open-door' Policy	No Tribunals in First Year.	
	Group Supervision	Peer support		
	Senior/Specialist Supervision	Shadowing		

TABLE 5: SERVICE-LEVEL ACTIVITIES IDENTIFIED BY PEPS AS HELPFUL IN SUPPORTING RQEPS

Ideal Supervision

PEPs were asked for their idea of the perfect supervisory experience. The following themes were identified from their responses:

THEME	DETAILS
Physical Comfort	e.g. comfy chair, quiet environment, pleasant room, etc.
Clear Boundaries and Contracting	e.g. adequate time, a structure, clear and mutually agreed expectations, uninterrupted sessions, an explicit policy within the service.
Meeting Multiple Needs	e.g. support, challenge, line management, casework management, oversight, CPD, etc.
Therapeutic Factors	e.g. such as active listening, therapeutic listening, confidentiality, respect, trust, open-ness, honesty, etc..
Professional Development	Supervision should offer an opportunity for professional development e.g. be a two-way process for supervisor and supervisee, increase confidence, challenge for new learning to occur, etc.
Supervision is Valued by all Concerned	
Supervisor Factors	e.g. use of external supervisors, experienced supervisors, trained supervisors who are not line managers, etc.

TABLE 6: THEMES IDENTIFIED BY PEPS AS COMPRISING THEIR IDEAL SUPERVISORY EXPERIENCE

According to the PEPs who responded to this survey, there are elements that contribute to experiencing ‘good’ supervision and those that can impede it, thereby resulting in less-than-‘good’, or perhaps ‘bad’ experiences. In addition, each PEP has identified their ideal supervisory experience. To further explore these themes, I reviewed the data from Tables 2, 3 and 6 to isolate and identify what contributes to and impedes good supervision:

DIMENSION	Contributes to Good Supervision	Impedes Good Supervision
Training	<ul style="list-style-type: none"> Experienced Supervisors trained in supervision and psychological theory 	<ul style="list-style-type: none"> Lack of supervisor skills and process knowledge
Skills	<ul style="list-style-type: none"> Participants with interpersonal and therapeutic skills e.g. active listening, empathy, open-ness, honesty, related-ness and the ability to form an effective working alliance 	<ul style="list-style-type: none"> A negative focus, narrow thinking, inappropriate challenge and a lack of clarity and consistency. Using an ‘expert’ model
Practicalities	<ul style="list-style-type: none"> Contracting is comprehensive, mutually agreed and regularly reviewed. Sessions are uninterrupted The physical environment is conducive to in-depth discussion External supervisors are used 	<ul style="list-style-type: none"> Lack of time Too much workload Issues around location or securing a space Lack of clarity around the model and process used Supervision by a line manager
Commitment	<ul style="list-style-type: none"> Commitment to supervision throughout the service as demonstrated by clear policies, pre-booked sessions, consistency and the acknowledgment that supervision is mutually beneficial and takes many forms View of supervision as a two-way learning process 	<ul style="list-style-type: none"> Supervision not valued at all levels, reducing ownership and motivation Lack of flexibility in systems to be responsive to need No protocols around investment of time
Relationship	<ul style="list-style-type: none"> Supervisor and supervisee feel safe Open-ness and a trusting, mutually respectful and beneficial relationship exists There is recognition that the responsibility for effective supervision lies mutually with supervisee and supervisor 	<ul style="list-style-type: none"> A mismatch in the personality/beliefs of the participants Poor relationship e.g. an abuse of power, lack of trust and/or open-ness, supervisee does not feel “heard” Supervision is combined with management oversight

FIGURE 4: AN OVERVIEW OF PEP VIEWS ON WHAT CONTRIBUTES TO AND IMPEDES GOOD SUPERVISION

Interestingly, the PEPs’ view on what facilitates and impedes good supervision are not always mirrored. For example, PEPs assert that experienced supervisors, trained in supervision and psychological theory, facilitate good

supervision; supervisors who lack supervisor skills and appropriate knowledge impede it. These perspectives mirror each other: to possess these skills and knowledge is facilitative, to lack them is an impediment. However, several barriers are not simply the opposite of facilitators, e.g. the use of an ‘expert’ model is not the opposite of possessing interpersonal and therapeutic skills e.g. active listening, empathy, honesty, the ability to form an effective working alliance, etc.. Also, several factors are identified as facilitators or barriers alone, such as supervision combined with management oversight which is seen as impeding good supervision but with no equivalent facilitator.

Further Comments, Thoughts, Feelings and Ideas

I provided the opportunity to add comments on RQEPs and supervision at the end of the survey - the following themes were identified from the five PEPs who responded:

THEME	DETAILS
High Value of RQEPs	
Reflections	How PEPs might better meet the needs of RQEPs e.g. a specific policy for RQEPs, reviewing service policy on supervision to bring in line with BPS quality standards framework, wondering if they need to be better at meeting RQEP needs.
Interest in the Research	Looking forward to the findings
Concerns about Locum Work	RQEPs experiencing problematic locum supervision or becoming locums before they have experience of good practice.
Professional Development and Quality Assurance	Both met by supervision dependent upon the supervisor/supervisee relationship e.g. reading reports and giving feedback in supervision.
High Value of Supervision	Including enhanced and increased opportunities for supervision for RQEPs to support emotional well-being and help them to adapt to a new service.

TABLE 7: THEMES IDENTIFIED BY PEPS IN THEIR FURTHER COMMENTS ON SUPERVISION AND RQEPS

Just under half of the PEPs responded to the opportunity to add thoughts, feelings and ideas . These are the themes identified:

THEME	DETAILS
High Value of Supervision	e.g. the need for varied supervisory experiences such as reflective teams, group supervision and good supervision to support, recruit and retain good-quality staff.
TEP Training in Supervision	i.e. concerns around how TEPs are prepared for the supervision experience by training providers.
Current Offers	e.g. RQEP mentoring, early career support for EPs, individually tailored supervision for all staff, recognition of RQEPs as valued members of the team with input in all areas of business.

TABLE 8: THEMES IDENTIFIED BY PEP FEELINGS, IDEAS, THOUGHTS AND INSIGHTS

Some of the respondents took this opportunity to emphasise previous comments, indicating their importance. Some chose to introduce ideas and thoughts about supervision and RQEPs that they had not previously addressed, such as the “lure” of private work for EPs who have not been looked after early in their careers and warning against becoming locums before getting a good grounding in EP work as locum supervision is “problematic”. Offering this ‘open’ opportunity for participants to add their own self-directed input was aligned with my over-arching phenomenological and exploratory perspective and in this way I was able to gather data that had not previously been in my frame of reference – therefore not included in the questionnaire - resulting in rich and novel insight.

In reviewing data from Table 5 on page 79 and combining them with the themes from the comments section, I have produced an overview (Figure 5) of the core values, held at an organisational, service, team and individual level, that the PEPs identified as facilitative when addressing the supervision needs of RQEPs:

Flexible/Responsive	•To Individual requirements and needs
Relational	•Open, connected and supportive
Valuing	•Of individuals and supervision Itself
Reflective	•To Inform action

FIGURE 5: THEMATIC SUMMARY OF CORE VALUES IDENTIFIED BY PEPS AS FACILITATIVE OF GOOD SUPERVISION FOR RQEPS

RQEP Supervisees Survey Results

All participants were self-selecting, N=42.

Demographic Information

Gender	Number of Respondents	Percentages
Male	3	7%
Female	38	90%
I'd prefer not to say	1	2%
Totals:	42	100%

TABLE 9: RQEP SUPERVISEES GENDER BALANCE

Age Range	Number of Respondents	Percentages
20-30	18	43%
31-40	20	48%
41-50	3	7%
51-60	1	2%
61+	0	0%
Totals:	42	100%

TABLE 10: AGE OF RQEP SUPERVISEES

As can be seen above, the majority of participants were female, as is consistent with the gender balance in the EP profession as a whole, which is 83.1% female (Department for Education, 2019). 91% of participants were 40 years old or younger but although the largest age group of EPs currently in practice is 35-40 years of age, there is still a large proportion of older EPs in practice in the larger workforce (Department for Education, 2019), indicating the relative youth of these particular RQEP participants.

Previous Supervision Experiences and Training

Year Qualified

Respondents were asked to indicate in which year they had qualified. This also served the purpose of selecting any respondents who did not meet the research criteria. No respondents were removed from the data set for this or any other reason.

Year Qualified	Number of Respondents	Percentages
2014	10	24%
2015	6	14%
2016	23	55%
2017	3	7%
Totals:	42	100%

TABLE 11: YEAR RQEP SUPERVISEES QUALIFIED

As can be seen above, the largest group of respondents had been qualified for a year and the smallest group were those who had most recently qualified. It should be noted here that although these figures suggest the RQEP Supervisee participants had been qualified for longer than three years, at the time of the data collection, they had not.

Training Institution

Respondents were then asked to indicate at which training institution they had trained to become EPs (Figure 6):

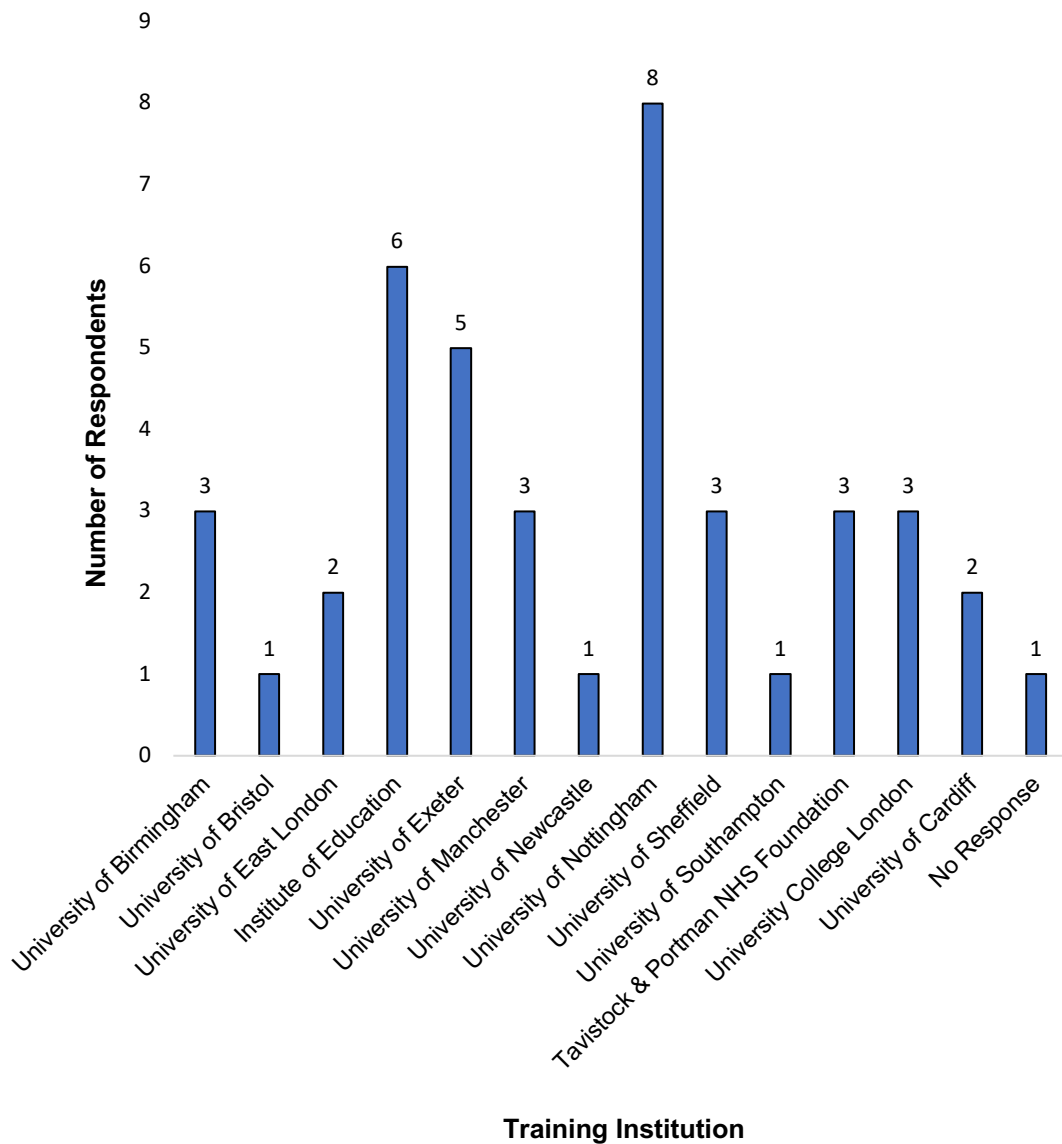


FIGURE 6: GRAPH SHOWING WHERE RQEP SUPERVISEES TRAINED TO BECOME EDUCATIONAL PSYCHOLOGISTS

As can be seen above, 13 different training institutions were identified – 12 in England and 1 in Wales. There are currently 13 training institutions in England, 1 in Wales, 1 in Scotland and 1 in Northern Ireland, so although not all UK institutions were represented, the vast majority were. Every institution mentioned

was identified by 19% or fewer respondents, so no institutions were over-represented. One respondent did not answer this question.

Previous Supervision Experience

Respondents were asked if they had experienced supervision prior to training as an EP. The results of this question are shown in the figure below:

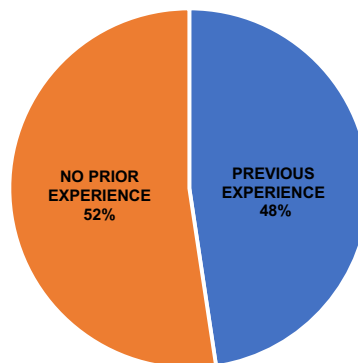


FIGURE 7: CHART SHOWING PERCENTAGES OF RQEP SUPERVISEES WHO REPORTED THEY HAD PREVIOUS EXPERIENCE OF SUPERVISION PRIOR TO TRAINING AS AN EDUCATIONAL PSYCHOLOGIST

Figure 7 shows just over half of respondents had no previous experience of supervision. Respondents who reported previous supervision experience prior to training as an EP (48% of those sampled) were asked to expand upon their responses and I reviewed, quantified and categorised these data. The results are in Table 12:

Supervisee or Supervisor?	Number of Respondents	Percentages %
Supervisee	15	75%
Supervisor	2	10%
Both	2	10%
No Response	1	5%
Totals:	20	100%

TABLE 12: PRIOR SUPERVISION EXPERIENCES OF RQEP SUPERVISEES AS SUPERVISOR OR SUPERVISEE

As can be seen in Table 2, most respondents (N=15) had been a supervisee prior to training as an EP.

As TEPs are now recruited from a range of backgrounds and therefore previous occupations are varied, I categorised the responses into occupational areas of Education, Psychology, Social Care, Counselling and Youth Work. The results of this categorisation are shown in Table 13:

Occupation Type	Number of Respondents	Percentages %
Education	8	40%
Psychology	6	30%
Social Care	3	15%
Counselling	1	5%
Youth Work	1	5%
Unclear from Response	1	5%
No Response	0	0%
Totals:	20	100%

TABLE 13: PRIOR SUPERVISION EXPERIENCES OF RQEP SUPERVISEES BY OCCUPATIONAL AREA

Respondents identified various experiences under the heading of “supervision”.

The following activities were all identified by respondents as types of supervision:

- Performance Management
- Annual Review
- Clinical Supervision whilst working as an ABA Therapist
- Supervision as part of a Masters course
- Supervision as a Casework Manager
- Supervision as an Assistant Psychologist
- Supervision whilst in a teaching role.

In seeking to discover more about their training in supervision, respondents were then asked if they had University or placement training on supervision whilst training to become an EP.

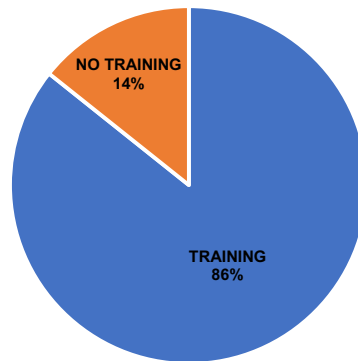


FIGURE 8: TRAINING IN SUPERVISION AND THE SUPERVISEE ROLE WHILST TRAINING TO BECOME AN EP, AS REPORTED BY RQEP SUPERVISEES

Respondents who reported that they had university or placement input on supervision whilst training as an educational psychologist (86% of those sampled), were then asked to expand upon their responses. Responses to this request were then grouped according to depth and type of input. The results were as follows:

- **Minimal Input** e.g. a seminar or lecture at university, experiencing supervision on placement and/or at university but no additional training.
- **Some Input** e.g. several lectures seminars exploring supervision, support on contracting, collaborative meetings led by the university and attended by placement supervisors to enable exploration of supervision together.
- **In-depth Input** e.g. multiple lectures and seminars in addition to several other training opportunities such as collaboration with placement supervisors, peer supervision addressing multiple models, ample

experience for reflection on supervision with others, project work on what makes good supervision, CPD whilst on placement.

As can be seen above, the amounts and types of training on supervision and the supervisee role were varied.

Concepts of Supervision

Functions of Supervision

Participants were asked what they saw as the point of supervision, why EPs engage in it and what its functions may be. Themes identified from the responses are shown in Table 14:

THEME	DETAILS
Professional Development of the Supervisee	e.g. opportunity to ask questions of a more experienced colleague, sharing of ideas/perspectives, signposting, co-constructing approaches to casework, etc.
Maintenance of Quality of Practice for the Safety of Service- Users	e.g. monitoring of supervisee by supervisor to ensure that they are practicing safely and appropriately, reassurance for EPs that they are working well and appropriately.
Emotional Support/Containment	e.g. to ensure and maintain well-being for EPs, thereby ensure good provision for service-users, confidence-building
Opportunity for Reflection	with a trusted colleague as one of the keystones of a reflexive profession
Encouragement and Facilitation of Service Development	

TABLE 14: WHAT DO RQEP SUPERVISEES VIEW AS THE POINT OF SUPERVISION?

One participant stated that supervision is to ensure that “psychology is kept at the heart of the work.”

Role of the Supervisee

Participants were also asked about their view of the supervisee role. I reviewed the responses and categorised them (see Table 15):

THEME	DETAILS
Mindset	See supervision as a priority Use the time as your own – take ownership of the process Be proactive Exercise your autonomy Focus on getting your needs met Be willing to fully engage with the process
Tasks	Prepare questions/cases to bring to supervision Set an agenda Make records of supervision Follow up actions identified in supervision Listen Reflect and be prepared to change Form a relationship with your supervisor Get supervision outside scheduled 'slots' if you need it. Make sure your supervisor knows you
Skills and Dispositions	Be self-aware and able to express your needs Be honest and open Be solution-focused

TABLE 15: RQEP SUPERVISEE VIEWS ON THE SUPERVISEE ROLE IN SUPERVISION

Ideal Supervision

Respondents were asked to identify their ideal supervision experience. Themes identified are shown in Table 16:

THEMES		Examples
Available Opportunities	More Than 1:1 Supervision	Group supervision, peer supervision
	Professional Development	Providing psychological stimulation, offering discussion and debate, addressing recent research, cases shared by both the supervisor and the supervisee, ideas facilitated rather than given by the supervisor, varied, challenging and inspiring, input and discussion.
	Reflection	Time to think about how I am, time to think about successes, time to be reflective about work.
	Therapeutic Support	Processing to allow the supervisee to reach psychological understanding and leave (the supervision session) calmer and more emotionally stable, some reflection on feelings, a focus on well-being, addressing the emotional impact of the work
Facilitative Factors	Relationship Factors	A good relationship with your supervisor, feeling trust in your supervisor, a supportive environment, safety, honesty and openness, containment, a nurturing safe space, humour, a non-judgemental space
	Supervisor Factors	Supervisors are not line managers, supervisors are emotionally OK themselves, supervisees know that their supervisors have someone to turn to themselves, supervisors are trained in supervisory models, supervisors are experienced, supervisors take time to get to know supervisees, supervisors are friendly, non-judgemental, caring, approachable and understanding, supervisees feel supported by the supervisor
	Physical Factors	No interruptions, privacy, physically comfortable, hot drinks available, relaxed environment.
	Frameworks	Consultative, Rogerian/person-centred, solution-focused approaches used,
	Procedures	Regular (weekly, fortnightly and monthly were reported), reliable/protected time, having the same supervisor each session, the supervisee sets agenda, the supervisee sets priorities.

TABLE 16: THEMES IDENTIFIED BY RQEP SUPERVISEES AS COMPRISING THEIR IDEAL SUPERVISION EXPERIENCE

Your Current Supervision

Regularity of Supervision

Respondents reported the following as the regularity of the 1:1 supervision they are currently receiving:

Regularity of 1:1 Supervision	Number of Participants	Percentages
None	1	2%
Weekly	4	10%
Fortnightly	3	7%
Once Every 3 Weeks	1	2%
Monthly	21	50%
Half Termly	11	26%
Twice a Year	1	2%
No Response	0	0%
Totals:	42	100%

TABLE 17: REGULARITY OF 1:1 SUPERVISION AS REPORTED BY RQEP SUPERVISEES

As can be seen in Table 17, the most common responses were monthly (50%) and then half-termly (26%). 10% had supervision weekly. 70% of respondents reported having 1:1 supervision monthly or more frequently. One respondent reported never having supervision and one reported having it twice a year.

Duration of Supervision

The following chart shows the duration of the 1:1 supervision reported by the RQEP Supervisees.

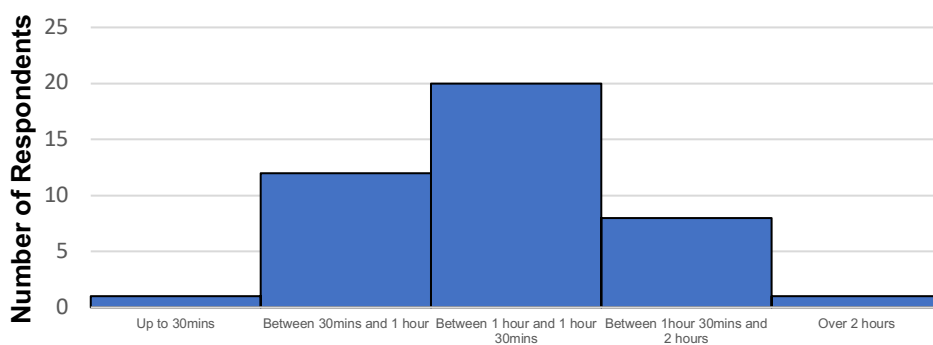


FIGURE 9: CHART SHOWING THE DURATION OF 1:1 SUPERVISION CURRENTLY RECEIVED BY RESPONDENTS.

Figure 9 shows that the most common duration is between 1 and 1 ½ hours (48% of respondents), then between ½ an hour and 1 hour (28% of respondents). One

respondent reported getting less than ½ an hour and one reported getting over 2 hours.

Scheduling Supervision

The following chart shows the percentage of respondents who reported that their supervision was booked in advance:

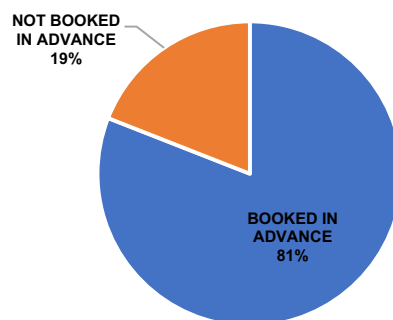


FIGURE 10: A CHART TO SHOW THE PERCENTAGE OF RESPONDENTS WHO REPORTED THEIR SUPERVISION WAS BOOKED AT A PREVIOUS SESSION.

Supplementary Supervision

Figure 11 shows the percentage of respondents who reported that they felt able to ask for more 1:1 supervision, should they need it:

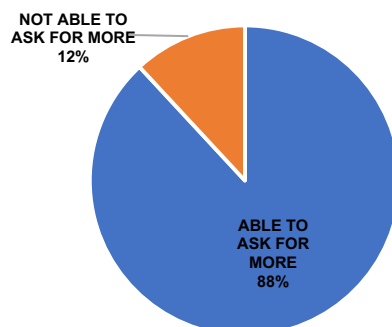


FIGURE 11: A CHART TO SHOW THE PERCENTAGE OF RESPONDENTS WHO FELT ABLE TO REQUEST MORE 1:1 SUPERVISION IF NEEDED.

Respondents who reported that they felt able to ask for more 1:1 supervision if they needed it, were then asked if they had actually done so and why/why not.

Those who reported that they had sought extra 1:1 supervision, reported doing so for the following reasons:

- A query has needed a swift response
- For specific queries outside my comfort zone
- For difficult or urgent cases
- Caseload concerns
- Medical reasons
- Meeting needs when supervision is not for a few weeks
- First critical incident/first tribunal

Those that did not reported that they found other ways of getting the help they needed:

- I already get additional support including mentoring, access to other supervisors and my line manager
- My supervisor is on the phone when needed and others are available
- I see my supervisor daily
- The regularity of my supervision means I don't need extra
- I email my supervisor when seeking information
- We talk in the office to get any information needed
- I use phone supervision if needed

Respondents also reported some barriers and themes identified from these responses are as follows:

- Additional urgent supervision is not easy to get and often not helpful.

- Pre-booked supervision does not always occur.
- My supervisor is always busy.
- It would be difficult as my supervisor works part-time
- We don't get a choice of supervisor, so I ask for informal meetings with other more experienced colleagues but we don't call it supervision.

Respondents reported several reasons for feeling unable to ask for more 1:1 supervision:

- Supervisor is too busy
- Other supervision available in the workplace
- Locums do not have supervision in their contracts
- Not wanting to appear incompetent/needy.
- Fears that asking for more will be seen as not coping or not suitable for the job
- Fears that asking for more puts additional pressure on other staff members

Contracting

Participants were then asked about their experiences of initial supervision discussions and contracting. They were also asked to identify issues explored and agreed in these initial stages. The results are as follows:

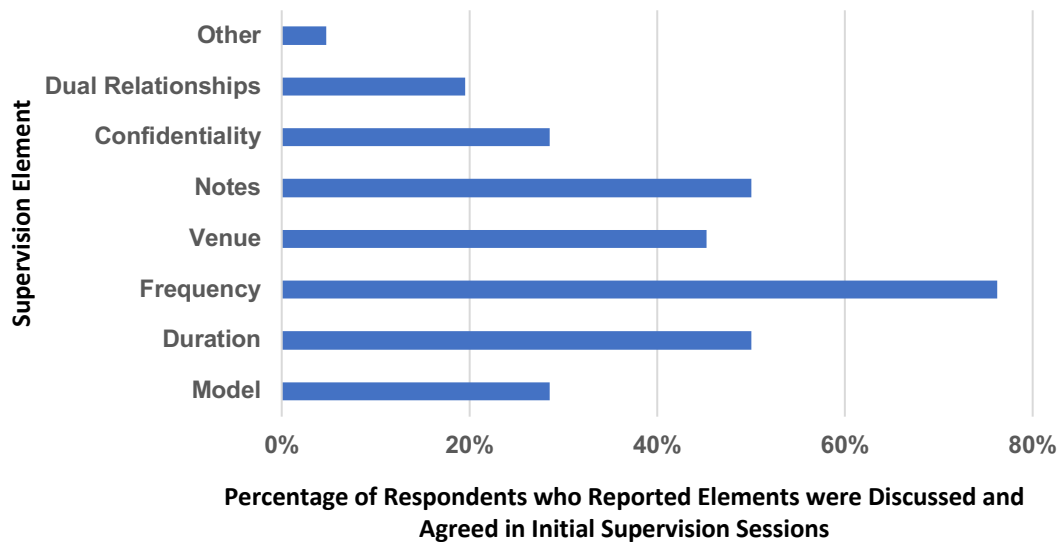


FIGURE 12: ELEMENTS OF SUPERVISION EXPLORED AND AGREED IN INITIAL SUPERVISION DISCUSSIONS, AS REPORTED BY RQEP SUPERVISEES

As can be seen in Figure 12, the most commonly discussed and agreed elements were frequency, note-taking, venue and duration. Confidentiality and dual relationships were rarely discussed and agreed.

Two participants responded “Other” to this question. Of those, one respondent reported that there had been no verbal discussion or contract other than the supervisor stating, “he does not think supervision is necessary for qualified psychologists.” The second respondent reported, “we talked in our first session...over formalising the process is something we both wanted to avoid”. It is worth noting that in discussing and agreeing the duration, the frequency is also likely to be discussed and vice versa, whereas other unrelated elements such as dual relationships may not be mentioned – and this is indicated in the data. Also, those who included the rarer elements such as dual relationships and confidentiality, also tended to have the most frequent, such as duration, suggesting that some contracting was thorough.

Models

The following models were reported as being used in supervision:

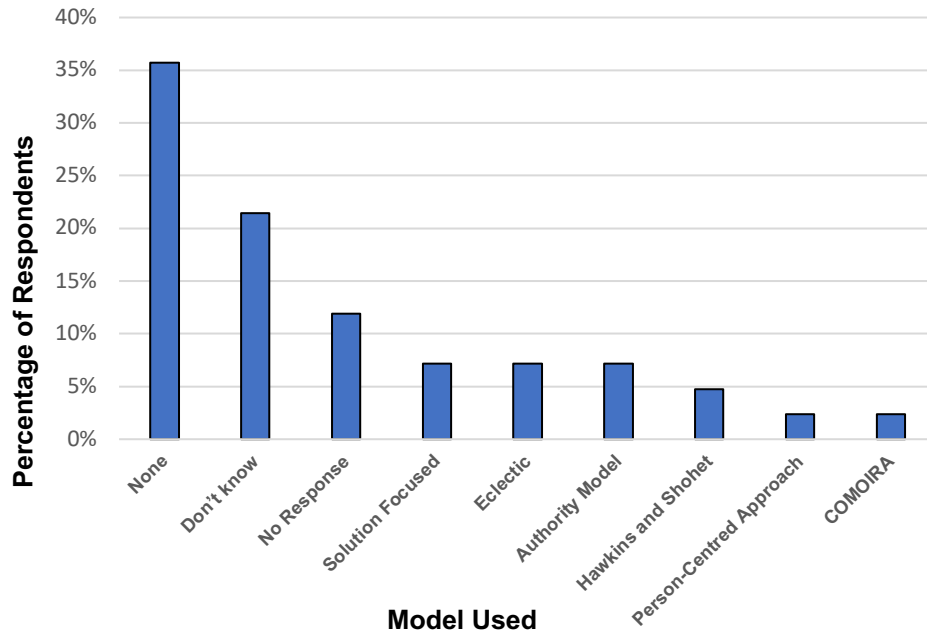


FIGURE 13: MODELS RQEP SUPERVISEES REPORT USING IN SUPERVISION

As can be seen in Figure 13, 20% of respondents reported not knowing what the model they used was and 12% did not answer the question. The most common models were eclectic, whatever the local authority uses as a model and a Solution-Focused model.

Dual and Multiple Relationships

Participants were asked about the relational connections they have with their supervisors in addition to that of supervisor/supervisee:

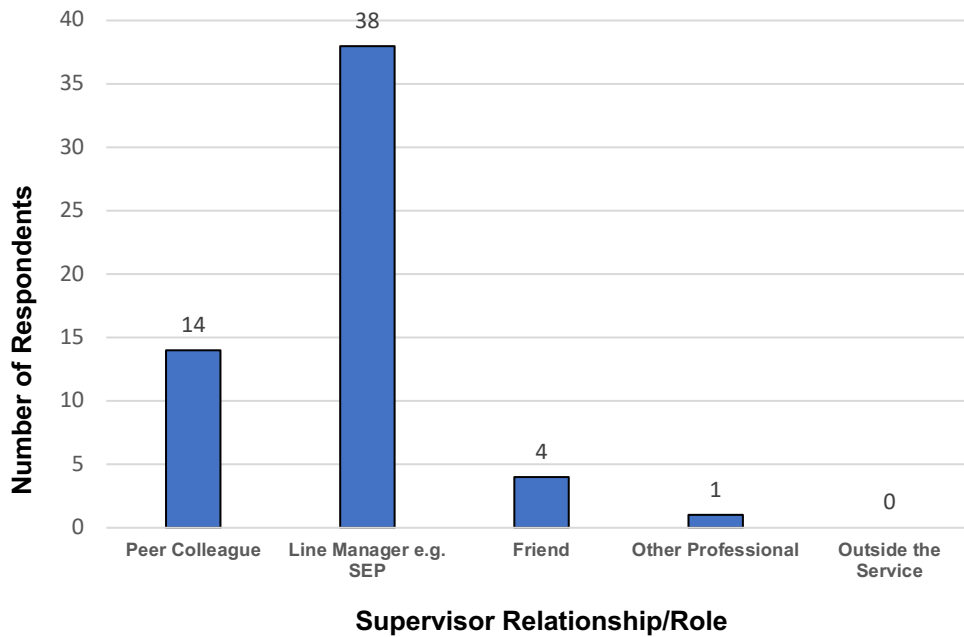


FIGURE 14: RELATIONAL CONNECTIONS RQEP SUPERVISEES REPORT THEY HAVE WITH THEIR SUPERVISORS IN ADDITION TO THAT OF SUPERVISEE

Figure 14 shows that most RQEP Supervisees are supervised by their line managers.

Informal Supervision

41 respondents reported having opportunities for informal supervision. One respondent did not respond to this question. RQEPs made reference to taking the opportunity to interact with other EPs in the office whenever possible, using the phone if needed. Respondents commented on the value of having a shared office for EPs. Some respondents also stated that they were involved in peer and group supervision and also mentoring but several mentioned that these were ad hoc, often postponed and irregular.

RQEPs also talked of team meetings as an opportunity for informal supervision.

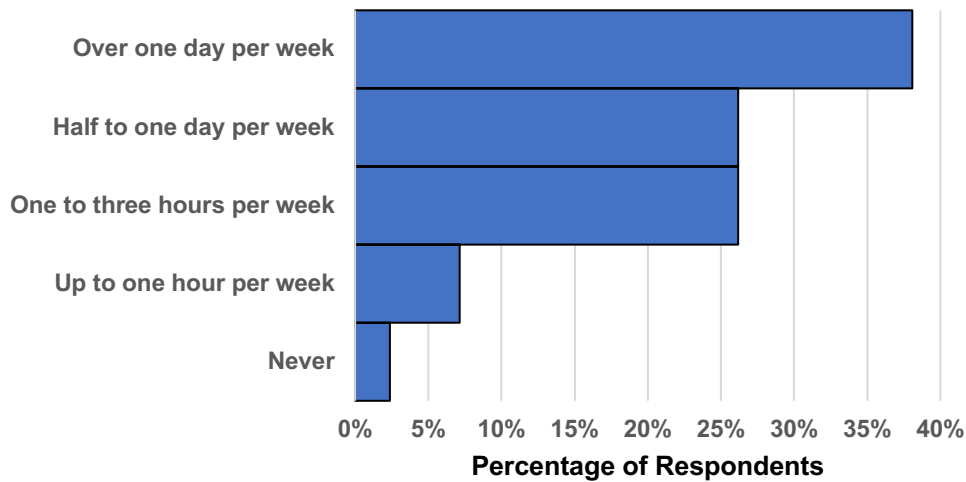


FIGURE 15: A GRAPH SHOWING THE AMOUNT OF TIME PER WEEK RESPONDENTS REPORT CURRENTLY SPENDING WITH OTHER EPS.

Very little of this time was reported by the respondents as structured time. The most reported was 25%, most respondents reported no more than two hours per week. Most respondents reported that this unstructured time formed “most” or “the majority” of their time. Several respondents commented that their routines varied.

Privately-Purchased Supervision

No respondents reported currently purchasing private supervision but one respondent stated that they soon will. The respondent stated,

“My current supervision sessions don't offer enough containment or reflective space. As my supervisor is also my line manager, I am careful about what I share with her for fear of repercussions which affect their confidence in me.”

Of those that chose to add additional information, one reported that private supervision is expensive and would require travel into the nearest city, one reported they do not have the finances for it, and one stated it is the duty of the employer to provide adequate supervision for safe practice/well-being.

Honesty in Supervision

In order to discover more about feelings within the supervisory experience, RQEP Supervisees were asked to rate how safe they feel to be honest in supervision and why/why not.

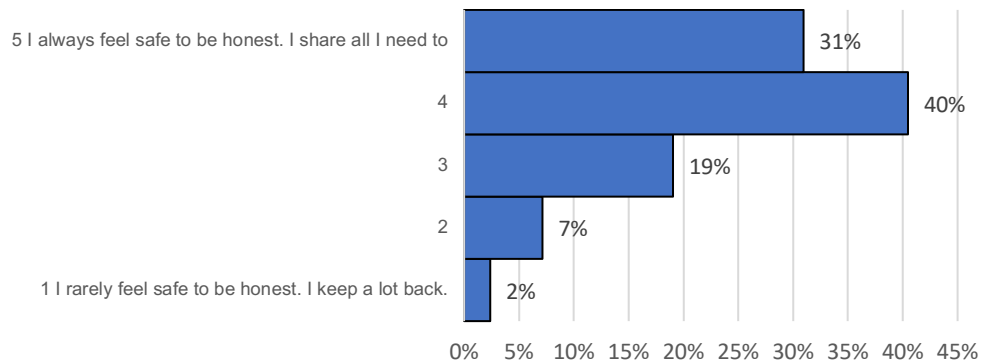


FIGURE 16: A GRAPH SHOWING HOW SAFE RQEP SUPERVISEES FEEL TO BE HONEST IN THEIR CURRENT SUPERVISION.

Respondents who responded 1-4), were then asked to give more information via multiple-choice questions and an open-ended option. Respondents often gave several responses to this question: the number of times each response was selected is shown in Figure 17:

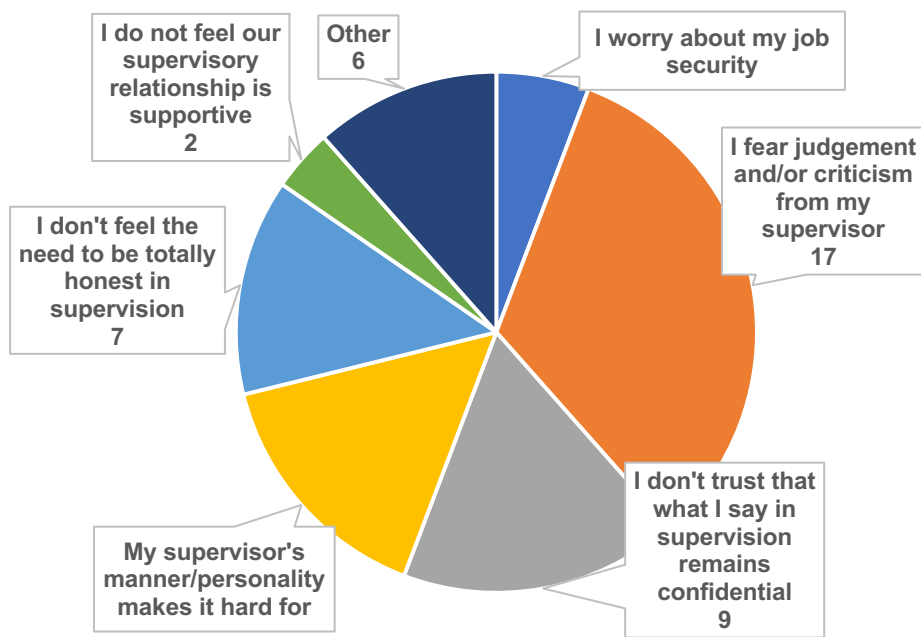


FIGURE 17: REASONS FOR NOT FEELING SAFE TO BE HONEST IN SUPERVISION

The six other reasons reported by respondents were:

- “I am still getting to know her, and it takes me awhile to be honest when I am finding something hard.”
- “My answer about feeling safe is in stark contrast to my experience as a trainee, when I did not feel safe at all. Supervision as a trainee was the worst hour of every week because I felt judged and criticised by someone I felt was unfriendly and unsupportive. The importance of a good "match" between supervisor and supervisee cannot be overstated I believe.”
- “My supervisor is also my line-manager.”
- “Supervisor is also line manager who completes performance related pay - this stops complete honesty.”
- “I feel mean saying this, but my supervisor just isn't a very good psychologist. Her knowledge is lacking and she doesn't have the skills needed to supervise (e.g. questioning, noticing, listening).”
- “I don't think an EP has to share everything; it is their choice what to share.”

- “I sometimes feel that my concerns are not always heard but re-framed into positives that seek to support top-down agendas.”

The Experiences and Outcomes of Supervision

‘Good’ Supervision

41 of 42 respondents answered “Yes”, they have experienced what they would describe as ‘good’ supervision. The other respondent answered, “Don’t Know”. Therefore, almost all of the participants had experienced ‘good’ supervision at least once.

What Makes ‘Good’ Supervision

One respondent stated, “I’m not sure what ‘good’ supervision looks like”, indicating that they do not feel they have experienced it and are also struggling with what it may be conceptually. One respondent commented on the current quality of EP supervision:

“(I had) an experienced, emotionally aware practitioner. She did not play the expert role but offered a contained, stimulating space to reflect on practice. This space appears to rare in the EP world. Supervision tends to be a poor quality and many EPs I have spoken to feel dissatisfied with it”

Supervisees were asked to expand on their answers, describing what made it ‘good’ for them. Themes are presented in Table 18:

THEME	DETAILS
Multi-Faceted Supervision	Supervisees reported valuing supervision comprising a safe space to reflect on both the personal AND professional indicating that supervision for many of the participants is seen as necessitating engagement with the experience of the whole person, not just their work
Supervisor Factors	Supervisees valued extensive supervisor knowledge and experience, showing the value of learning elements of supervision
Relationship Factors	Good relationships with supervisors were identified as important, alongside honesty and trust in that relationship
Reciprocity and Mutual Learning	Supervisees reported valuing a shared agenda, shared thoughts/feelings and experiences, feeling that their needs were listened to and that learning was a shared experience with the supervisor, leading to feelings of empowerment.
A Safe, Reflective Space	An exploratory, reflective and thoughtful time/space was valued. A mixture of challenge and support was also reported as part of “good” supervision.
Boundaries and Contracting	Clear boundaries and expectations were reported as helpful.
Responses to Good Supervision	Supervisees reported “good” supervision led to them experiencing feeling safe, nurtured, encouraged, contained, confident, reassured, emotionally aware, stimulated, comfortable, relaxed, attuned, valued, secure, trusted and trusting, important, inspired and happy.

TABLE 18: RQEP SUPERVISEE THEMES OF WHAT MAKES SUPERVISION ‘GOOD’ FOR THEM

‘Bad’ Supervision

33 of 42 respondents stated they had experienced ‘bad’ supervision, 9 had not and none answered, “Don’t Know”. These results indicate that over three quarters of the respondents had experienced bad supervision, indicating that this experience is common.

What Makes ‘Bad’ Supervision

The themes shown in Table 19 were identified in the responses reported by RQEP Supervisees as making supervision ‘bad’ for them:

THEME	DETAILS
Inappropriate Professional Development	e.g. report-writing and editing becoming the sole purpose of supervision leaving no time for reflection or therapeutic support. Supervision not based on the supervisees needs, service-led input, using supervision for administrative tasks, etc.
Relationship Factors	e.g. change of supervisor at short notice or at a critical time, no shared learning, clear power imbalance
Boundaries and Contracting	e.g. supervision often cancelled or unbookable, supervision seen at individual and service levels as unimportant, hurried /short sessions with interruptions, no confidentiality.
Supervisor Factors	e.g. supervisors appearing distracted, critical, patronising, using inappropriate and judgemental language and approaches, taking an expert approach, not listening, being unfriendly, lacking punctuality, appearing uninterested in the supervisee as a person, lacking in supervisory skills, not kind, snide, lacking in empathy.
Physical Environment	e.g. loud, disruptive, public environments, etc.
Responses to Bad Supervision	Supervisees reported “bad” supervision led to them feeling criticised, lacking in confidence, struggling, judged, helpless, distressed, misunderstood, rushed, unimportant, “stuck”, not good enough, unsafe, unheard, dismissed, not valued, patronised and unable to share.

TABLE 19: RQEP SUPERVISEE THEMES OF WHAT MAKES SUPERVISION “BAD” FOR THEM

Gains from Supervision

Respondents often referred to earlier responses when answering this question.

Responses tended to fall into these main areas:

- **A Different Perspective**
- **Emotional Support** - “a chance to empty my head”
- **Skills and Knowledge Development**
- **Reassurance and Confidence**
- **Line Management** e.g. reports are checked/ready to go out, annual leave is agreed or time to see their manager is available.

Using Supervision

The final section of the survey presented a set of scenarios or concerns a supervisee may encounter that they may consider bringing to supervision.

Participants were then asked to select one from a series of three options as follows:

1. This is not an appropriate concern to bring to supervision
2. This is an appropriate concern to bring to supervision but I have not/would not raise it.
3. This is an appropriate concern to bring to supervision and I have/would raise it.

These responses were intended to gather information on what respondents feel is or is not appropriate to bring to supervision, offering a glimpse into varying concepts of what supervisees believe supervision is intended for. Responses 2 and 3 were designed to gain some insight into the theory v practice element: in other words, “I think it is (hypothetically) appropriate to bring, but not for me” or “I would struggle to do so”.

Table 20 shows the results from these dilemmas:

SCENARIO	RESPONSE %		
	Not Appropriate	Appropriate but I have not/would not raise it	Appropriate and I have/would raise it
You are struggling to choose a suitable assessment tool to use with a child you are currently working with.	2.4%	7.1%	90.5%
You feel attracted to a member of staff at a school and this is impacting upon your ability to do your job	21.4%	52.4%	26.2%
There has been a complaint made about your practice	0%	7.1%	92.9%
You are feeling overwhelmed	0%	10%	90%
You are finding it difficult to relate to a key member of staff at one of your schools	0%	10%	90%
Things are difficult at home	9.5%	23.8%	66.7%
You are wondering how to work more creatively	0%	10%	95%
You feel out of your depth	0%	12%	88%
You want to know about how to use a particular intervention	2%	12%	86%
You are concerned that being an EP may not be the job for you	12%	43%	45%
You want support in exploring whether to apply for a job in another service	42.24%	33.33%	21.43%

TABLE 20: RQEP SUPERVISEES VIEWS OF APPROPRIATE/INAPPROPRIATE SUBJECTS FOR SUPERVISION

As can be seen in Table 20, these results illuminate a disparity in what the RQEP Supervisees see as appropriate – and inappropriate - to raise in supervision.

Several dilemmas were seen as appropriate by all respondents:

- A complaint about your practice
- Feeling overwhelmed
- Difficulty in relating to a school staff member
- Wondering how to work more creatively
- Feeling out of your depth

Whereas the following issues split the respondents:

- Feeling attraction to a member of staff at a school is impacting upon your ability to do your job (21.4% inappropriate)
- Wanting support to apply for a job in another service (42.24% inappropriate)

Additional Comments

I offered the supervisees the opportunity to add further comments at the end of the survey. Table 21 shows themes identified in these comments:

THEME	DETAILS
Research-related	e.g. wishing me luck, complementing the research, looking forward to reading other RQEP's experiences, clarifying responses
Stating the Value/Importance of Good Supervision	e.g. the value of high quality supervision, the potential of supervision, etc.
Concerns around Supervision for EPs	e.g. concerns that supervision is currently not good enough, filings in supervision, etc.
Sharing Difficult Supervision Experiences	e.g. sharing concerns, describing "bad" experiences

TABLE 21: THEMES IDENTIFIED BY RQEPS IN THEIR ADDITIONAL COMMENTS

RQEP Supervisors Survey Results

All participants were self-selecting, N=22.

Demographic Information

Gender	Number of Participants	Percentages
Male	1	5%
Female	21	95%
I'd prefer not to say	0	0%
Totals:	22	100%

TABLE 22: RQEP SUPERVISOR GENDER BALANCE

Age Range	Number of Participants	Percentages
20-30	0	0%
31-40	11	50%
41-50	4	18%
51-60	6	27%
61+	1	5%
Totals:	22	100%

TABLE 23: RQEP SUPERVISOR AGE

Previous Supervision Experiences and Training

Year Qualified

RQEP Supervisor respondents were asked to indicate in which year they had qualified as an EP:

Year Qualified	Number of Participants	Percentages
1980	1	5%
1991	1	5%
1992	1	5%
1996	1	5%
2001	1	5%
2002	2	9%
2003	3	14%
2004	1	5%
2005	1	5%
2006	2	9%
2009	1	5%
2010	1	5%
2011	2	9%
2012	3	14%
No Response	1	5%
Totals:	22	100%

TABLE 24: YEAR RQEP SUPERVISORS QUALIFIED AS EPS

The frequency of year ranges are shown in Table 25 below:

Range of Year Qualified	Frequency
1980-1990	1
1991-2000	3
2001-2010	12
2011 onwards	5
No Response	1

TABLE 25: FREQUENCIES OF YEAR RANGE RQEPS QUALIFIED AS EPS

As seen in Table 24, just under half of the RQEP Supervisors qualified between 2001 and 2010.

Training Institution

Respondents were then asked to indicate at which training institution they had trained to become EPs:

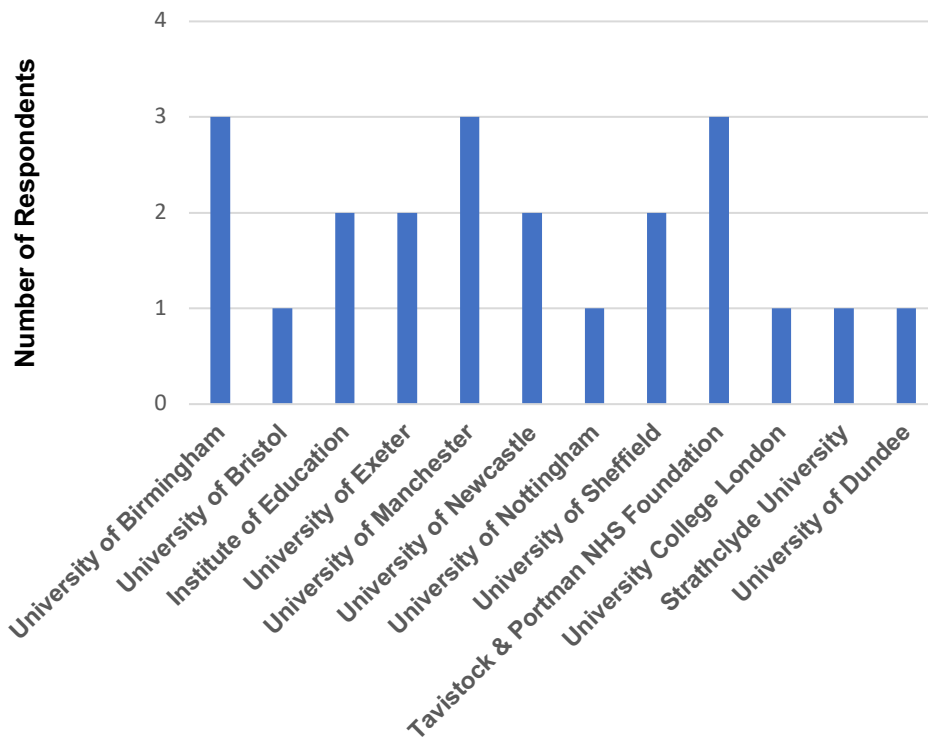


FIGURE 18: GRAPH SHOWING WHERE RQEP SUPERVISORS TRAINED TO BECOME EDUCATIONAL PSYCHOLOGISTS

12 different training institutions were identified – 10 in England and 2 in Scotland. Not all UK institutions were represented but the majority were. Every institution mentioned was identified by 13% or fewer respondents, so no institutions were over-represented.

Training Route

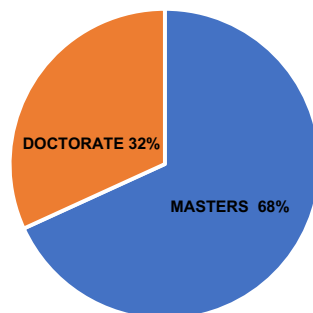


FIGURE 19: RQEP SUPERVISORS EP TRAINING ROUTE

The majority of RQEP Supervisors who responded to the survey were Masters trained. This is to be expected as the Doctorate only came in as a training route in England in 2010.

Length of Practice as an EP

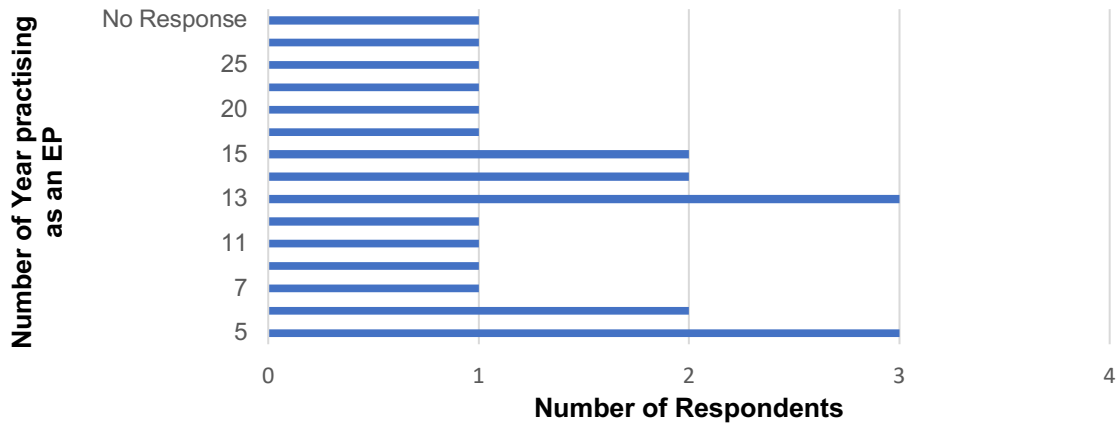


FIGURE 20: LENGTH OF TIME RESPONDENTS HAVE BEEN PRACTISING AS EPS.

RQEP Supervisors in this study had been practising as EPs for between 5 and 25 years, indicating that they were experienced in the role.

Experience of Supervision

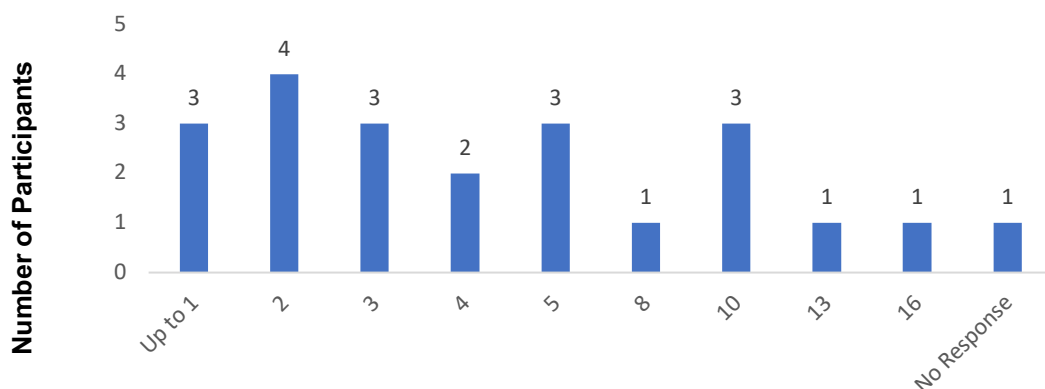


FIGURE 21: A GRAPH SHOWING HOW LONG THE RQEP SUPERVISORS HAVE BEEN SUPERVISING EPS.

Just under 50% of the RQEP Supervisors who responded had been supervising other EPs for 5 years or more. 7 (31%) had been supervising other EPs for 2 years or less, suggesting relative inexperience as supervisors.

The RQEP Supervisors were then asked if they had previous experience of supervision prior to their training as EPs. The results of this question are shown in Figure 22:

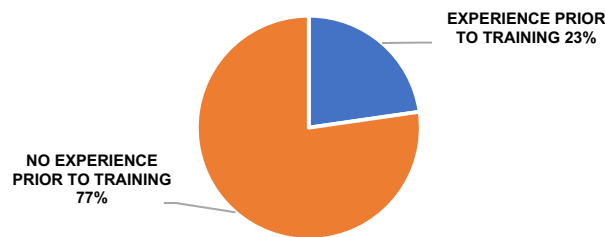


FIGURE 22: PREVIOUS EXPERIENCE OF SUPERVISION PRIOR TO TRAINING AS AN EP

The RQEP Supervisors who responded to this survey were trained at both Doctorate (32%) and Masters (68%) level indicating that they were likely to have had varied occupational histories prior to working as EPs. Therefore, I categorised the responses to their elaborations of the areas in which they had experienced supervision similarly to that of the RQEP Supervisee responses:

Occupation Type	Number of Respondents
Education	3
Psychology	0
Social Care	0
Counselling	0
Youth Work	1
Unclear	2
No Response	16
Totals:	22

FIGURE 23: PRIOR SUPERVISION EXPERIENCES BY OCCUPATIONAL AREA

Two respondents identified their previous experience of supervision in the role as that of supervisor, the others as a supervisee. Figure 22 shows that more than three quarters of the RQEP Supervisors had no previous experience of supervision prior to training as an EP and as can be seen in Figure 23, none that did had supervision experience in a psychological, counselling or therapeutic role.

Training in Supervision

In seeking to discover more about their training in supervision, RQEP Supervisors were then asked if they had University or placement training on supervision whilst training to become an EP and the results are shown in Figure 24:

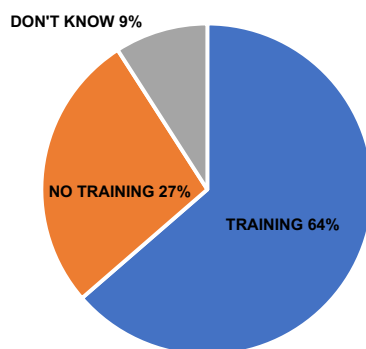


FIGURE 24: TRAINING IN SUPERVISION AND THE SUPERVISEE ROLE WHILST TRAINING TO BECOME AN EP, AS REPORTED BY RQEP SUPERVISORS

RQEP Supervisors who reported that they had received university or placement input on supervision whilst training as an educational psychologist (64% of those sampled) were asked to expand upon their responses. Responses to this request were then grouped according to depth and type of input. The results were as follows:

- **Minimal Input** e.g. a seminar or lecture at university, reflective practice, experiencing supervision at university but no additional training. Some respondents could not remember the input.
- **Some Input** e.g. several lectures/seminars exploring supervision.
- **In-depth Input** e.g. multiple lectures and seminars in addition to exploring aspects and approaches to supervision and reading as part of an assignment, reflections on research as part of a focus group, ample experience for reflection on supervision with others as part of a service-level working group on improving supervision, CPD whilst on placement.

Out of 22 RQEP Supervisor respondents, 21 reported that they had received training on supervision since becoming an EP. Respondents reported a range of activities undertaken as training on supervision since completion of their training as EPs. These included:

- Training sessions on supervision of EPs, TEPs and other professionals, run by the BPS, Universities, private providers and EP services or as part of NAPEP leadership training
- Reading
- Coaching/Mentoring training
- Video Enhanced Reflective Practice (VERP)
- Discussion as part of a Senior Leadership Team

Concepts of Supervision

Functions of Supervision

Respondents reported several functions/purposes of supervision and reasons to engage in it. Thematic analysis identified the following themes (Table 26):

THEME	DETAILS
Education and Development of the Supervisee	e.g. challenging the supervisees' ideas and giving feedback; passing skills from supervisor to supervisee; offering an opportunity for continuing professional development in the form of learning, growth and the development of new skills.
Line Management	e.g. assisting with protocol, practicalities and logistics; ensuring quality and standards; ensuring systems are understood, overseeing annual leave, time management, etc.; ensuring LA priorities are shared and followed; conveying management messages, etc.
Opportunity for Casework Reflection	e.g. moving thinking forward; joint problem-solving; clarification of thinking around EP work; gaining alternative perspectives; casework formulation; discussion around frameworks, theory, interventions and approaches; support to identify beliefs and interpretations of situations, etc.
Emotional Support/Containment	e.g. debriefing; increasing motivation; sharing the 'burden' of the work; enhancing feelings of competence and confidence; processing the emotional content of the work; supporting recovery from difficult experiences, etc.
Ensuring Safe Practice	e.g. ensuring quality and standards of reports, etc.

TABLE 26: WHAT DO RQEP SUPERVISORS VIEW AS THE POINT OF SUPERVISION?

These results indicate that for the RQEP Supervisors sampled, they reported viewing supervision as falling broadly within the formative, normative and restorative functions (Inskipp & Proctor, 1993) and see line management functions as part of supervision.

Supervisor Role in Supervision

Themes identified via thematic analysis were as follows:

THEME	DETAILS
Listener/Counsellor	Being supportive, building confidence, checking on well-being, promoting positive relationships and containing strong emotions.
Monitor	Ensuring quality, protocols, ethics and safeguarding and maintaining an overview of workloads, time-keeping, etc.
Educator	Giving information, offering advice, directing work.
Facilitator	Creating a safe space and safe relationship for reflection and joint problem-solving. Ensuring protected time.
Challenger	Providing an alternative perspective and challenging beliefs, strategies and approaches

TABLE 27: RQEP SUPERVISORS' VIEWS OF THEIR ROLE IN SUPERVISION

Again, these roles are consistent with the Inskipp and Proctor model (Inskipp & Proctor, 1993) and the widely accepted tasks and functions of supervision.

Models of Supervision Currently Used

One respondent did not reply to this question, one stated that they do not remember the names of models, four stated that they do not use a specific model and the rest of the respondents replied that they work using a variety of models.. Models reported were solution-focussed, solution circles, attachment narrative, consultation, family partnership model, coaching, Wilbur/VIG, KASE model, Kolb learning cycle, narrative outsider witness approach, humanistic approach, COMOIRA, Hawkin and Shohet's Process Model, Scaife's modes of supervision, the BPS Supervision guidelines, psychodynamic, systemic and developmental approaches and synectics.

Eight RQEP Supervisors stated that their choice of supervision model/s was a personal preference. Three reported that it was supervisee preference, chosen with the needs of a specific supervisee in mind or negotiated with the supervisee.

Two respondents stated that the model used was a service model/orientation and three reported that they had chosen the model/s in order to meet what they saw as the complex circumstances/systems/factors involved in EP casework. One reported that they allowed him/her to meet line management functions in supervision.

Your Current Supervision

RQEP Supervisors were asked for information about their own supervision experiences to provide further context.

Frequency of RQEP Supervisor's 1:1 Supervision

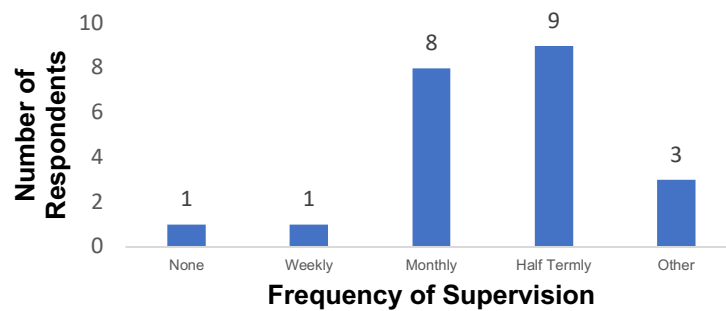


FIGURE 25: THE FREQUENCY OF 1:1 SUPERVISION FOR RQEP SUPERVISORS.

Of those respondents who answered “other”, one reported receiving 1:1 supervision every 3 to 4 months, and two reported receiving no 1:1 supervision other than line management.

Duration of Supervisor's 1:1 Supervision

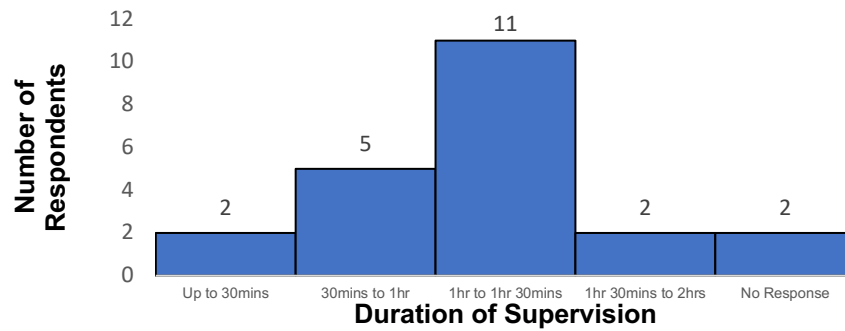


FIGURE 26: THE DURATION OF 1:1 SUPERVISION CURRENTLY RECEIVED.

Most of the RQEP Supervisors (50%), report receiving between one and one and a half hours supervision per session. 7 report receiving one hour or less per session.

Pre-Booked RQEP Supervisor Supervision

Figure 27 shows the numbers of RQEP Supervisors reporting pre-booked supervision:

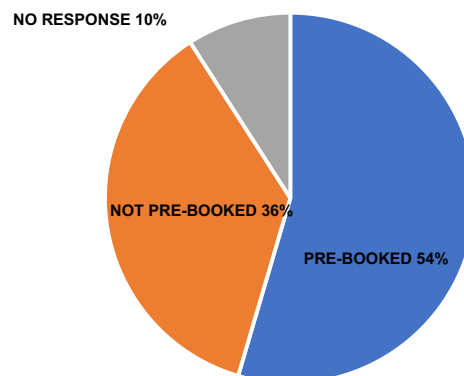


FIGURE 27: SUPERVISORS REPORTING THEIR 1:1 SUPERVISION IS PRE-BOOKED.

The majority of RQEP Supervisors either did not respond or reported that their supervision was not pre-booked, which may imply a lack of prioritisation/valuing for supervision.

RQEP Supervisor Supplementary Supervision

RQEP Supervisors who felt able or unable to ask for more supervision if they needed it are shown in Figure 28:

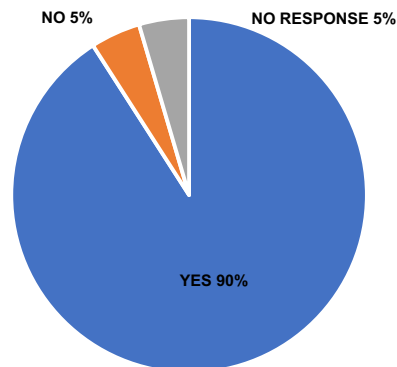


FIGURE 28: THE PERCENTAGE OF RQEP SUPERVISORS WHO REPORTED THAT THEY FEEL ABLE TO ASK FOR MORE 1:1 SUPERVISION IF THEY NEED IT.

As can be seen in Figure 28, the vast majority of RQEP Supervisors felt able to ask for more supervision if needed.

Respondents who reported that they felt able to ask for more 1:1 supervision if they needed it, were then asked if they had actually done so and why/why not.

Those who reported they had sought extra 1:1 supervision reported doing so for the following reasons

- A query has needed a swift response
- Specific issues have required advice
- Difficult/urgent cases
- Caseload/excessive workload concerns
- Critical Incidents
- Reassurance that authority procedures are being correctly followed

- A tricky situation with a colleague
- Safeguarding Issues
- Project Management
- Emotional support e.g. personal life challenging one's capacity to think, strong emotional responses to a case, being treated poorly.

Those that did not ask for extra 1:1 supervision, didn't for the following two reasons:

- Experiencing 'bad' supervision:

“In the past I had terrible supervision for a fixed period. The supervisor sought 'within EP' matters and did not consider systemic issues. Furthermore she worked part time across many locations and showed a lack of awareness for mental health of her employees”
- Time Pressures for both supervisor and supervisee

Contracting

RQEP Supervisors were asked about their experiences of contracting as a supervisee. Again, this question sought to offer contextual insight into the supervision experiences of supervisors as supervisees and how these experiences may reflect or inform their own practice as supervisors.

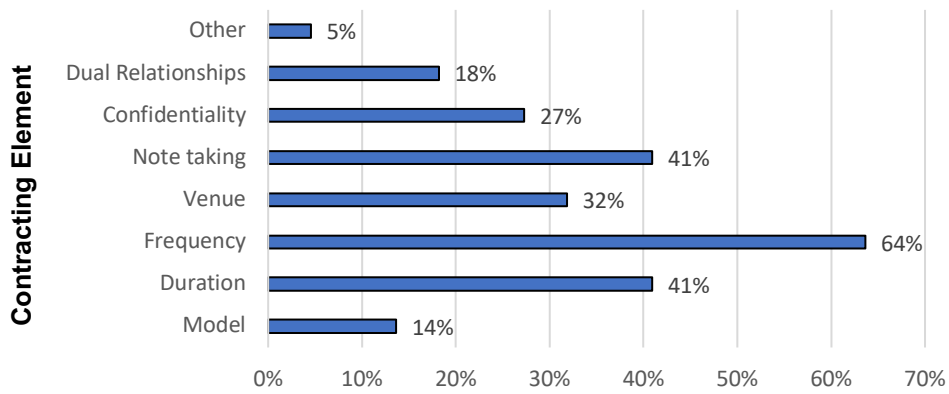


FIGURE 29: THE PERCENTAGE OF RESPONDENTS REPORTING EACH ELEMENT HAD BEEN INCLUDED IN THEIR INITIAL DISCUSSIONS AND CONTRACTING.

The single respondent who reported “other” stated that none of these elements had been addressed. The most common elements discussed and agreed were frequency (64%), note-taking (41%) and duration (41%).

Purchasing Private Supervision

Numbers of respondents currently or previously purchasing private supervision are shown in Figure 30:

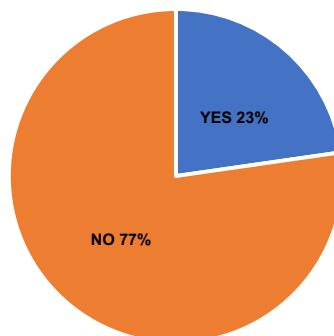


FIGURE 30: RQEP SUPERVISOR RESPONDENTS WHO REPORTED THAT THEY CURRENTLY, OR HAVE IN THE PAST, PURCHASED PRIVATE SUPERVISION.

Of those respondents who reported that they do, or have previously, purchased private supervision, themes identified as reasons for doing so were as follows:

- Supervision needs not being met by the service
- Lack of confidentiality
- Wanting to discuss challenges related to the service
- Experiencing poor supervision
- Supervision for a specific purpose e.g. training

Private supervision was generally reported as being purchased if and when service supervision was problematic. Only one theme – for specific training needs – was otherwise.

Of those that never purchased private supervision, themes identified as reasons for this were:

- Not necessary
- Ability to access elsewhere free of charge e.g. from colleagues in another organisation.
- As part of the EP role, it should not be necessary to purchase elsewhere.

Honesty in Supervision

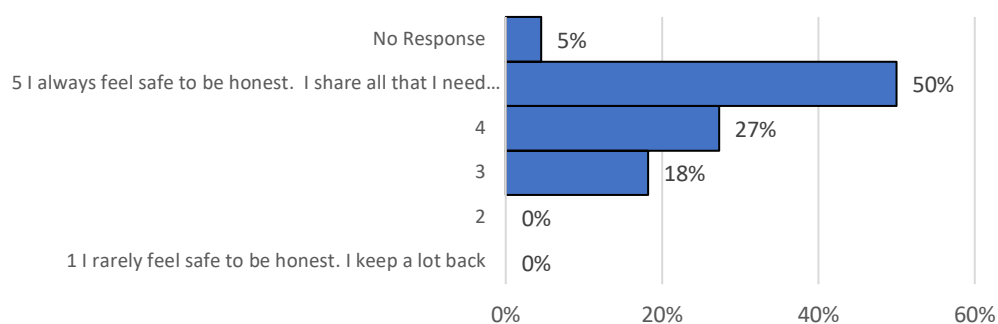


FIGURE 31: HOW SAFE RQEP SUPERVISORS FEEL TO BE HONEST IN THEIR OWN 1:1 SUPERVISION.

Respondents who answered 1-4 were then asked to comment on what they thought stops them from feeling safe to be honest. The results are shown in Figure 32:

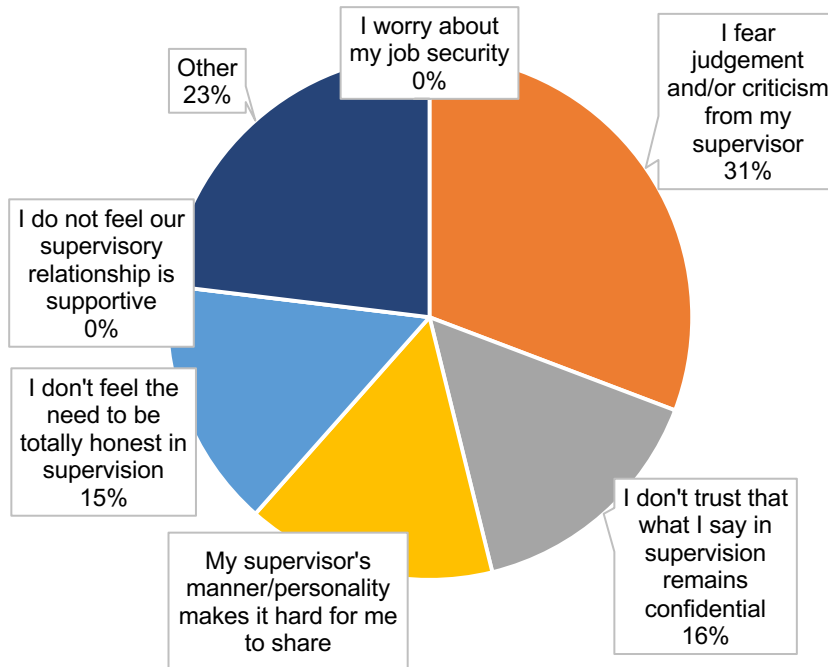


FIGURE 32: REASONS GIVEN FOR NOT FEELING SAFE TO BE HONEST IN SUPERVISION

Three respondents reported “other”. One did not expand on this, one reported feeling the need to appear competent as they are new in their role and one that supervision was for their PDR.

Experience and Outcomes of Supervision

‘Good’ and ‘Bad’ Supervision Experiences

RQEP Supervisors were asked if they have ever experienced what could be described as ‘good’ supervision. One respondent did not reply to this question. Of the other 21, one responded “No” and the other 20 responded “Yes”.

Supervisors were then asked about less satisfactory experiences. 14 respondents reported experiencing ‘bad’ supervision and 8 reported that they had

not. Respondents offered many comments on what made supervision ‘good’ and ‘bad’ for them. Themes are tabulated on Table 28 and Table 29:

THEME	DETAILS
Being Heard	Valuing simply being listened to, alongside feeling their own needs were the focus and priority of the experience.
Relationship Factors	A safe relationship in which it is OK to admit errors and not feel judged. Respect, open-ness, honesty and support.
Learning from Another	Gaining another perspective; being given sound advice and learning from the competence of another EP to gain new ideas/theories/strategies. Challenge, collaboration, joint problem-solving, insightful questioning and co-constructing new ways of thinking about cases
A Reflective Space	Time and space to reflect.
Boundaries and Contracting	With structured sessions, a clear agenda which may be set by them and protected time
Responses to Good Supervision	RQEP Supervisors described “good” supervision as leaving them with feelings of empowerment, confidence, creativity, containment, self-efficacy, ethical conscience, positivity, competence and safety.

TABLE 28: THEMES OF WHAT MAKES SUPERVISION ‘GOOD’ FOR RQEP SUPERVISORS

THEME	DETAILS
Directive Supervision	e.g. no joint problem-solving, no reflection, supervisee needs not recognised and addressed, solutions given rather than supporting the supervisee to explore and learn, supervisee being given more jobs to do, etc.
Relationship Factors	
Boundaries and Contracting	e.g. no confidentiality, supervisor absent or unreliable, no contract, no structure, too short, etc.
Supervisor Factors	e.g. supervision becomes about the supervisors’ needs - such as their emotional containment, their reflections, their need to show their expertise; supervisor not listening, being critical, judgemental, too directive or passive, etc.
Responses to Bad Supervision	RQEP Supervisors reported that “bad” supervision left them feeling unchallenged, uninspired, unsupported, unsafe, criticised, overloaded, uncontained, unheard and de-skilled.

TABLE 29: THEMES OF WHAT MAKES SUPERVISION ‘BAD’ FOR RQEP SUPERVISORS

Gains from Supervision

RQEP Supervisors were asked what they gain from their own supervision and thematic responses were then grouped into overarching themes:

- **Emotional gains** – reassurance, confidence, sense of competence, emotional containment, non-judgmental support, being held in mind by another, calm, enjoyment
- **Intellectual gains** – reflection, debate/discussion, skills development, new ways of thinking, suggestions, challenge, alternative perspectives
- **Strategic gains** – greater understanding of team needs, information on service issues, clarity on authority procedures.

Supervising a RQEP

Role as RQEP Supervisor

50% of respondents reported volunteering for the role of RQEP Supervisor and 50% did not.

Line Management and RQEP Supervisor

14 respondents reported line managing their supervisee, 7 reported they do not and 1 respondent did not answer this question.

EPS Supervision Policies

17 respondents reported that their EPS has a supervision policy. 5 reported that theirs does not.

Supervisors were then asked if there is any information/direction in those policies for those supervising RQEPs. Six respondents did not reply to this question and 1 respondent was unsure. 5 responded “No”, one of whom questioned why there would be information/direction for RQEP Supervisors in an EPS supervision policy. Of the other respondents, responses showed various approaches within the policy documents:

- Time allocation e.g. ½ day per week)
- Directing the reader towards BPS guidelines
- Role expectations
- Induction expectations
- Regularity/frequency e.g. fortnightly, weekly in first year of practice, etc.
- Expectation that reports written by RQEPs will be checked and signed off
- Expectation of model to be used in supervision with RQEPs

Contracting with RQEP Supervisees

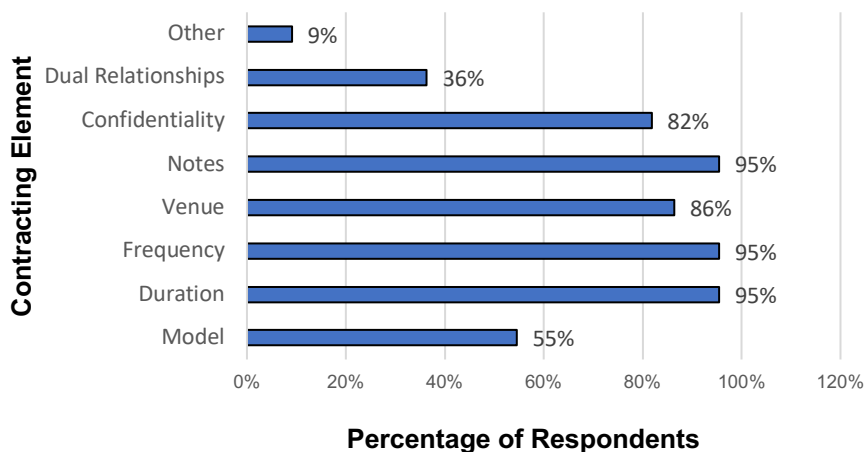


FIGURE 33: CONTRACTING ELEMENTS RQEP SUPERVISORS REPORT DISCUSSING AND AGREEING WITH RQEP SUPERVISEES WHEN THEY FIRST BEGAN SUPERVISING THEM.

Those that responded “other”, reported that they also discussed and agreed what the supervisee could do in the event of difficulties/dissatisfaction with supervision.

Costs and Benefits of being an RQEP Supervisor

The following key themes were identified via thematic analysis as costs and benefits to being an RQEP Supervisor:

COSTS	BENEFITS
Time-consuming	Enjoyment
Responsibility	Learning Opportunity
More work	Sense of purpose gained from supporting another
Pressure to be a good supervisor e.g. competent, supportive enough, challenging enough.	Personal development e.g. becoming more assertive, increased confidence
None	Supporting the development of the profession
	Access to university research/lectures
	Seeing a fresh perspective on service policies and procedures
	Filling gaps in the induction programme

TABLE 30: WHAT RQEP SUPERVISORS VIEW AS THE COSTS AND BENEFITS TO SUPERVISING AN RQEP

As can be seen in Table 30, this sample saw more benefits than costs. This is the only time that there is mention of supervising an RQEP as a learning opportunity for the supervisee *and* supervisor.

Unique Needs of RQEPs

Themes identified in responses to querying the unique needs of RQEPs are presented in Table 31:

THEME	DETAILS
More Emotional Support	e.g. encouragement, empowerment, anxiety management, containment, normalising and grounding.
More Organisational Support	e.g. managing caseload
Settling in to a New Service/Team	Including recognising the needs of the RQEP will be influenced by where they spent their Year 2 and 3 placements
Becoming Comfortable with Autonomy	TEP to RQEP
More Time	RQEPs may need more time to reflect as situations and issues are being met for the first time
Opportunity to Safely make Mistakes	Without fear of criticism or unsafe practice
Support in Developing Areas of Interest	e.g. professional specialisms
None	One respondent replied that they did not see the needs of RQEPs as being different to any other EP as the doctorate training means they have already had lots of experience working as an EP

TABLE 31: RQEP SUPERVISORS' VIEWS OF THE UNIQUE NEEDS OF RQEPS

Using Supervision

The final section of the survey presented a set of scenarios or concerns a supervisee may encounter that they may consider bringing to supervision. The RQEP Supervisors were then asked to select one from a series of four options as follows:

1. This is not an appropriate concern to bring to supervision
2. This is an appropriate concern to bring to supervision but I have not/would not raise it.
3. This is an appropriate concern to bring to supervision and I have/would raise it.
4. This is an appropriate concern to bring to supervision and an RQEP supervisee has raised it with me

These responses were intended to gather information on what respondents feel is or is not appropriate to bring to supervision, offering a glimpse into varying

concepts of what supervisees believe supervision is intended to be for. Feedback from RQEP Supervisors on this section of the questionnaire indicated that one participant may have found the wording of the final option confusing, thereby leading to potentially misrepresentative results, so these must be interpreted with caution. Table 32 offers a summary of the results of these questions:

SCENARIO	RESPONSE %				
	Not Appropriate	Appropriate but I have not/would not raise it	Appropriate and I have/would raise it	Appropriate and an RQEP supervisee has raised it with me	No Response
You are struggling to choose a suitable assessment tool to use with a child you are currently working with.	0%	0%	23%	77%	0%
You feel attracted to a member of staff at a school and this is impacting upon your ability to do your job	9.1%	40.9%	40.9%	4.5%	4.5%
There has been a complaint made about your practice	0%	4.5%	68.2%	27.3%	0%
You are feeling overwhelmed	0%	0%	36%	64%	0%
You are finding it difficult to relate to a key member of staff at one of your schools	0%	0%	45%	55%	0%
Things are difficult at home	0%	18%	32%	42%	5%
You are wondering how to work more creatively	0%	9%	41%	50%	0%
You feel out of your depth	0%	4.5%	54.5%	40%	0%
You want to know about how to use a particular intervention	9%	5%	41%	45%	0%
You are concerned that educational psychology may not be the job for you	0%	22.7%	68.2%	9.1%	0%
You want support in exploring whether to apply for a job in another service	18%	18%	41%	23%	0%

TABLE 32: RQEP SUPERVISERS VIEWS OF APPROPRIATE/INAPPROPRIATE SUBJECTS FOR SUPERVISION

As can be seen in Table 32, there were several dilemma responses which illuminated a disparity in what RQEP Supervisors believe is appropriate to raise in supervision. Asking for support in exploring whether or not to apply for a job in another service (18% thought this was inappropriate), feeling attracted to a member of staff in a school and this impacting on the ability to do the job (9.1% inappropriate) were the dilemmas which showed this disparity to the greatest degree.

Additional Comments

At the end of the survey, supervisors were asked add any thoughts, feelings, ideas and insights they wished to add. Three respondents chose to take this opportunity. Themes identified in issues raised are presented below:

- Research-related
- Stating the value/importance of good supervision
- Recognising differences in approaches to supervision amongst EPs
- Sharing difficult supervision experiences

Phase One Comparative Summary of Results

In this section, I will be combining the results from each of the questionnaires to offer a comparative summary of the data collected.

The RQEP Supervisee questionnaire provided evidence of: previous supervision experiences/training; concepts of supervision; current/past experiences and outcomes of supervision; and how supervision is used. The RQEP Supervisor questionnaire responses provided evidence along the same lines for their own supervision, plus evidence of experiences of supervising RQEPs. The PEP questionnaire responses provide data on service policies, facilitators and barriers to supervision, support for RQEPs and 'ideal' supervision.

Previous Supervision Experiences and Training

RQEPs sampled in this research had diverse training in, and experience of, supervision. Furthermore, a range of activities, some of which are not within the scope of this research's definition of supervision, were named as previous supervision experiences, illustrating conceptual differences..

A large percentage (86%) of RQEP Supervisees reported that they had received input on supervision whilst training to become EPs. This ranged from minimal input such as a seminar or lecture, to more in-depth input such as multiple training sessions and assignments/project work on supervision.

When considering these results, it is interesting to note that supervisee training does not feature in the RQEP Supervisor and PEP responses. For example, PEPs mentioned *supervisor* training as a facilitator of good supervision but did

not mention supervisee training. One PEP reported concern for how TEPs have been prepared for the supervision experience by training providers. There was no further reference to how this need is met within a service aside from the indication that some services are flexible in meeting the training needs of RQEPs.

No RQEP Supervisors referred to supervisee skill.

Of the RQEP Supervisors, 77% had no previous experience of supervision prior to training as an EP, of whom none had experience in therapeutic or psychological contexts. 68% of RQEP Supervisors had varied input whilst training, some of which the RQEP Supervisors could not recall. However, 21 out of 22 RQEP Supervisors stated they had received training on supervision whilst practicing as EPs, indicating that supervision training occurs “on-the-job” and perhaps suggesting that supervision training in practice comes more as a result of becoming a supervisor – all the RQEP Supervisors had been practicing for over 5 years and up to 29 years and supervising for between 1 year and 16 years.

Concepts of Supervision

Functions of Supervision

RQEPs saw the functions of supervision as multiple. The themes identified from their responses fell broadly into professional development; quality assurance and maintenance of safe practice; emotional support and containment; an opportunity for reflection; and service development. These themes map onto the formative, normative and restorative functions described earlier (Inskipp & Proctor, 1993) and as such reflect the theoretical functions of supervision.

The RQEP Supervisors also described functions which mapped onto the formative, normative and restorative elements, such as supervisee education and development (formative); casework reflection (formative); emotional support/containment (restorative); and ensuring safe practice (normative). RQEP Supervisors also listed line management functions such as overseeing annual leave and conveying management messages.

PEPs were not asked directly about functions, but their responses in considering their 'ideal' supervisory experience implied functions in supervision that addressed multiple needs.

Role of the Supervisee

RQEP's views of the supervisee role led to the identification of a series of themes related to skills, tasks and mindset. These responses showed a clearly-defined set of practical ideas centred around the input required as a supervisee in facilitating good supervision. PEP responses implied supervisee responsibility in the need to commit to supervision at an individual and organisational level and the value of participants' therapeutic and interpersonal skills. No PEPs commented directly on the supervisee role but one PEP did comment on the value of supervision being a two-way process for supervisor and supervisee.

RQEP Supervisors identified their role as mapping onto the aforementioned functions: listener/counsellor (to meet restorative functions predominantly, but facilitative for all); monitor (all functions); educator (formative); facilitator (formative); and challenger (formative and normative). No RQEP Supervisors

made mention of the role of learner, or co-creator/collaborator: there was no reference made to supervision as a joint learning process.

Ideal Supervision:

Themes identified regarding RQEP views of ideal supervision were organised into opportunities and facilitators. The PEPs also described ideal supervision in similar ways, identifying almost all of the same themes. One addition was of the value of using external supervisors. Although RQEP Supervisors were not asked about ideal supervision, they identified similar themes in what had made experiences of supervision 'good' for them.

It would seem therefore, that in this sample, all the participants at each level had very similar ideas of what good or ideal supervision comprises and how it feels to be in it.

Your Current Supervision

Regularity of Supervision

There was some variance for this sample of RQEPs in how often they experienced supervision but almost all were having it regularly – the exceptions being one who never has it and one twice-yearly. The frequency of RQEP Supervisors' supervision was comparable to that of the RQEP Supervisees, with most (40%) receiving it half-termly and 36% receiving it monthly. Two reported not having it. This indicates no increased opportunities for supervision for RQEPs in this sample, although enhanced supervision experiences, including increased frequency, was identified by PEPs as something they offered within their services for RQEPs.

Duration of Supervision

Supervision sessions varied from up to 30 minutes to over 2 hours. The most common response for RQEPs was between 1 hour and 1 1/2 hours of supervision. Again, RQEP Supervisors results were similar, indicating RQEP supervision is not of a longer duration than other EPs.

Scheduling Supervision

81% of RQEPs knew when their next supervision session would be when they left a session. 64% of the RQEP Supervisors reported that supervision was pre-booked, suggesting there may be a prioritisation for the RQEPs, which in turn may be individual, supervisor or service led.

Supplementary Supervision

88% of RQEPs felt able to ask for more supervision should they need it. Only one RQEP Supervisor reported feeling unable to ask for more supervision. Interestingly, the reasons for asking for extra support were similar in RQEPs and RQEP Supervisors: casework needs. However, RQEP Supervisors also mentioned service-level queries e.g. checking service requirements and project management in addition to emotional support. This raises the possibility that more qualified EPs feel more confident in asking for additional 1:1 supervision and in doing so, are happy to ask for help across a range of needs.

Contracting

RQEPs reported that note-taking (50%), duration (50%), frequency (76%) and venue (45%) were the most common issues discussed when starting a new

supervisory relationship. Only 20% discussed dual relationships, despite data indicating that dual roles and relationships are common. Only 29% discussed and agreed confidentiality issues, interesting in the light of a finding later in the survey that a lack of confidentiality impacts upon feelings of safety in the relationship.

In RQEP Supervisor responses, the same elements of contracting were reported as being the most commonly addressed when contracting with their own supervisors. This raises the possibility of “this is what is done”, rather than consideration of guidelines, impact or individual needs. One supervisor also reported that none of these elements were addressed, indicating that contracting is not universal across the profession.

Interestingly, in describing contracting with their RQEP supervisees, it was reportedly undertaken by more participants and in more breadth. For example, 95% reported covering frequency, notes and duration, 86% venue and 82% confidentiality.

The PEPs referred to contracting and the value of setting boundaries: themes included the need for clear parameters and comprehensive, mutually agreed and regularly reviewed contracting to facilitate good supervision.

Models

The largest group of RQEPS reported using no model (36%), 20% of respondents reported not knowing what the model they used was and 12% did not answer the question, indicating that use of a model is not common in EP supervision. PEPs

made no reference to models in their responses to good and ideal supervision. RQEP Supervisees were not asked to identify models used.

Dual or Multiple Relationships

90% of RQEP Supervisees reported that they are supervised by their line manager. A further review of the data shows the following:

- 25 participants reported their supervisor is also their line manager but that this was the only relational connection (1 relational connection)
- 31 participants reported their supervisor is also their line manager (in addition to other relational connections)
- 12 of the respondents reported having 2 or more relational connections to their supervisors.

Over half of supervisors (14 of 22) reported line managing their RQEP Supervisee.

Informal Supervision and Time with other EPs

Informal supervision for these RQEPs is common, using a variety of modalities but with little predictability or structure. Although RQEPs report valuing time with other EPs, this is not always happening, with a quarter of RQEPs only having 1-3 hours per week with other EPs. This contact tends to be unstructured time and changes daily. RQEP Supervisors and PEPs were not asked about informal supervision and time with other EPs.

Privately-Purchased Supervision

No RQEP Supervisees reported purchasing private supervision but one reported doing so in the past as a result of unsatisfactory supervision and one would consider it if practical and financial circumstances allowed.

The RQEP Supervisors reported more incidences of purchasing private supervision across their careers: 22% had either done so or were doing so at the time of the study. Reasons given were similar to those given by the RQEPs: poor supervision, lack of confidentiality and needs not being met.

Honesty in Supervision

Of the RQEPs sampled, 31% replied that they feel at level 5 in the scale offered: "I always feel safe to be honest, I share all I need". 40% chose 4, 19% 3, 7% 2 and 2% scaled their feelings at 1: "I rarely feel safe to be honest, I keep a lot back." In contrast, no supervisor reported feeling below 3 on the scale, with 50% reporting level 5 in the scale. These data show a marked difference in feelings of safety to be honest in supervision between the RQEPs and the RQEP Supervisors sampled. Fear of judgement and/or criticism was the most common reason for lack of honesty given by RQEP Supervisees.

The RQEP Supervisors responses for feeling unsafe to be honest in supervision are similar: the largest group of 31% fearing judgement and/or criticism from their supervisor, 16% feeling inhibited by not trusting confidentiality and 15% due to their supervisor's personality.

The Experiences and Outcomes of Supervision

'Good' Supervision

The overwhelming majority of EPs sampled had experienced what they would describe as 'good' supervision at some point in their careers. 33 of 42 RQEP Supervisees and 14 of 22 RQEP Supervisors stated they had experienced what they described as 'bad' supervision, indicating that the prevalence of 'bad' supervision is high.

What makes 'Good' Supervision?

Data collected from PEPs, RQEP Supervisees and RQEP Supervisors regarding what contributes to 'good' supervision and what impedes 'good' supervision are combined in Table 33.

DIMENSION	Contributes to Good Supervision	Impedes Good Supervision
Training	<ul style="list-style-type: none"> Experienced supervisors trained in supervision and psychological theory 	<ul style="list-style-type: none"> Lack of supervisor skills and process knowledge
Skills	<ul style="list-style-type: none"> Participants with interpersonal and therapeutic skills e.g. active listening, empathy, open-ness, honesty, related-ness and the ability to form an effective working alliance 	<ul style="list-style-type: none"> A negative focus, narrow thinking, inappropriate challenge and a lack of clarity and consistency. Using an 'expert' model Directive
Content	<ul style="list-style-type: none"> Personal and professional elements; a mixture of challenge and support; exploratory space to reflect Hearing another perspective Learning from the competence of another EP to gain new ideas/theories/strategies Time for reflection 	<ul style="list-style-type: none"> Inappropriate professional development e.g. report-writing/editing, as the sole purpose of supervision Service-led input Using supervision for administrative tasks
Practicalities	<ul style="list-style-type: none"> Contracting comprehensive, mutually agreed and regularly reviewed. Sessions are uninterrupted The physical environment is conducive to in-depth discussion External supervisors are used Clear agenda and structured time 	<ul style="list-style-type: none"> Lack of time Too much workload Issues around location or securing a space, cancellations or unavailability Lack of clarity around the model and process used Supervision by a line manager Hurried /short sessions with interruptions Physical environment loud/disruptive/public Lack of boundaries and contracting including confidentiality
Commitment	<ul style="list-style-type: none"> Commitment to supervision throughout the service as demonstrated by clear policies, pre-booked sessions, consistency and the acknowledgment that supervision is mutually beneficial and takes many forms Supervision viewed as a two-way learning process 	<ul style="list-style-type: none"> Supervision not valued at all levels, reducing ownership and motivation Lack of flexibility in systems to be responsive to need No protocols around investment of time Supervisor absent or unreliable No shared learning
Relationship	<ul style="list-style-type: none"> Supervisor and supervisee feel safe Open-ness and a trusting, mutually respectful and beneficial relationship exists There is recognition that the responsibility for effective supervision lies mutually with supervisee and supervisor A good relationship with supervisor including trust and honesty in the relationship; reciprocity (sharing thoughts, feelings and experiences, shared learning) Feeling listened to, being the focus OK to admit errors and not feel judged 	<ul style="list-style-type: none"> A mismatch in the personality/beliefs of the participants Poor relationship e.g. an abuse of power, lack of trust and/or open-ness, supervisee does not feel "heard" Supervision is combined with management over sight. Change of supervisor at short notice or at a critical time A clear power imbalance Supervisor attitude and behaviour e.g. appearing distracted, critical, patronising, using inappropriate and judgemental language and approaches, taking an expert approach, not listening, being unfriendly, lacking punctuality, appearing uninterested in the supervisee as a person, not kind, snide, lacking in empathy; being too directive or passive. Supervision becoming about the supervisors' needs - such as their emotional containment, their reflections, their need to show their expertise

TABLE 33: AN OVERVIEW OF RQEP SUPERVISEE, SUPERVISOR AND PEP VIEWS ON WHAT CONTRIBUTES TO AND IMPEDES GOOD SUPERVISION

Interestingly, both 'good' and 'bad' supervision were described by participants across all sample groups in terms of how they left supervisees feeling afterwards. RQEP Supervisees shared that 'good' supervision led to them experiencing feeling safe, nurtured, encouraged, contained, confident, reassured, emotionally aware, stimulated, comfortable, relaxed, attuned, valued, secure, trusted and trusting, important, inspired and happy, "when you come away feeling that you have really grown in a session you know it is good! There is nothing like great supervision. You feel more secure and confident in your abilities."

In contrast, 'bad' supervision led to feeling criticised, lacking in confidence, struggling, judged, helpless, distressed, misunderstood, rushed, unimportant, "stuck", not good enough, unsafe, unheard, dismissed, not valued, patronised and unable to share: "a strong indicator was how I left the room feeling. Not like a weight was lifted off my shoulders, or in the worst case, more distressed. Not feeling understood."

Gains from Supervision

RQEP Supervisees were the only sample group asked this question. Responses showed a variety of learning, operational and supportive gains. RQEPs Supervisors were asked to consider what benefits and costs lay in supervising a RQEP, a role that 50% of them had volunteered for: responses indicated personal and altruistic gains.

It was clear from other sections of the survey that effective supervision has gains for the participants. One RQEP stated, "It has so much potential, it enables me to work more reflectively and thoughtfully. It helps me process and further explore

and understand difficult things, it reduces stress, prevents burnout and so much more.” An RQEP Supervisor reported the impact of supervision along similar lines:

It makes being a psychologist enjoyable and manageable. I'm not sure how I'd manage without it! I have space to think, feeling held in mind by someone I respect and find new ways of thinking that enable me to work effectively as a psychologist

Using Supervision

Several dilemmas were seen as appropriate by all respondents. These were related to emotional support and EP casework. RQEP respondents were more divided when it came to sensitive issues like sexual attraction and changing jobs. The RQEP Supervisors also showed some disparity across their sample group, to a lesser degree, but these results most also be acknowledged as part of a smaller sample. Their responses showed more disparity across their group but with fewer participants disagreeing.

There was also some disparity across the sample groups. For example, just under half of RQEPs thought raising wanting to apply for a job in another service in supervision would be inappropriate but only 18% of RQEP Supervisors did.

Additional Comments

The RQEP Supervisees and RQEP Supervisors commented on similar themes, again indicating some commonality of views around supervision.

PHASE ONE DISCUSSION

In this section, I will discuss the findings from Phase One relating them to the research questions and considering them in the light of the current research base.

Training in and/or Experience of Supervision

RQ1: What training and experience do RQEP Supervisors and RQEP

Supervisees have in supervision?

There were no strong experiential or training backgrounds in supervision prior to training as an EP for RQEPs sampled, with only a few reporting experience of supervision in a psychological or therapeutic context. Whilst training as EPs, the majority reported having input on supervision but of a patchy and variable quality. This pattern is repeated in the sample of RQEP Supervisors although many reported pursuing training in supervision whilst in-post, indicating a recognition of need later on, perhaps when they took on a supervisory role.

Training in supervision seems to be viewed by the PEP and RQEP Supervisors as relevant for supervisors but is not directly identified as a need for supervisees. Given the research base indicating supervision is valuable as a two-way process (Hawkins & Shohet, 2012) and the assertion that training supervisees is empowering and can lead to mediating the power imbalance inherent in the supervisory relationship (Cutcliffe, Butterworth, & Proctor, 2001), this is perhaps a missed opportunity given the inconsistent nature of training and experience. I would also suggest that the inconsistent training input and previous experience of supervision may be problematic when the literature already suggests a conceptual disparity regarding supervision within and across professions (Scaife, 2001; Atkinson & Posada, 2019) and the recognition that the skills required to

use supervision well are not necessarily innate for qualified EPs (Rawlings & Cowell, 2015).

Research identifies discrepancies between what EPs have been trained to do and what they are required to do in the role once qualified (Cameron, 2006). However, work has been done to address these shortfalls, supported by research such as Woods, et al and Gibbs, et al on TEP training experiences (Woods, et al., 2015; Gibbs, et al., 2016). The updated doctoral course accreditation standards from the British Psychological Society now state that by the end of their programme, TEPs must be able to,

2.1.4.2i: Ensure that they seek, secure and make effective use of supervision, consultation and other resources to improve and extend knowledge, understanding and skills

2.1.4.2j: Demonstrate awareness of personal health and wellbeing and seek support as appropriate, sharing relevant information regarding health status or personal circumstances which may hinder effectiveness with the appropriate person (e.g. service manager and/or supervisor), with due consideration for personal-professional boundaries. (The British Psychological Society, 2019, p. 16).

Future research into this area could yield data on whether or not these changes have made a difference to supervisory experiences in the field.

It is important also to consider the impact of RQEPs joining the workforce with the varied competencies inherent in training at diverse institutions – resulting in

RQEPs with individual needs for supervision and CPD which will need to be addressed once in post (Evans, Grahamslaw, Henson, & Prince, 2012). These differences, taken in combination with a supervisor workforce of similarly diverse training and experience, has implications for potential challenges in the supervisory relationships around differing expectations, styles and approaches, which although by no means insurmountable, require careful contracting and supervisor expertise (Grant, Schofield, & Crawford, 2012)

Concepts of Supervision

RQ2: What concepts of supervision do RQEP Supervisors and Supervisees hold?

The concepts of supervision evidenced within these samples appears to be as complex and varied as the literature suggests. Scaife states, when deciding to offer no definitive meaning to the term supervision, “the meaning given to the word will differ between individuals” (Scaife, 2001, p. 3) and this subjective view appears to be echoed in this study. Several RQEP Supervisees noticed a mismatch between their theoretical idea of supervision and their experience of it. This suggests a variance between espoused theory and theory in action, reflecting previous findings (Ayres, Clarke, & Large, 2015; Nolan, 1999).

Participants across the samples tended to offer conceptualisations of supervision that tallied with the functions and tasks of supervision. They fell broadly into those identified by Inskipp and Proctor as Formative, Normative and Restorative functions (Inskipp & Proctor, 1993). RQEP Supervisees and RQEP Supervisors generally agreed on these functions but the RQEP Supervisors listed additional line management tasks that were not mentioned by the RQEP Supervisees.

There is some debate in the literature as to whether these line management tasks should form part of clinical/professional supervision (Kreider, 2014).

Unsurprisingly, given the various conceptualisations of supervision, there is some confusion as to what tasks comprise line management supervision and clinical/professional supervision. Tromski-Klingshirn distinguishes between administrative supervision - directed at the smooth running of the organisation and involving managerial tasks such as hiring and firing, appraisal and ensuring the implementation of policies and procedures - and clinical supervision, which is for the benefit of the supervisee and their clients and involves the development and maintenance of skills (Tromski-Kingshirn, 2007).

The BPS DECP supervision guidelines see quality assurance, performance monitoring and operational issues as part of line management supervision, structured and determined by the organisation, and professional supervision as concerned with the personal and professional development of the individual (Dunsmuir & Leadbetter, 2010). They do however recognise that the waters are muddy, stating,

It is important to recognise and identify that line management supervision and professional supervision exist within the working lives of EPs and that these are different in very important ways. There is, therefore, a conceptual need to separate the functions and tasks of line management and professional supervision, with an acknowledgement that an individual

may hold both roles at the same time. (Dunsmuir & Leadbetter, 2010, p. 5)

This recognition of the current situation within the EP profession, where line management, undertaken by line managers within clinical/professional supervision sessions, is in contrast to the counselling profession where the two roles are kept apart for reasons of facilitating high quality supervision experiences:

Good supervision is much more than case management. It includes working in depth on the relationship between practitioner and client in order to work towards desired outcomes and positive effects. This requires adequate levels of privacy, safety and containment for the supervisee to undertake this work. Therefore a substantial part or preferably all of supervision needs to be independent of line management. (The British Association for Counselling and Psychotherapy, 2018, p. 22)

The EP and Counselling professions are, of course, distinct, but I would argue that there are sufficient similarities across the professions in working with vulnerable individuals and assessing and supporting aspects of emotional health and well-being to attribute some commonality of practice. I would suggest obvious complications therefore may arise in combining administrative and clinical/professional supervision, particularly if supervised by a line manager. Indeed, supervisors and supervisees both commented on the experience of being supervised by line managers as negatively impacting on their sense of autonomy,

control and safety in the relationship; leading to withholding, lack of honesty and feelings of powerlessness. RQEP Supervisees also identified that being supervised by a supervisor who is *not* your line manager is facilitative of good supervision.

Line management tasks were seen as a function of supervision for this sample of RQEP Supervisors but not for the RQEP Supervisees and this also raises the question of how this dis-connect between the functional view of supervisors and their supervisees may be problematic in supervision, particularly if not openly addressed at the outset. Interestingly, administrative/line management functions were not included in the PEPs views of ideal supervision.

In considering their concept of the role of the supervisee in supervision, RQEP Supervisees were clear on their role in facilitating good supervision. Themes included emphasising ownership of the process; the value of awareness and the need for effort to get your needs met. This sample of RQEPs showed an awareness and understanding of their role which bodes well for both the supervisee and supervisor to hold joint responsibility for supervision (Dunsmuir & Leadbetter, 2010). This also indicates that for the RQEP Supervisees sampled, supervision is something that is actively engaged in, rather than “done to you”.

The RQEP Supervisors concept of their role in supervision was also clear and well-defined; again mapping onto the Inskipp and Proctor functions (Inskipp & Proctor, 1993). There were differences however. The RQEPs listed what to be and do – things that they could monitor themselves. The RQEP Supervisors talked of things that needed to happen for - or be experienced by - another i.e.

the supervisee. This leads me to question how the supervisors know they have performed their role effectively, especially if they do not ask their supervisees?

The concept of supervision as a joint, mutual or reciprocal learning process was something that came up more often for RQEP Supervisees than the other sample groups. I view this as a missed opportunity for supervisors in either recognising or experiencing the reciprocal learning possible in supervision (Carrington, 2004). It is possible that the early-career status and relative inexperience of RQEPs makes reciprocal learning appear more challenging to achieve when supervising one.

Research shows that supervisors and supervisors do not necessarily need to be matched in concepts and expectations to ensure a good working relationship (Cheon, Blumer, Shih, Murphy, & Sato, 2009). However, the dilemmas illustrate differences in expectations which may be usefully addressed as part of an open and ongoing dialogue between supervisor and supervisee. One RQEP Supervisor, acknowledging diversity in the profession about what is appropriate to bring to supervision, commented that turning to the HCPC standards is useful and concluded that anything that impacts on the work is appropriate to bring to supervision.

Current Supervision

RQ3: What does supervision currently look like for RQEP Supervisees and RQEP Supervisors?

Within this research sample, most PEPs stated their services have policies on supervision. Several have policies on the supervision of RQEPs. Whilst this is

encouraging, it is important to also explore what is happening in some of the “low profile symbols” described below:

The organisation’s culture of supervision can be seen in the high profile symbol if its policy about supervision, but can be more accurately seen in its low-profile symbols: where supervision takes place, who supervises, how regular the sessions are, what importance is given to them and what priority they have when time pressures necessitate something being cancelled. (Hawkins & Shohet, 2012, p. 227)

Frequencies and duration of supervision were comparable across the two samples indicating that RQEPs don’t have more supervision than other groups, despite the finding that some PEPs see this as beneficial for RQEPs.

Only three participants across the two sample groups reported having no supervision at all, although several reported having it rarely i.e. 3-6 monthly. This is consistent with the findings of Pomerantz (1993) and Dunsmuir, Lang and Leadbetter, (2015) showing that supervision has become more consistently practiced across the EP profession over time, from 44% of those surveyed in 1993 (Pomerantz, 1993) to the assessment that “significant numbers (of EPs) are now actively engaging in both giving and receiving supervision in some form” in 2015 (Dunsmuir, Lang, & Leadbetter, 2015, p. 16). This finding, when considered alongside the evolving guidance for practitioner and trainee EPs and in addition to guidance for all practitioner psychologists, indicates supervision is embedded.

Supervision is most commonly experienced every four to six weeks. For an EP, regardless of the stage of their career, I question if this is enough to meet the needs of EPs in practice – especially for those undertaking therapeutic roles or facilitating supervision for others, with the associated needs for raised self-awareness and providing emotional support (Vallance, 2004) and increased emotional labour, particularly in a traded context, as described by Hochschild (2012).

I would also argue that responses indicating that some supervisors aren't receiving supervision at all is of interest: an EP supervising others without adequate supervision for him or herself may be compromised, impacting upon the quality of supervision they offer and the quality of their own EP practice. It also suggests a lack of prioritisation and valuing of supervision, both identified as barriers to good supervision.

Pre-booking of supervision across the sample groups is inconsistent. I have not found evidence of other studies which have addressed this element of supervision but advance scheduling of supervision may again be indicative of prioritisation of supervision. Additionally, it is reported in counselling practice that modelling of secure boundaries offers structure to supervisees who may be experiencing chaos in the face-to-face work and also forms part of a respectful relationship. Supervisors may additionally be modelling containment of the emotional load by offering containment in the supervisory relationship (Rowe, 2011)

Most participants felt able to ask for extra supervision but some barriers did exist. Organisational barriers to supervision are widely discussed in the literature e.g. Hawkins and Shohet (2012), as are difficulties within the supervisory relationship (Grant, Schofield, & Crawford, 2012). There is less research however, on the individual barriers and I would argue that this is where skilled supervision has something unique to offer: data here suggests more experienced EPs feel more confident in asking for extra support, whereas RQEPs are more likely to keep quiet. Effective, skilled and supportive supervision is able to draw out the internal barriers to asking for help, which may be influenced by organisational culture (Scaife, 2001) or may be more personal e.g. struggles with feelings of inadequacy, etc.

These results indicate that contracting was not consistently present across the sample groups, a finding also reported by Dunsmuir, Lang and Leadbetter, who found that 78.5% of supervisees receiving supervision did not have a contract (Dunsmuir, Lang, & Leadbetter, 2015).

The importance of good contracting is apparent in the literature (Page & Wosket, 2001; Scaife, 2001). PEPs in this study also identify it as a facilitator of good supervision. Contracting and the discussions that occur whilst negotiating and mutually agreeing the boundaries of the supervisory experience can be facilitative in giving participants ownership of the process, empowering both supervisee and supervisor and ensuring that the difficult conversations around dual roles and relationships, expectations of confidentiality, etc. can be tackled openly early in the relationship.

Supervision undertaken without a model was reported as the most common form in this research (36%). This was reflected (44.3% in supervision received and 21.4% in supervision provided) by Dunsmuir, Lang and Leadbetter in their research (2015). I question if the model used was important to these participants, especially in the light of the fact that the reported barriers/facilitators to supervision and concepts of 'good', 'bad' and ideal supervision made no mention of them.

Dual and multiple relational connections in supervision appeared to be the norm for this sample, illustrating the complex connections across which supervision takes place within the EP profession. This is in contrast to other therapeutic/clinical settings in which dual relationships and roles may not be so frequent.

It is helpful here to consider a distinction between "role" and "relationship". In using the word "relationship", I am referring to the relational connections between people. In using "role", I am talking about individuals holding more than one role when relating to another. Multiple roles and relationships have been addressed in counselling supervision literature (Bernard & Goodyear, 2009), where it is seen as a multi-layered issue which must be addressed with care to ensure ethical treatment of clients (Tromski-Klinshirn & Davis, 2007). The key dual role issue I believe to have been raised in these results is the prevalence of supervision by a line manager for RQEPs (90% of whom are in this position) and that this is so regardless of the commonly held view of the RQEP Supervisees and PEPs in this research that supervision should not be undertaken by the line manager.

RQEP Supervisees indicated the high value they place on informal support in the workplace. The literature does not address informal support, but does suggest that group and peer support with colleagues offers an opportunity for meeting professional development functions (Woods, et al., 2015). Time with other EPs can also serve to fulfil the learning and supportive functions ascribed to supervision. However, the working patterns illustrated here - for example a quarter of RQEPs report only spending 1-3 hours per week in the company of other EPs – suggest that these opportunities may be scarce. This is particularly important for early career professionals for whom learning is an obvious need – especially if starting with a new service.

Supervision purchased privately does not appear to be part of EP practice at present, with very few participants reporting ever doing so or planning to. I would suggest that as changes occur within the EP profession such as increased independent/private work, this may increase.

There was a marked difference in feelings of safety to be honest in supervision between the RQEPs and the RQEP Supervisors sampled. This must be considered in the light of RQEPs early-career status, lack of supervision experience and likely feelings of vulnerability/lack of confidence in a new role, etc. These results also indicate that careful consideration may be needed in providing RQEPs with an environment in which they can feel safe to disclose and share concerns. For example, fear of judgement and/or criticism was the most common reason for lack of honesty given by RQEP Supervisees, indicating that supporting supervisees to feel safe to disclose in supervision, without fear of the impact of the evaluative function of supervision, although difficult, is vital to

preserve the value of the process itself. Reasons given for lack of honesty in supervision appear indicative to me of the delicacy of the supervisory alliance as a space in which good supervision can take place and how much can be lost from the experience if it is not working well (Vallance, 2004). Again, the dual role of line manager AND supervisor is shown as potentially inhibiting in these data.

'Good' and 'Bad' Supervision

RQ4: What does 'good' and 'bad' supervision look like to PEPs, RQEP Supervisees and RQEP Supervisors?

Encouragingly, the overwhelming majority of EPs sampled had experienced what they would describe as 'good' supervision at some point in their careers. There is however evidence of many experiences of 'bad' supervision. Why this happens is not totally clear from the data available in this study and requires further exploration.

The RQEPs and RQEP Supervisors repeated many themes in their views of what makes supervision 'good' and 'bad'. Interestingly, what makes supervision 'good' and 'bad' are not always simple opposites, illustrating the complex nature of supervision. I suggest this may indicate that a formulaic approach to good supervision may not be possible, or even desirable, and that tailoring supervision to meet individual need is more appropriate and effective.

Facilitators and Barriers to Good Supervision

RQ5: What do PEPs, RQEP Supervisees and RQEP Supervisors see as the facilitators and barriers to good supervision?

The RQEPs, PEPs and RQEP Supervisors were in general accord as to what facilitates and impedes good supervision, indicating a strong cohesive thread across the profession which is encouraging for future operationalisation of supervision in services.

Interestingly, participants did not mention supervisee training as a facilitator or barrier despite literature suggesting that supervisees need to acquire the skills to engage in effective supervision as much as supervisors do (Carroll, 1996). If supervision is a joint responsibility, surely training in supervision is a joint need?

The Impact of Supervision

RQ6: What, if anything, do PEPs, RQEP Supervisees and RQEP Supervisors feel are the gains to be made from supervision?

All the sample groups recognised gains for supervisees – in professional development, emotional support/containment, reflection and maintenance of quality of practice for the safety of service-users. It was only in asking about specific benefits and costs to supervising an RQEP that supervisor benefits were raised. This suggests to me that supervisors see themselves as providing a service – to the supervisee and the organisation – but when encouraged, recognise that there are positive outcomes for them too. Again, this must be viewed alongside the knowledge that one in two RQEP Supervisors have not volunteered and that supervision in general is a compulsory endeavour.

Finally, participants talked about the need for supervisees to find their own interests and role in the EP world and seeing supervision as a way to explore this further. This is reflected in the literature exploring supervision as a vehicle for

finding one's own path: for aligning internal belief systems, attitudes and aptitudes to the external professional role (Mahrer, 1997; Wosket, 1999).

The Experience of the Research

RQ7: How, if at all, has the research impacted upon the participants?

Very few participants in this phase identified that the research had had an impact. Of those that did, this was in the form of prompting them to reflect on supervision or recall experiences. There was some indication that the surveys were an opportunity to have their views heard and recorded – albeit anonymously - and several took the chance to make statements about the current supervision offer for EPs. These responses are shaped by the self-selecting sampling and may also be an indication of the lack of depth possible to offer and explore within a survey context.

PHASE TWO FINDINGS

In this section, I will now go on to present my findings from the semi-structured interviews, analysed via Interpretive Phenomenological Analysis. Firstly I will present findings for each participant, then I will offer a comparative summary of results by exploring the global themes across the three interviews.

A sample page from each transcript, with my exploratory notes and emergent themes, can be found in Appendices VII (Ava), VIII (Bea) and IX (Cara).

A master table showing the superordinate, subordinate and emergent themes for each participant, with example excerpts from the transcripts is shown in Appendix VI

Three concept map profiles, one for each participant, are presented in the following pages 165-170.

Key to Concept Maps

In each concept map, positive elements – as perceived by each participant – are shown in yellow rectangles, difficult feelings and emotions in purple rectangles, consequences/barriers in blue and concepts about people in pink ellipses. Connections and relationships are shown by arrows and linked concepts gathered together in clouds (good supervision elements) or rectangles (e.g. identity). The size of each shape is indicative of the relative importance to the participant.

Ava's Concept Map

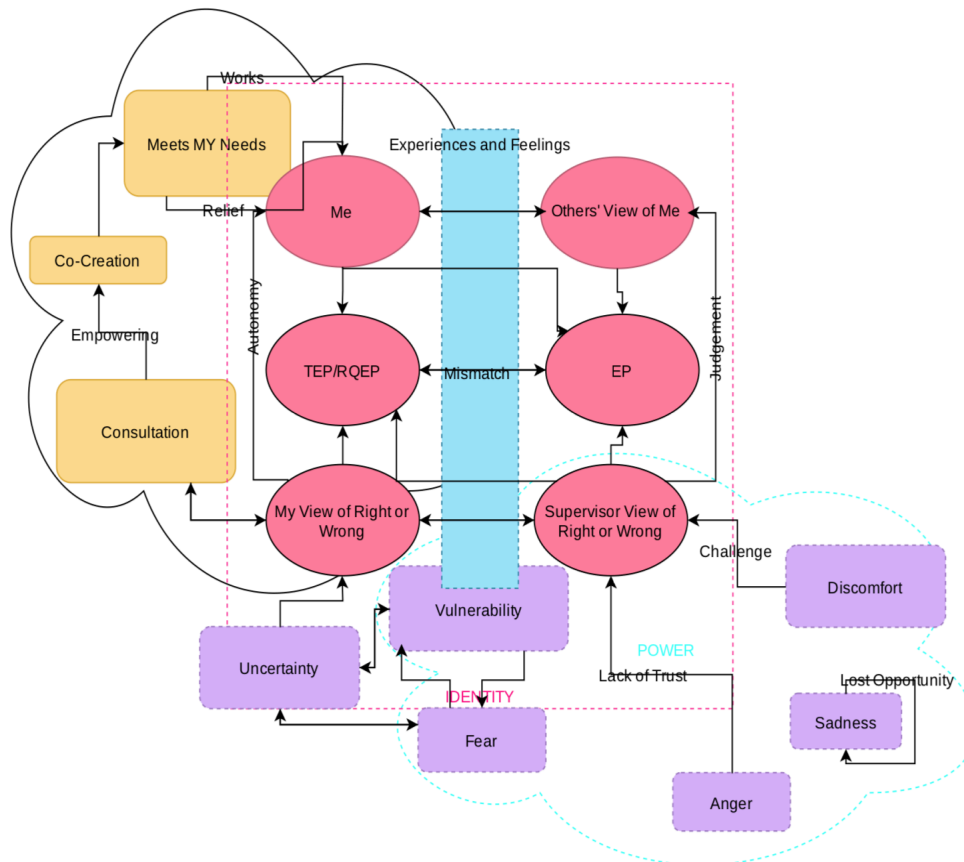


FIGURE 34: AVA'S CONCEPT MAP

Ava's concept map (Figure 34), shows how her interview offered a perspective of supervision in which I perceived emotional factors, both raised by and processed in supervision, as significant. There was a strong sense of an individual learning to make sense of herself and her role within a context of inherent tensions, such as the discomfort of a mismatch between what she perceived herself to be and how others saw her. For her, supervision needed to be tailored to meet her individual needs and she appeared to hold but resent a binary concept of what is right and wrong in the work of an EP, seeing supervisors as "holding" the "right". She experienced this as inhibiting to her autonomy and causing other distressing

or unhelpful emotional and behavioural responses. She saw a consultative approach as more constructive and sought co-creation in supervision.

Bea's Concept Map

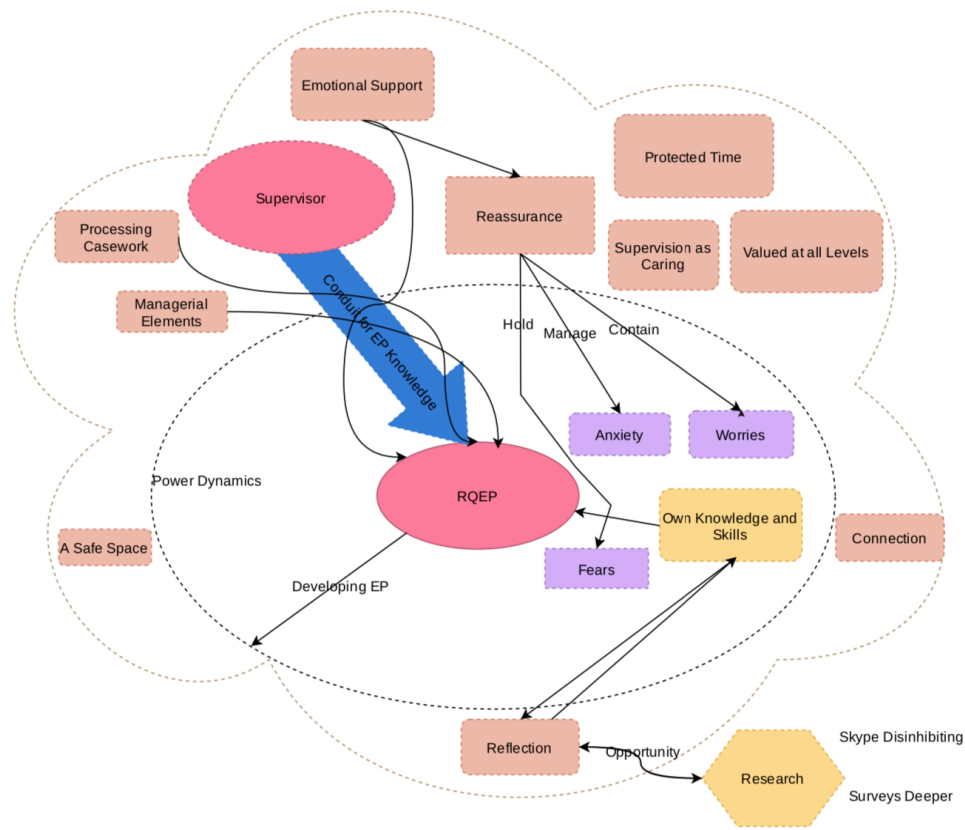


FIGURE 35: BEA'S CONCEPT MAP

Bea's concept map (Figure 35), shows her developing identity as an EP as central to her perspective on the role of supervision. Her view of EP supervision was positive and I noticed that she saw it as facilitating her growth as an EP and although she experienced some difficult feelings in and about supervision, these were not obstructive or left un-processed. Bea offered a perspective on the research as offering an opportunity for reflection, another key element of positive supervision for her. I identified a view of the supervisor as a conduit for knowledge and connections being formed between positive functions of supervision but also noticed a clear need for multiple functions in supervision:

Bea was explicit, for example, on the value of reassurance, alongside casework and management tasks. Bea also offered a perspective on supervision as facilitative of connection between participants.

Cara's Concept Map

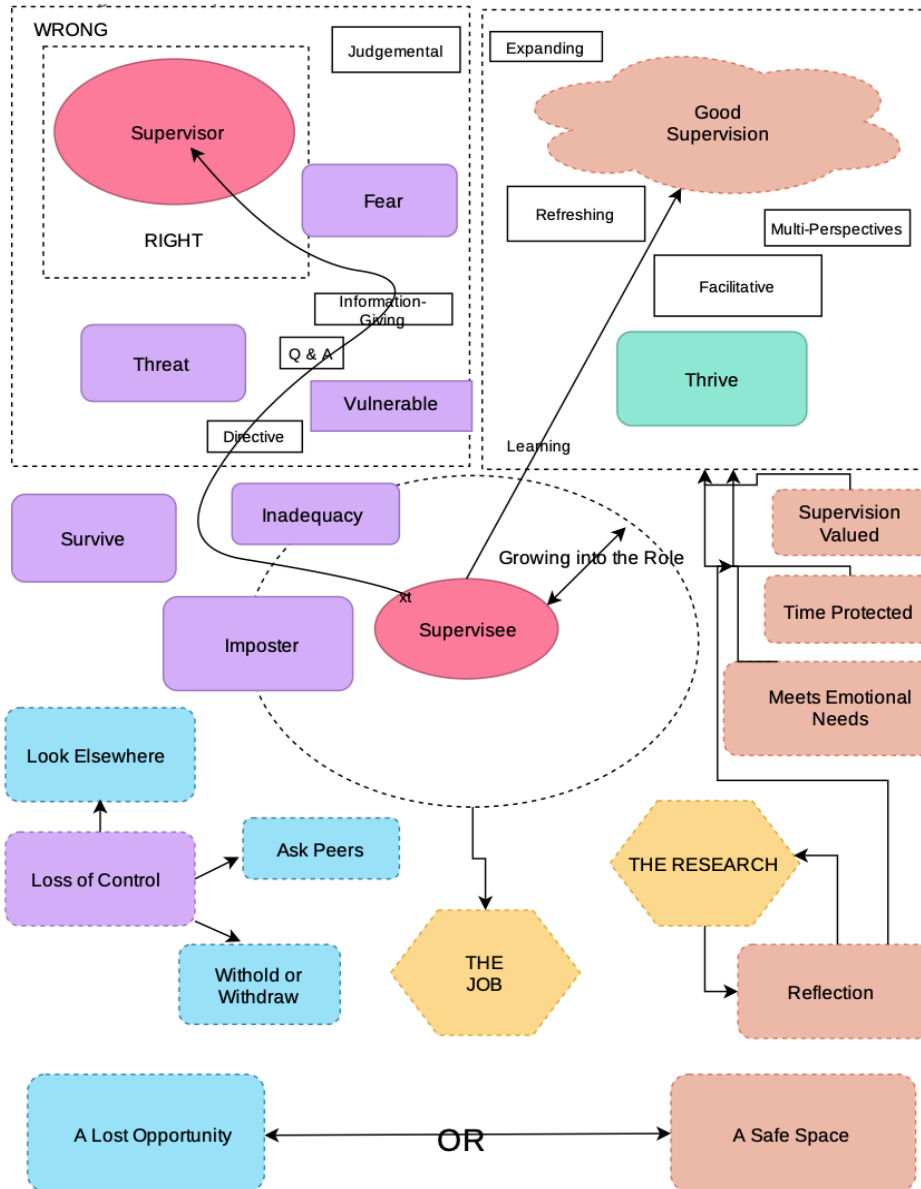


FIGURE 36: CARA'S CONCEPT MAP

In Cara's interview, I had a sense of a person describing a difference between what she had received as supervision and what she had hoped for and believed it could be. Cara's responses gave me a strong sense of the lost opportunity wherein she felt supervision could be better but was not. I felt I heard many difficult emotions underlying Cara's exploration of her experiences and a clear connection between experience, emotions and protective behaviours. She

shared a concept of growing into her identity as an EP and a sense of being an imposter. I saw that she disliked supervision grounded in a binary view of right and wrong in EP work and controlled by supervisors operating in a directive and judgmental way thereby not facilitating growth in their supervisees and leading to series of difficult emotions. The two extremes of thriving and surviving were for her a way of looking at the value of 'good' supervision v 'bad' supervision for the job and herself as an RQEP.

Phase Two Comparative Findings

In this section, I have sought to further explore the interpretive element of IPA and recognise convergence and divergence (Eatough & Smith, 2017) in the themes across the sample. In pulling my data together into a set of global themes, I am also seeking to summarise the results in a comparative overview.

Overview of Global and Superordinate Themes

My analysis of the data from the three semi-structured interviews resulted in the nine superordinate themes, as seen in Appendix VI, which I then reviewed and reflected upon, finally clustering them into four key global themes, as seen in Figure 37 below:

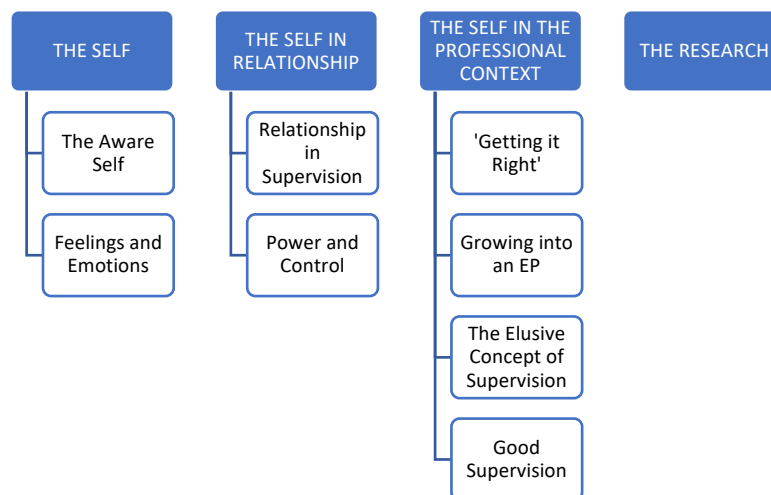


FIGURE 37: GLOBAL AND SUPERORDINATE THEMES

It should be noted that some themes were discarded at each level if they appeared inconsistent with the data when reviewed, as part of the hermeneutic process. As each level of analysis was undertaken, the data were continually checked to endeavour that they remained as closely representative of my understanding of the participants' attempts to express their own meaning as

possible. Each level led to the next but each also kept its integrity as an individual part of the whole data set.

I have interpreted all comments throughout the analysis and recognise that they can, by their very nature, be interpreted in several different ways. Some comments relate to a single theme but also have underlying implications or inferences that relate to others. The resulting themes therefore can be seen more as a network or web of inter-relating experiences, experienced on multiple levels e.g. thoughts, feelings, actions, each of these complex and multiple in themselves. IPA results in a dense, multi-faceted, rich picture of personal experience and interpretation, with both depth and breadth.

I will now go on to explore each of these global themes, linking to them to the thoughts, feelings and ideas of each participant in order to retain the idiographic integrity of the approach.

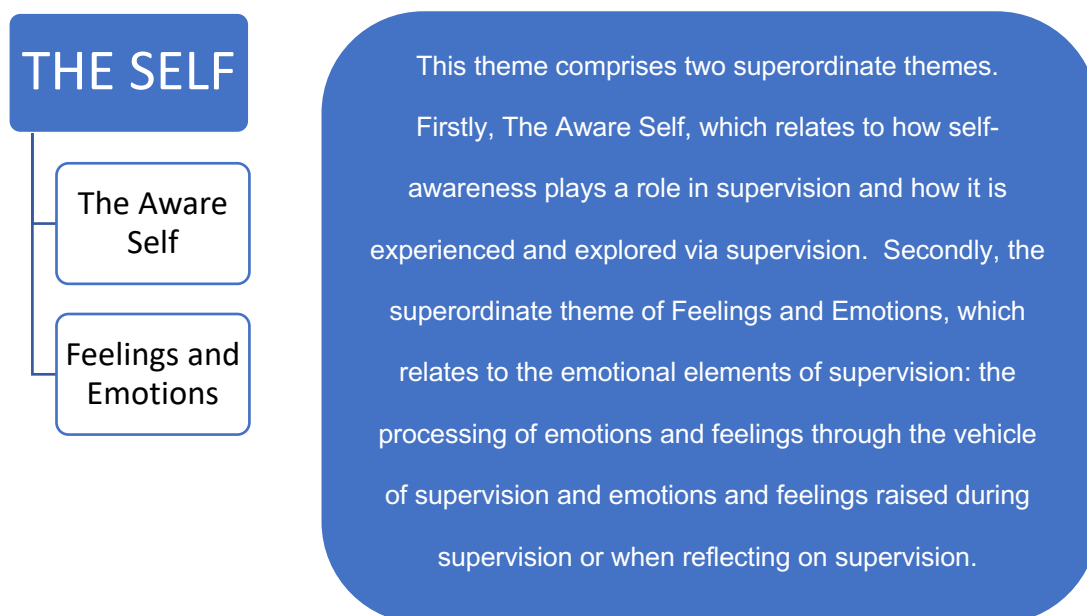
THE
RESEARCH

This theme is centred around the participants' experience of taking part in the research

Ava talked about the value of the research in offering the impetus for reflection, "...but actually, perhaps- perhaps we need to all be slightly more reflective on – you know, cos supervision is something that happens, and we take for granted". Her use of the words "just happens" to me suggests a lack of impetus or thought around supervision. This comment also offers further insight into a lack of valuing of supervision, included in another global theme. Of all the interviewees, Ava appeared to value reflection the most and talked of trying to transfer the experience to a work scenario.

Bea also noted the value of the research as a vehicle for reflection. In addition, she made reference to the use of Skype in her interview, exploring her experience of using it as a mode of interviewing and stating, "It feels like I'm just talking to myself. I think it makes it quite uninhibited actually, quite interestingly." This comment suggests to me the value of reflecting out loud, and how a relational connection involving verbal processing can allow not only for a participant to be heard by another but the value for learning and processing inherent in hearing one's self. This is similar to the experience of a therapeutic relationship and her use of the word "uninhibited" perhaps indicates the inhibition that can be present when sharing thoughts and therefore vulnerability, with another.

Cara, like the other interviewees, noted that the research had prompted reflection, making her think more “proactively” and “think about the positives of the supervision I have had in the past and also the times when it’s been tricky”.



Ava talked about her experience of supervision as a place of emotional processing and release, meeting her own need to express herself and her feelings, stating, “...and so, that- that forms a lot of my supervision, erm, having a bit of a moan, I guess”. She also mentioned “And sometimes, I think when you’re feeling negative, you just want someone to say, ‘yeah, that is a bit rubbish” indicating her need for someone else to express empathy for her experience.

Ava made comments that were indicative of how she used reflection on her use of herself within her work, such as, “what was my role in that?” and “what does that say about me and my practice?”. She demonstrated an awareness of herself in terms of her competence in the EP role, at one point talking about how she shared her casework in supervision, saying, “I guess that’s come with practice and experience, erm, understanding cases better myself to be able to explain

them to other people”. Ava also made reference on several occasions to her own needs and preferences, which she acknowledged may not be the same as others and considering “individuality”, but which may not be taken into account in supervision where “you get this, kind of, one sh- one size fits all supervision from-from your manager.”

Ava told me how supervision can be a risky experience when fearful of being judged, “Erm, and if you don’t say the right thing in supervision, is- does that- is that a black mark against you?” She also described the courage it takes to share vulnerability in supervision: “erm [sighs] – well, I think it means being confident and, you know, to be- or comfortable to be honest ..to say, ‘I think ...’ – you know, to make mistakes ..to ask questions, to admit you- you’ve got it wrong...erm, that, you know, you don’t know. erm – and to be, kind of, assured that the response you’re going to get is going to be non-judgmental and helpful.”

I felt when listening to her that her way of describing this, her hesitancy and checking of my understanding, showed her need to be accepted and heard, even as she reflected on the experience with me. Fear and anger around the possibility of a lack of confidentiality in supervision were expressed: “...and I think, well, is this meant to be a confidential meeting or not?” and “...do I want her sharing what I say in my supervision with others in their supervision?”. She also expressed discomfort around the difficulty being honest in supervision can be, stating, “perhaps I wasn’t as open and perhaps my feedback wasn’t as open and honest as perhaps it could’ve been” and in noticing that she had not always felt safe to share, experiencing dismay and incongruence as this did not match her self-concept, “...and I- I am quite- I am quite an honest person.”

Other difficult feelings around unsatisfactory supervision experiences related to the issue of discomfort in challenge such as not wanting to confront unhelpful supervision or change supervisors. In these cases, Ava resigned herself to circumstances or withdrew: lack of complaint did not mean satisfaction but the opposite. Ava told me, “I think I would sit with an uncomfortable supervision session for a lot longer than I would be happy to, erm, than to say, ‘actually, I’m not happy with this.’”

In her interview, Bea talked about the importance of working with someone who would relate to her personally as well as professionally, “I respond better when I have someone who can work with me on a more emotional and personal level”. She also indicated how her self-awareness was important to how she did her role, citing an example of recognising the potential impact of her behaviour on others and moderating it for their needs, “I try to always ensure that I feel like I’ve let them do their fair share of the talking cos I know, as a talker, that it is really easy for me to jump in.”

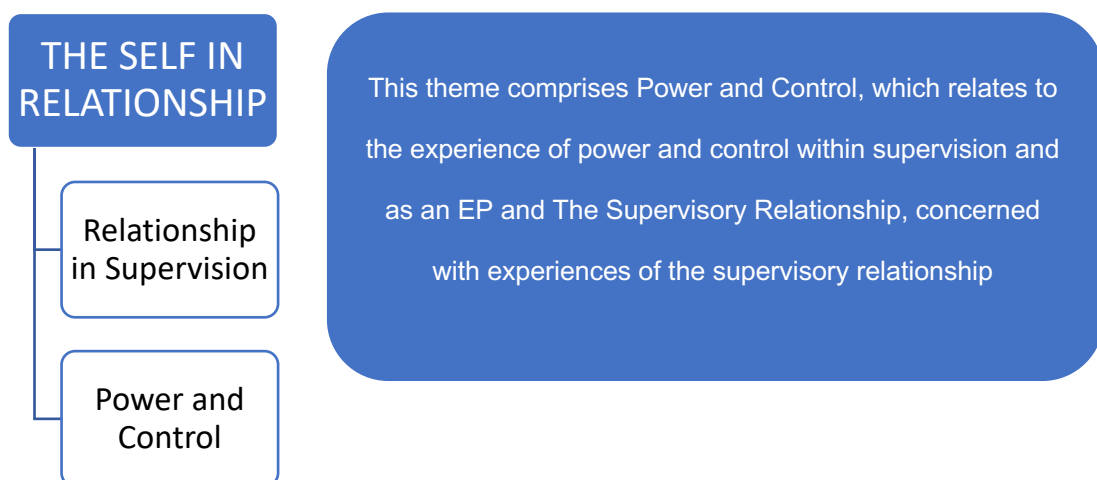
Bea was clear that for her, supervision has a clear emotional containment role (Bion, 1962). She stated, “But, you know, whether that is about the kind of emotional impact of a particular case or whether you’re worrying about being-about how well you might be doing something or how well you’re managing your time or if you’re worrying about something outside of work, you bring all of that to supervision.” She also went on to explain her view of supervision was now at a point where she saw it as something which that it plays a part in managing emotions that may impact on work, “...now I would say that supervision tends to be more of an emotional side of things, I guess, and, erm – I dunno, it sort of

doesn't even just have to be contained within EP life. It can take into account things that go on outside of work as well...and whether that has a concept of how you're gonna be in work. Sometimes you're not gonna be able to manage everything that's going on." For Bea, emotional containment had an impact on her as a person, at home as well as at work and she recognised that, "on days with supervision I'm probably a bit more a bit calmer coming home". She described how this type of emotional support required consideration of making a safe space, physically and emotionally, for supervision, "I'd want to try to fixing the space, a comforting... environment". She recalled an early experience of supervision that did not feel this way, comparing it to what she preferred: " and furthermore, "I do think that said that being able to go to somewhere that's quiet ...where you're not gonna be overheard ...and you don't feel, like, any second we could rush back to our desks" was important to her in meeting supervision needs.

Similarly, Cara sought someone to work with on a relational basis who would give her time and space to talk. She demonstrated how her awareness of her own needs inform her supervision requirements in her statement, "...because actually, for me, it's really important to talk things through". Cara shared how supervision has been helpful in supporting her to protect herself from herself, "he's quite good at clocking when I'm perhaps being overly self-critical", suggesting a role for supervision in self-exploration and challenge. Cara also shared how her awareness of self informs her role, describing a situation where she was supervising and "I tried to be mindful to own, sort of, my views and not, sort of, you know, to kind of suggest that there's different ways when we were talking through things".

Cara's interview included comments illustrating her discomfort around feeling judged in supervision, such as, "...the worry that that might then colour someone's judgment ...". She further explored these feelings and was able to identify what she was searching for, "and I guess the non-judgmental bit is that sense of you're not feeling like you have to be defensive or avoidant of things that were hard or put a- put a front on.", illustrating here how feeling judged can feel like attack, leading to defence and avoidance. She also noticed how emotional containment played a role in this, telling me, "Yeah, so I think I've had- I've had supervision where I haven't quite trusted the person I've had supervision with to contain and, kind of, support in some ways. Erm, so that was a bit tricky. So, I think I was probably a bit guarded".

Cara expressed some sadness at the missed opportunity of good supervision, "I'm not sure I've ever really had that to the level that I would like it, if I'm honest". I felt sad hearing this and felt Cara was communicating her disappointment at an opportunity lost.



Ava indicated that there is a clear impact for her of being supervised within a hierarchy, particularly in being mindful about what she shared. She said, “I’d probably try and work it out for myself before I said to her, ‘actually, I don’t know what I’m doing here.’...she is also a manager and she was- she is – you know, her conversations are with the senior management team”, thereby indicating how, for her, the hierarchy increases pressure and leads to wariness, withholding and lack of honesty. It appears that power differentials have had an impact on her autonomy and Ava shares that she can feel she must do things a certain way, “because she’s also my boss. And then when she says, ‘oh, how did that go?’ and if I say, ‘well, I didn’t do it like that, I did it like this’ ...”, her comments falling away leaving the implication that this would not be OK. Finally, Ava reflected on how the lack of a sense of power in the relationship, feeling unable to control the agenda, process or actions moving forward, led to her taking control via withholding – of herself: “I think I stopped- I stopped booking supervision in because I found it just so unhelpful.”

Ava described how her view of supervision had varied from supervisor to supervisor, “I suppose I’ve got these two slightly- slightly contrasting views perhaps, depending on the different supervisors I’ve had” and that each of these relationships has required work, telling me, “So, I’ve had to build different relationships with people”. She indicated that she prefers the relationship to involve reciprocal communication, “she will also have her own opinion because these- the issues that are affecting me are likely to be affecting her ...and she will experience those in different ways...it becomes a fact-finding mission rather than a conversation” and that compatibility is important, “it’s maybe a compatibility issue rather than a, erm, a poor supervisor”.

Ava also explored the idea that although she has had good relationships with her supervisors and has liked them as people, this has not been enough to make supervision helpful. “I’ve had a couple of good supervisors, but I think my- my overriding experience of supervision has- has not been as something I’ve found terribly helpful always”.

Ava also made reference to her view that supervision is limited and that she has felt unable to effect change via supervision due to larger systems over which she has no control: “I feel like we are very small fish in a very big pond.”

Bea shared her realisation that the differences in the supervision she has experienced originate in who the supervisor was, “for me, the major differences in my supervision I’ve seen are more between the people who’ve been delivering it”. The processing of a problem with another person could be seen as a key element of supervision for her, “so, I – and I’m definitely conversational, a problem shared is a problem halved”. Bea also recognised that this sharing facilitates connection, “there’s something about sharing things that are very personal with somebody and I think it helps to deepen the relationship.” but that the sharing works best for her if it is reciprocal (Carrington, 2004), “I so prefer that to somebody who would just sit, listen, reflect and not really give anything of their own thoughts and opinions”.

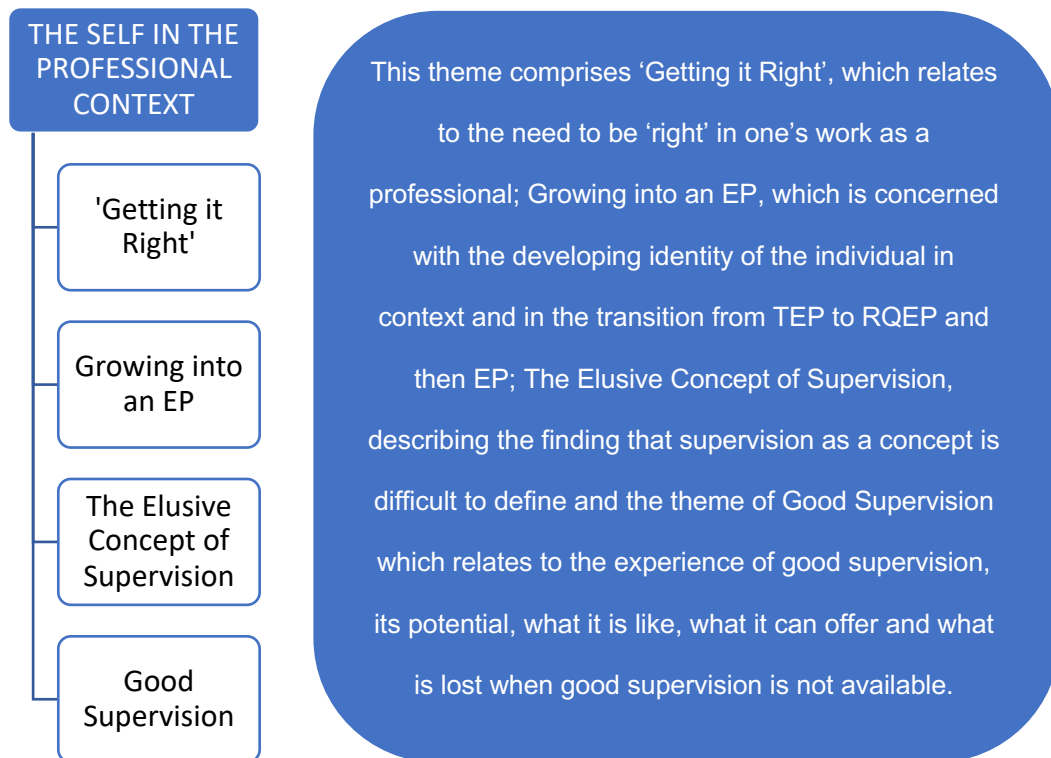
Bea shared her experience of having more than one relationship (e.g. friendship) and role (e.g. line manager) with her supervisors, “...so, actually, for some of the supervisors that I’ve had, I would say that we’re good friends as well. Now, that might be difficult for them because obviously, there has to be a kind of managerial

role to begin with...”, an experience which can require careful monitoring of power dynamics

Cara also talked of power dynamics within the supervisory relationship, describing how whoever holds the power may control what the experience becomes by telling me, “You kind of end up going with the flow of what the other person sees supervision as”. She went on to describe a difficult supervisory experience and how she chose to resign herself to that experience, rather than challenging it in supervision itself, telling me, “It was more just that I kind of accepted, rather than pushing against it”. She told me unhelpful supervision had led to her seeking support elsewhere when it didn’t meet her needs and was explicit in revealing that the power balance was an issue: “...if there is a power imbalance, there are some supervisors who would have that discussion with you, that if your supervisor is not somebody that- you know, the power balance means you don’t feel comfortable even having a discussion of ‘what are you going to offer me as a supervisor?’ Or ‘what do you see supervision as a role?’ Even if that discussion is dismissed, then where do you go?”. Cara also explored how she had seen advice-giving supervision as dismissive but again, felt unable to challenge this.

Cara indicated how the reputation of a supervisor can impact on the supervisory alliance, noticing that hearing others had struggled with one supervisor may have affected her relationship with him, “...and some of that had come down to, er-er, peers that had had difficult times with that particular EP, so I think that impacted on my relationship with them”. The relationship for her was important and she described an experience of unhelpful supervision as also one in which, “I didn’t

feel secure in my relationship with my supervisor...”. She indicated she valued genuine-ness in the relationship by telling me, “...he’s quite good at making it feel like a more genuine collaborative discussion” and using the word “collaborative”, I would suggest that she is referring to the need for reciprocity in supervision rather than one-way advice-giving or directivity.



Ava talked of how being told what to do by her supervisor, experiencing directivity in her supervision, feeds into the binary idea of a right and a wrong answer in casework. She described how this dynamic operates: “there is a ... underlying concept of what is right and what is not right. Erm – and therefore, I think there is the underlying assumption that their way is the right way and therefore, my way would be the wrong way.” In describing this, she also referred to the lack of co-created ideas or consultation and resultant loss of autonomy, mentioned elsewhere in her interview. This binary concept of a right versus wrong, where right lies solely with the supervisor, is also considered by Ava in the light of the

need to be seen as a good practitioner and the potential threat of discovery as not good enough, particularly for TEPs, eluded to in her phrase, "...and if you don't make a good impression then, you know ..."

Ava described a vulnerability in the risk of not 'getting it right', wondering, "...if you don't say the right thing in supervision, is – does that - is that a black mark against you?". She also shared her feelings about directive supervision, telling me the following about a previous experience, "...I found it just so unhelpful. It was- it was very 'directive.' It was this – I would present a case and then it would be like, 'well, this is what you need to do.' Erm – and there wasn't really any discussion around that. It was just th-this is the answer". Ava also talked about valuing supervision as a way to get access to another's expertise and experience, in situations where she had felt "very new".

Ava talked about herself in a dynamic context and how she felt her role altered as the team did, going on to describe how her perception of herself did not match that of those around her. She told me, "the expectation now that, 'oh, you've been here for several years so, you must know what you're talking about.' - erm – yeah, it's a funny position to be in at the moment" suggesting a feeling of incongruence. This changing identity and incongruence also seemed to be creating tension for her, "I think there is a- perhaps a high- perhaps I feel there is a higher expectation on me than perhaps I- I am able to give" and has felt surprising, as she indicated when she said, "I am now actually, although I've been off, I am one of the more experienced and more qualified. Erm, and that's been a bit of a shock".

Ava shared her understanding of supervision as a theory, but also in terms of what it “theoretically” should be, noting that it is something that has been changeable. She told me, “I think I have a theoretical understanding of what it should be or- or theoretically should be in- in, sort of, supervision and support”, later adding, “so, my concept has changed”. She identified evolving needs in supervision as changing the experience itself, stating, “...as I’ve come out of training and I’ve needed less direction and perhaps more support in expanding my thinking”” and also noted changes with different supervisors, seeing supervision as co-created by the participants. Ava also shared her experiences of supervision that appear to go beyond the educative/support/managerial tasks, such as seeing supervision as a TEP as part of a two year-long job interview on placement. She appeared hesitant in the expression of her ideas and throughout the interview. I felt she was using words and a tone that suggested to me it was important to her that I knew her ideas were her own and she recognised that others may think or feel differently about supervision. Taken together, I wondered if she felt a lack of clarity around it and a recognition that, for her, it is not a clear cut, universally accepted and defined concept.

Ava talked about good supervision experiences as freeing, revitalising and refreshing, describing how, “I think it was almost a breath of fresh air ...because it was like, ‘oh...this is what it is meant to be like.’” She described how good supervision, “suits me”, indicating a need for tailoring, compatibility and a good match. She also talked about it supporting empathy, attunement, offering information, normalising and offering an opportunity for deep reflection, on the work and the self, stating “I’ve also had very good supervision that has made me think about why- why I’m even asking questions in the first place.” Ava saw good

supervision as a reflective, exploratory space, for two-way conversations where roles become unimportant, sharing a supervisory experience where the supervisor was able to, "...step away from her preconceptions, and actually enter the room on a much, kind of, a- almost a – kind of in an appreciative enquiry type way.'

Ava was clear that good supervision, as she sees it, is rare and when describing a good supervision experience, she told me, "I- I don't think I've had that since. Well, I definitely haven't had that since". Describing what is missing from less satisfactory experiences, she offered that she found directive supervision, question-and-answer sessions, incompatibility between supervisee and supervisor and line management supervision unhelpful, sharing one experience as follows, "...I found it just so unhelpful. It was- it was very 'directive.' It was this – I would present a case and then it would be like, 'well, this is what you need to do.' Erm – and there wasn't really any discussion around that. It was just th-this is the answer."

Ava also explored her feelings around what I came to label as the emergent theme of "The Lost Opportunity" - also shared by the other interviewees - and talked about her unsatisfactory experiences with a sense of sadness, loss and regret: "...erm – and I've ha- [chuckles] I've never had it since. Which is a shame, really."

Ava's comments related to this theme are centred around what she values about good supervision but came from a searching perspective i.e. these are things she values and is looking for (but doesn't necessarily have or see around her). She

talked about the value of a safe supervisory space - neutral, non-judgemental, comfortable enough for honesty, a place where it is OK to admit mistakes or a lack of knowledge. She also talked of valuing consultation and learning in an exploratory way, mirroring the consultation she would use with school staff and parents: "I'll say, 'oh, I'm just- just wondering if, you know, this has got anything to do with it?' and- and yeah, suddenly there's a, 'oh- oh, I hadn't – we hadn't thought about that. We hadn't made that link'".

Bea shared feelings of discomfort and a sense of lack of meaning in supervision when she did not know how to use it. She also told me about finding supervision in which the supervisors seek to solve her problems unhelpful, stating, "I've had supervisors who are major problem solvers, just trying as far as they can to, well – I- I haven't really felt like I can bring anything to them. I don't think I've been able to elicit what I've needed from the problem solvers". She went on to share a story about recognising her own skills via experiencing supervision, "...it's not that they qualified with all this knowledge and that you're gonna suck it up", introducing the idea of the supervisor as a vessel of knowledge and supervision as a conduit, a straw, for the supervisee to "suck up" that knowledge and absorb it.

Bea talked about how she needed to learn how to use supervision, "I just didn't really know how to use it" and then described how learning more in and about supervision supported the supervisory process: "it's almost like- it's almost like a snowball effect where, like, the more you're in it and seeing it for yourself, the more you understand, so the more you want to ask, and the more confidence you bring to it. So, it just builds and builds and builds".

Bea went on to consider how her developing practice as an EP led to changes in feelings around the role, “this year, I think I’ve beaten myself up a lot less” and a different experience of supervision compared to her very early experiences as a TEP, “...all I’d done was observe and so, I had maybe a few questions about it but, didn’t really have that much to say... “.

Bea talked about how her experiences had shaped her idea of supervision, telling me, “...I suppose over time, it develops that concept of supervision”. Bea also talked about her idea of supervision in terms of the functions it is designed to perform, linking her ideas to a model whose name she could not recall but appeared to be the model of formative’, ‘restorative’ and ‘normative’ functions of supervision (Inskipp & Proctor, 1993). Bea made mention in her interview of how these functions may look different for each individual within supervision, noting that there are variations in what individuals think is appropriate to address in supervision, as illustrated by her comment, “...and I suppose some people would probably say that if you’re bringing stuff from outside of work is not suitable content for supervision”. Bea explored this further in sharing her experience that supervision is not standard and uniform, “I’ve seen it in lots of different ways”. Bea shared that for her, if she were offering supervision, she would want to offer a supervisory experience shaped by her own view of what she would want, indicating the idea that for her, the concept of supervision is shaped by experience and shown by her telling me, “So, I would want to do for others as- as I think I’d want done for me”.

Bea talked about good supervision as vital to the job she does as an EP, saying, “if my supervision as an EP was like the one that I get in my other role, I don’t

think I could do it". She also shared that she hoped she would never be without supervision, feeling that this would be how she would notice the "extensive impact" it has for her. On a similar note, she told me she would seek peer supervision if her 1:1 was not good enough but recognised that this may be very difficult in modern working environments where colleagues often work from home and do not get peer interaction often, making good 1:1 supervision even more important.

Bea described good supervision as supervision that is meeting her needs, telling me: "I do feel that I am getting good supervision as an EP if the supervision is such that it's meeting my needs". She also went on to explore an experience of unhelpful supervision in another service, saying "I feel like it's just a very, very superficial, basic, catch-up discussion ..." and in this way demonstrating a lost opportunity for a "deeper level of discussion" or "furthering the role" which could come via good supervision.

For Bea, supervision seemed synonymous with caring: for her and for the work she does. She talked about the importance of the prioritisation of supervision, telling me, "what I really value from the supervision that have an EP service is that it's scheduled in, it's very rarely changed ...its always protected time." She then described how she interprets a lack of regular, scheduled supervision within another setting: "I suppose what it means to me by that- that other person not giving me that time, it's that they actually probably don't really care about what I'm doing, if I'm doing it well".

Cara appeared very aware of how her development as an EP had affected her perspective on supervision, "...and it's kind of interesting, kind of, doing this three years in, cos I think if you'd spoken to me in year one, you'd have got – each year you'd have got a very different kind of reflection, if that makes sense?". Becoming an EP, was for her an unsettling and scary experience, "I felt kind of like the kid on the bike where the stabilisers have been taken off". She also described how she felt in comparison with her peers, disclosing feeling uncomfortable asking for a peer-supervision session, "I felt a little bit – yeah, I felt a little bit inadequate to say to one of the experienced EPs ..."

Cara explored with me her ideas around learning and how a secure space is required to be honest and reflective in order to move forward: "...what you'd want is a space where you can talk openly...you know, just because actually, we all – you know, it's a learning process and I think that saves face in order to- to learn and promote – you know, that pr-progress is really important".

Cara shared feelings of vulnerability in the role, "anxiety...about how you're performing" and also told me about times in which she felt unable to share her uncertainty, for fear of being criticised: "...it felt that it was harder to be open about times I found difficult because it sometimes felt a bit critical". She also talked about the needs for a supervisory experience which encouraged exploration and wondering about cases, rather than simple advice. As she stated, "sometimes you are looking for advice, if it's a question about, you know, where there's a- you're- you're wanting a- some knowledge, you're wanting a- a solution, like, a particular piece of information ...but I think good supervision is broader than that. It's more about, kind of, encouraging a- a conversation about a case" Cara also

eluded to the idea of the supervisor as a source of knowledge, explicitly stating this as follows, “I think sometimes it’s helpful to, kind of, directly, kind of, seek other people’s experience through supervision”. She went on to describe the experience of trying to work out a supervisor’s idea of a correct response, “...when somebody’s using consultation skills, they’re kind of – sometimes, they’re just trying to ask you a question so that you get their answer” again linking in to the idea of the supervisor as the holder of knowledge that the supervisee is trying to access.

Cara talked about how her idea of what supervision should be was not realised for her in practice, as demonstrated when she told me, “I’ve had an idea of what I’d like supervision to be and I think there’s probably only, maybe, one year, when I was a trainee, that I really felt like I was getting that in-depth supervision”. Again, she noticed that others did not see supervision in the same way she did: “...they didn’t necessarily see supervision in that sort of o- being very open. That wasn’t their style” and had a clear idea of what she wanted, “I think I also had a sense of what I would want for that...”. Finally, Cara also indicated that she intended to shape the supervision she offered to others as informed by her own experiences of what she did and did not find helpful and by offering what she would like herself. She told me: “So, it made me aware that when I had a trainee, that I didn’t want to be, kind of, erm, directing or be – I was trying to- I was trying to be conscious not just to, kind of, give advice ...” indicating her wish to be non-directive and “I think it’s about I would want to try and offer the supervision like I would like to be offered myself, I guess” suggesting she hopes to offer her own view of ideal supervision.

Cara shared her feeling that good supervision is important for her, stating “ I think supervision can have a very big impact”. She explained that her experiences of supervision going badly tended to match up with times she was just “getting through” in the role and that conversely, when she was experiencing good supervision, “my supervision really helped me to, kind of, enjoy the job”. Positive experiences of supervision included a peer supervision group which she described as, “lovely, cos it’s like a group of us and it’s very emotionally supportive ...” and supervision which allowed time and space for exploration, “...what I liked was there was the time to be, er, reflective and think creatively about casework and, explore things”. She also mentioned the value of supervision in helping her to see other perspectives, telling me, “I was kind of prompted to think about things from the other point of view” and that without it “your practice can end up feeling a bit stale perhaps”.

For Cara, unhelpful supervision came in the form of “dismissive” supervision, particularly in high pressure environments, “I think sometimes supervision can feel dismissive where you don’t feel that the other person has the time” or “...a bit dismissive because the focus has been on getting through and getting, you know, erm, just advice-giving rather than supporting me to reflect on things, erm...”. Cara also re-iterated her need for emotional containment by sharing a supervision relationship which she did not find to be emotionally supportive due to the supervisor’s approach: “It felt like they found it hard to be containing...”.

PHASE TWO DISCUSSION

In this section, I will discuss the findings from Phase Two in the light of the existing research-base.

Concepts of Supervision

RQ8: What are the participants' concepts of supervision and how do they believe these concepts have developed?

The concept of supervision for the RQEPs in this sample is explored under the global theme of The Self in the Professional Context and particularly in the superordinate theme of The Elusive Concept of Supervision. The RQEPs experienced a mismatch between their idea of supervision and supervision in practice. Efforts have been made in order to ensure that the training in and knowledge of supervision for EPs entering the profession meets the needs of the role and prepares RQEPs to be able to engage fully and effectively in supervision e.g. the BPS Standards for the Accreditation for Doctoral Programmes (The British Psychological Society, 2019) and research into TEP supervision, seeking to improve their experiences and in turn develop their skills (Atkinson & Woods, 2007). However, it appears that this has not addressed the gap between what RQEPs perceive supervision to be and what they are experiencing in the job. This mismatch not only appears to be causing discomfort and confusion but also leads to the conclusion that supervision is not being “done properly”, further exacerbated by RQEPs struggling to address these conflicts and emotions openly in supervision. As identified by Callicott and Leadbetter, “different expectations can create tension leading to the withholding of information, the

desire to give “the right answer” and/or a reduction in professional confidence.”
(Callicott & Leadbetter, 2013, p. 384)

These RQEPs were aware of diversity across the profession in how the functions and purposes of supervision may be met. They identified the dynamic and evolving nature of supervision, shaped by their changing needs e.g. moving from a need for direction and information-giving earlier in their careers to opportunities for reflection and facilitated exploration later on. Participants also noted that their concepts of supervision were shaped by supervisors and altered as the supervisors moved on to be replaced by another. Supervision for them appeared to be a dynamic, co-created concept. This is key when considering RQEPs as early-career professionals: development and supervision form an interactive relationship where each impacts one upon the other so that supervision must by necessity keep evolving.

Supervision was seen by some as a conduit to ‘stream’ knowledge from the supervisor to the supervisee but this was uncomfortable for them as it did not lie comfortably with the views these RQEPs held on consultation and collaborative learning and does not allow for ownership of shared knowledge and co-created meaning. Directive supervision where the supervisor is in possession of the ‘right’ information and the supervisee must guess it or wait to be told the answers was particularly disliked and seen as unhelpful. Research supports this view: if supervision is to be an effective learning dyad, learning relationships need to be established so that learning can take place within relationships, not just through them, as described by Buber (1984) and cited in (Carroll, 2009).

RQ9: How do the participants intend to supervise others and how do they feel their experiences may have shaped these intentions?

Participants would offer supervision to others determined by what they had themselves experienced as valuable, and omitting what they had found unhelpful. This concept of supervising others as you have/have not been supervised is seen in supervision across professions and is seen as a consequence of the lack of clarity around supervision and inadequate or non-existent supervision training (Milne, 2006; Falender & Shafranske, 2005). As Nadine Kaslow, ex-President of the American Psychological Society identified:

Many of us learned to supervise by following the lead of our positive supervisory role models and avoiding the attitudes and behaviours we found unhelpful in other supervisors. (Kaslow, 2014, p. 5)

Being an RQEP

RQ10: What is important for RQEPs?

This research question is primarily addressed in the superordinate theme of Growing into an EP, comprising the subordinate themes of “Changing Needs”, “Changing Identity” and “Growing into Knowing”. However, there are also indicators of what is important amongst the other superordinate themes of “Feelings and Emotions”, “The Gifts of Good Supervision” and “Getting it Right”.

As can be seen in these responses, the RQEPs are developing, early career professionals with all the associated needs of that group including seeking access to information, needing opportunities for reflection (Hilton & Slotnick,

2005) and requiring emotional support and containment (Spencer, Harrop, Thomas, & Cain, 2018).

Carrington describes professionals as undertaking training to acquire knowledge and skills but also emphasises that professional development and learning continue beyond this initial training phase (Carrington, 2004). Sayeed and Lunt go so far as to suggest professional development is a “life-time activity” (Sayeed & Lunt, 1992, p. 156) but it has been suggested that the first two to three years post-qualification are the most influential (Eraut, 1994). Participants shared their dislike of directivity when learning, struggling to seek knowledge from the supervisor but not wanting this to blind them to their own skills.

Learning is a key need for RQEPs but the emotional impact of learning should not be underestimated. As Carroll identified, “learning is as much an emotional experience as it is a rational one” (Carroll, 2009, p. 216). Two of the RQEPs in particular shared a wide variety of difficult emotions and feelings experienced within and via the supervision experience and were clear that developing as an EP – above and beyond operating as one - is an emotionally charged experience. Therefore supervision must make space for, address, process and contain (Bion, 1962) these emotions to facilitate learning and professional and personal development, effectiveness and well-being.

The restorative function of supervision is identified across the professions, not just for the benefit of the practitioner but also for those we work with (Ferguson, 2016). Supervision has been shown to have value in supporting supervisees, “so that they are not overwhelmed”. P.17 (Rowe, 2011, p. 17). In the research,

supportive supervision has been shown to reduce emotional exhaustion and depersonalisation and to increase job satisfaction (Cutcliffe, Butterworth, & Proctor, 2001). It also has a role in helping supervisees manage the emotions raised by their work. As further explained by Val Wosket, “The supervisor has a vital role to play in helping supervisees to live in and with their feelings, to make sense of them and to use them as a guide as to how they might intervene.” (Wosket, 1999, p. 215)

The data in this phase indicate that this supportive function is particularly important to these RQEPs. In addition, there is evidence in these data that supervisees have found themselves feeling helpless in the face of unsatisfactory supervisory experiences and have been unable to face these difficulties head-on, choosing instead to withhold or withdraw, emphasising the need for safety and trust for high quality supervision.

The RQEPs seemed to be in the midst of an ongoing process of identity change from TEP to EP. Ending the process of training does not necessarily mean that an individual immediately identifies as an EP – responses here suggest it is a process of becoming where expectations and conceptualisations of self and others do not always align. There was some fear of the new identity, with feelings of uncertainty and lack of confidence and self-efficacy laying uncomfortably alongside expectations of the need to perform above and beyond the participants’ capabilities. This reflects the theory of the Imposter Phenomenon, outlined by Clance and Imes and referring to the internal experience of feeling like a fraud, identified originally in high achieving women, in which they perceived themselves

to be unworthy of their achievements and on the verge of being discovered as a fake (Clance & Imes, 1978).

Supervision within a safe relationship was seen as vital for high quality supervision, allowing to the supervisee to learn and practice free from fear of making mistakes and to be honest, bringing all elements of the work to supervision rather than withholding experiences of which they felt ashamed or confused. This reflects the view that the quality of the supervisory relationship is key and must comprise safety and trust (DeAngelis, 2014)

Current Supervision

RQ11: What does supervision currently look like for the participants?

One RQEP shared mostly positive reflections on her current supervision, the others shared less positive ones. In reviewing the interviews, there was an overriding sense for me of inconsistent supervision that hints at more potential than is realised. Participants shared their frustration and feelings of powerlessness – to shape supervision to meet their needs and to use supervision to change things.

The RQEPs here valued supervision, feeling huge benefits when having good supervision and valued EP supervision as in-depth, multi-faceted, respectful of the supervisory relationship/experience and as “a rational voice”.

‘Good’ and ‘Bad’ Supervision

RQ12: What does ‘good’ and ‘bad’ supervision look like to the participants?

‘Good’ supervision was identified as non-directive; needs led; tailored to the individual; multi-faceted and within a trusting, supportive relationship. ‘Bad’

supervision was described as within the line management system, thereby increasing pressure, wariness and deception; supervisor-led; lacking in a trusting, safe relationship; and critical. These responses are all in line with the current literature on supervision e.g. (Wheeler & Richards, 2007)

The Impact of Supervision

RQ13: How does supervision impact upon the participants' lives?

The view of supervision as supporting the individual to manage the difficulties of the work was raised – and how this then allowed one participant to go home content. This hinted at the idea of supervision as a place of containment and processing, a place to withdraw, “acknowledging our feelings, clearing a space for thinking, considering the client’s perspective and formulating possible responses” (Wosket, 1999, p. 219). This perception came from the RQEP who reported currently having good supervision and I therefore question whether less-than-good-supervision misses its mark, having little impact.

RQ14: How does supervision impact upon their development?

Answers to this question were unpicked from within multiple themes. Supervision and learning are closely linked and for some participants, unsatisfactory supervision was experienced as impeding the learning process by limiting exploration, increasing resistance and leaving the participants with few resources to develop as EPs. As one participant described it, times of ‘good’ supervision meant she was thriving and times when she was in ‘bad’ supervision were when she was simply surviving in the job. There are links here too to the concept of parallel process, where what happens in one system ends up in another i.e., “what supervisors do to supervisees is often, in turn, done to clients and vice

versa.” (Carroll, 2001, p. 61). In other words, good supervision not only supports the supervisee but also models good practice and filters down to the individuals with whom we are working. If we as a profession want to develop good supervision practitioners – to offer high quality supervision for other EPs and other professionals – we must provide good supervision to EPs first.

The Experience of the Research

RQ15: How do the participants experience the interview and the research?

Participants’ comments touched on reflection as a learning process within an experiential context (Kolb, 1984; Schon, 1983). This is particularly pertinent in the light of supervision’s learning function (Hawkins & Shoheit, 2012) and seeing this research in the context of its interest in the early careers of a group of developing professionals, who have an evolving skill set and knowledge base (Hilton & Slotnick, 2005).

Participants also recognised the reflection engendered by the participatory experience. This reflective experience, from the perspective of the researcher (Fook, 2011) or participant/researcher (Leitch & Day, 2000) is well-documented and encouraged as a valued part of learning via research (Boud, Keogh, & Walker, 1985). These comments indicate that this reflection is also stimulated by being a participant in research.

DISCUSSION OF FINDINGS FROM PHASES ONE AND TWO

In this section I have sought to address the third analytical aim: to combine the nomothetic and idiographic elements of the research, integrating them to offer further insight into the lived experience of RQEPs currently engaged in supervision to inform policy, practice and further research.

In this section I discuss and interpret data collected and analysed in both phases, drawing out connections between experiences and considering them in the light of existing literature. I then go on to describe what I see as the implications of this research for EP practice, the limitations of the study and suggestions for future research before making concluding comments.

Training in and/or Experience of Supervision

The training that respondent EPs have in supervision is varied – in amount, depth and focus. It is acquired via various training routes and may be pre- and post-qualification as an EP. It does not necessarily involve exploration and clarification of roles and how to get the best out of supervision, despite the view that developing competence in supervision, “requires extensive reading of the pertinent literature, formal preparation that has both didactic and experiential components, and the opportunity to obtain ongoing feedback from others, including our supervisees.” (Kaslow, 2014)

Experiences of supervision prior to training as an EP are again varied and some EPs in the sample had no prior experience of supervision. Supervision training

inconsistencies have been partially addressed since the introduction of the new doctoral training accreditation document (The British Psychological Society, 2019). It is however important to note that differences in supervision training and experience across the workforce persist.

All of the RQEP Supervisees in this sample were trained at doctorate level whereas the RQEP Supervisors sampled were trained at both doctorate (32%) and masters (68%) levels. The differences in EP training route exemplified by this statistic demonstrate just one of the variations across the profession that may contribute to differences in expectations for EP supervision.

Concepts of Supervision

Participants in the study hold concepts of supervision that are multiple but generally follow the widely accepted functions and purposes of supervision identified by Inskipp and Proctor as formative, normative and restorative (Inskipp & Proctor, 1993). There appear to be some differences in the expectations of RQEP Supervisors, RQEP Supervisees and PEPs in relation to the normative functions of supervision: particularly in quality assurance and line management tasks.

RQEP Supervisees appear to particularly value the emotional support/containment functions of supervision and yet do not always see them realised. There is diversity in what each sample group sees as appropriate topics to bring to supervision despite recognition in supervision literature that the content of supervision may comprise a wide range of issues, including life events,

relationships and organisational struggles in addition to facilitating high quality casework (Scaife, 2001)

Being an RQEP

RQEPs in this study were satisfied about the existing and potential value of supervision on personal and professional levels. These RQEPs are experiencing a change in identity, with associated emotional and cognitive demands. The RQEPs as a group have needs particularly associated with learning and emotional support/containment due to the unique challenges they face and their stage of development. A safe and trusting supervisory relationship was identified as a key need for RQEPs.

Current Supervision

The participants in this study were almost all having supervision. There were differences in regularity, frequency and duration.

This sample suggests unsatisfactory supervision may be experienced regardless of the stage of career and individuals have sought to get their needs met in other ways, if they cannot meet them through the organisation's formal supervision mechanisms.

Safety and trust in the supervisory relationship are important. When these are lacking, dishonesty, withholding and withdrawal occur.

‘Good’ and ‘Bad’ Supervision

Elements key to what makes supervision come to be experienced as ‘good’ and ‘bad’ are consistent across all of the sample groups and by combining all the data pertinent to this construct, I have summarised below what participants identified key elements of ‘good’ supervision as:

1. Meeting the purposes and functions of supervision i.e. learning; emotional processing/containment/support and facilitating safe and high quality practice.
2. Making the participants feel positive
3. Situated within a mutually respectful, supportive relationship
4. Framed by clear and mutually agreed boundaries
5. Providing a safe, reflective space conducive to connection, exploration and learning.

There was clear consensus across the professional groups as to what makes supervision positive and the data indicate the same concerns arise regardless of the stage of career. As can be seen by the key elements of supervision above, these are not limited by professional group: I would argue these elements would prove to facilitate professional and personal growth, be positive and meet need, regardless of who the participants are. I would suggest, therefore, that most difficulties which arise in or about supervision are to do with the supervision experience itself and are not situated in difficulties related to stage of development e.g. being an RQEP.

Facilitators and Barriers to Good Supervision

Facilitators to good supervision identified in this study include:

- Training and experience in supervision
- Participants with interpersonal and therapeutic skills and the ability to form an effective working alliance
- Content that is inclusive of personal and professional elements and provides challenge, support and the opportunity for reflective reflection.
- Contracting that is comprehensive, mutually agreed and regularly reviewed
- Uninterrupted sessions in a physical environment conducive to in-depth discussion
- External supervisors
- A commitment to supervision that is held throughout the service and demonstrated by clear policies, pre-booked sessions, consistency and an acknowledgment that supervision is mutually beneficial and takes many forms
- A mutually respectful supervisory alliance based on a warm relationship in which both supervisor and supervisee feel safe and there is open-ness, genuine-ness and trust.
- Recognition that the responsibility for effective supervision lies mutually with supervisee and supervisor

Barriers include:

- Poorly trained and inexperienced supervisors
- Supervisors using an 'expert' model or being directive

- Reducing supervision to the performance of administrative tasks
- Lack of commitment to supervision across the service
- Practical issues such as securing an appropriate private space where supervision will be uninterrupted or too much workload
- Lack of a clear and mutually discussed and agreed contract
- Supervision by a line manager
- Lack of boundaries including confidentiality
- Lack of flexibility in systems to be responsive to need
- Staffing issues such as the supervisor being absent or unreliable and a change of supervisor at short notice or at a critical time
- A poor supervisory relationship in which there exists an abuse of power, lack of trust and/or open-ness and in which the supervisee does not feel “heard”
- Inappropriate supervisor attitudes and behaviour
- Supervision becoming about the needs of the supervisor or service

It is important to note here that some of the barriers appear to be more of an impediment for RQEPs than other groups due to their needs as early career professionals.

The Impact of Supervision

All sample groups indicated that supervision has an impact. It is important, however, to differentiate between the impact of ‘good’ supervision and the impact of ‘bad’ supervision as described by the participants.

The impact of 'good' supervision included enabling the supervisee to disengage from work preoccupations when they go home and the facilitation of learning. It also had an emotional impact on the supervisee, resulting in them feeling a wide variety of positive emotions and increased confidence.

Conversely, the impact of 'bad' supervision was the inhibition of the learning and development of the supervisee. It also left supervisees feeling difficult emotions such as shame, fear and anger and reduced their confidence.

This study also identifies the impact of supervision on the supervisor by outlining the reported costs and benefits to supervising an RQEP which include increased pressure, extra work and more responsibility (costs) and enjoyment, personal development and a sense of purpose (benefits).

The Experience of the Research

Those who undertook the interview phase of this research found it to be more stimulating for reflection on supervision and their experiences of it, plus more motivating to consider ways in which they could address supervision differently and share this with others. This research did not explore if participation in either phase had instigated actual change for the participants.

Implications for Educational Psychology Practice

The combination of a small, homogenous sample and a larger, more varied participant group, aligned with an exploratory approach have allowed me to gain a depth and breadth of insight into current supervision practice. Although the aim of this study was not to be generalisable, there is potential for some transfer of findings to similar contexts and in gaining a sense of patterns of interaction.

I shall now identify what I see as the implications raised by this research for educational psychology practice.

Firstly, there is evidence here that some supervisees – particularly RQEPs – feel that supervision for them is a “lost opportunity” of potential that has either been lost or has yet to be fulfilled. RQEPs appear to have high hopes and expectations from supervision which are not always being met but by facilitating high quality supervision for RQEPs, these early career professionals will benefit from, learn about and later be better placed, after appropriate training, to provide good supervision to others.

The evidence suggests that all supervisees have needs that benefit from being met on an individual basis. RQEPs in this study appeared have a particular set of needs due to their early-career status which would benefit from being held in mind when approaching supervision. Although unique to each individual, these needs may include increased learning and emotional containment/support needs; support in how to achieve the most from supervision, including what to do when things go wrong; and an increased need for a trusting, safe supervisory relationship in which to learn without fear of criticism.

It may be useful to operationalise supervision within an organisation by embedding the reported key facilitators and removing the barriers to good supervision, as far as is possible. The functions of supervision appear from this study to be widely known and therefore it may be useful to consider how to facilitate each of the functions in individuals and across services e.g. for the formative/learning function, research shows professional development requires reflection, enquiry and accepting uncertainty (Darling- Hammond & McLaughlin, 1995); for the restorative/supportive function, therapeutic skills are helpful; and for normative functions around quality assurance, it may be facilitative to move supervision out of the line management system to reduce defensive behaviours, withholding and withdrawal.

In further considering the dual role of supervisor/line manager, evidence here shows supervision by line managers to be problematic. In some instances it influenced the content of supervision, leading it to become biased towards normative functions. More often, line management supervision raised fear of judgement and criticism for the supervisee, impeding learning and leading to withdrawal and withholding, thereby losing the potential value of supervision. In this study, this was identified across RQEPs and experienced EP Supervisors, indicating it is problematic regardless of the stage of career.

Similarly, there is further evidence here to show that unhelpful power dynamics within the supervisory relationship remain an issue, particularly for RQEPs. Therefore, it would be beneficial for efforts to be made to mediate this as much as possible via carefully discussed and mutually agreed contracting; thorough

training of supervisors in how to manage boundaries, including confidentiality; and providing effective, high quality supervision for supervisors themselves to ensure they remain alert to any power issues taking place within the supervisory relationship.

Finally, training in supervision appears varied according to these data. Different EP training courses, little or no previous supervision experience in a psychological or therapeutic context and supervision training varying widely in depth and breadth mean that we cannot assume that all EPs are prepared to make best use of the supervisory experience or to offer high quality supervision to others. This research reflects the findings of those who assert that supervision requires a particular set of skills and an approach that is unique to supervision (DeAngelis, 2014), particularly when supervision takes place within an organisational context in which the supervisor is also employed (Carroll, 1996).

I will now go on to identify some limitations to this study.

Limitations of this Study

Firstly, this research comprises small samples. Phase One comprises a very small number of those RQEPs and EPs currently practising. This small sample means that the results are not generalisable and much larger samples would be necessary for a representative overview. Phase Two comprises just three purposively sampled REQPs but, as pointed out in the methodology section, this phase did not aim to achieve a representative sample; rather an in-depth insight into the experiences of one group.

The participants in this study were self-selecting, with the associated limitations that this sampling process entails (Olsen, 2011). The limitations of this have already been explored in the methodology section. I have attempted to mediate this impact by being clear that the results of this study can only offer insight into the experiences of the participants and that the results are not transferable to the general population.

It became apparent following the return of the supervisor surveys that there were issues with the wording of the dilemmas section meaning that those results could not be used as I could not be confident participants fully understood what was being asked of them. This issue was only mentioned by one respondent but this was enough to lead me to question the responses of the others. This shortcoming could be avoided in future by an expanded and improved piloting stage.

Another connected limitation is my use of self-report questionnaires to collect data in Phase One. These limitations include demand characteristics and difficulties with the interpretation and expression of language (Williamson, 2007). By ensuring transparency in how I have interpreted the data, I have attempted to mediate the impact of these limitations, maintaining my interpretivist stance and acknowledging that the aim of this study is not to be objective or transferable.

Suggestions for Potential Future Research

I have outlined below some potential avenues for future research.

- 1) There exists a lack of educational psychology research into supervision as identified by other researchers (Gibbs, et al., 2016; Kennedy, Keaney, Shaldon,

& Canagaratnam, 2018) so there remains huge scope for exploration into EP supervision experiences. Potential areas for research implicated by this study include exploring the impact of supervision for the supervisee, supervisor and the work; supervisee and supervisor skill and dual and multiple roles and relationships, especially given that these appear to be so prevalent in EP supervision.

2) Research into supervision across the professions has considered functional competencies in the past but there is also a thread of relational research (Kennedy, Keaney, Shaldon, & Canagaratnam, 2018). Given the importance of relationship in supervision (Carroll, 2010) and responses in this study indicating that relationships are key to shaping the supervisory experience including honesty, safety and learning, this is a valid area to explore further.

3) I have an interest in exploring the value and impact of person-centred approaches to an educational psychology context. In particular, I would like to further explore the relatively new pluralistic approach (Cooper & Dryden, 2016). I am curious to discover its potential as a framework to offer individually tailored and supervisee-centred supervision for the benefit of the supervisee and those they work with, developing supervision skills and fostering empowerment whilst addressing functions.

4) There is evidence here to suggest that there would be value in investigating how supervision may be successfully operationalised in organisational contexts and these may require “thinking outside the box”, e.g. exploring the value of using external supervisors and allowing supervisees to choose supervisors – who may

be at any level within the hierarchy of the organisation (Ellis, 2010). It may also be interesting to consider the impact of increasing access to systems which offer the opportunity for some functional elements of supervision to be met outside the supervisory system e.g. more opportunities to interact with other EPs, learning forums, buddy mentoring, etc.

Concluding Comments

In this research, I have sought to offer a unique contribution to educational psychology research by going beyond a quantitative view of educational psychologist supervision. I have explored the experiences of a small group of practicing educational psychologists - those who have recently qualified - and offered a combination of broad/generalised and individual/in-depth perspectives by combining nomothetic and idiographic elements of supervision in mixed methods research. I have given an overview of current supervision practice for RQEPs and offered an insight into the unique lived experience of supervision for a small sample of them, giving voice to an under-represented group in supervision research.

Data gathered in this research indicates that supervision by line managers is part of supervision in the EP profession and has implications for its effectiveness: participants in this study indicate that this dual role has been experienced as a barrier to good supervision.

These results indicate that training, experience and concepts of supervision for EPs remain varied. The establishment of a safe supervisory alliance of trust is required to facilitate good supervision. Contracting and boundaries are useful in supporting this but participant skills and organisational and individual commitment to supervision also have a part to play.

RQEPs appear to have unique needs related to their early career status and these indicate that supervision would be facilitated by responding to the changing needs of the developing supervisee and the evolving EP role.

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Appendix I: PEP Questionnaire Cover Sheet and Questions

The Supervision Experiences of Recently Qualified Educational Psychologists - PEP Version

Hello and thank you for taking the time to click through to this survey.

As part of my professional doctorate in Educational, Child and Community Psychology, I am undertaking research into the supervision experiences of recently-qualified educational psychologists (RQEPs). For the purposes of this study, RQEPs are those EPs who completed their training within the last 3 years. If you are a Principal Educational Psychologist (PEP) leading a service that currently employs RQEPs, your input would be very welcome.

This first phase of my research aims to get an overview current practice. This survey is designed for PEPs currently leading services that employ RQEPs to offer insight into their experiences and views. The survey asks a series of questions, eliciting a mixture of qualitative and quantitative data.

I will be asking for some participant data but no names will be collected and all responses will be anonymised. You will be asked about your training institution so that I can gather data on provision but no EP services will be named.

Please read the questions in order, selecting the response/s most appropriate to you. All questions will need a response in order to continue.

Thank you in advance for taking the time to complete this survey - your input is most appreciated.

Emma Varley, Trainee Educational Psychologist
University of Exeter
ecev201@exeter.ac.uk

Supervisors:
Prof. Brahm Norwich
University of Exeter
B.Norwich@exeter.ac.uk

Margie Tunbridge
University of Exeter
M.A.Tunbridge@exeter.ac.uk

1. Does your service have a policy on supervision?

Mark only one oval.

- Yes
- No
- Other:

2. If yes, does this policy have information/guidance specifically aimed at RQEPs and their supervisors?

Mark only one oval.

- Yes
- No
- Other:

3. What do you consider to be vital for good supervision?

4. What do you consider can impede good supervision?

5. What, if anything, do you do within you service to support the needs of RQEPs in particular?

6. If you were to design your idea of the perfect supervisory experience, what would this include?

7. Do you have any further comments on RQEPs or supervision in general?

And Finally....

Thank you so much for taking the time to complete this questionnaire. Your responses are very much appreciated.

Please feel free to use the space below for any other thoughts, feelings, ideas and insights you may wish to add.

Appendix II: RQEP Supervisee Questionnaire Cover Sheet and Questions

The Supervision Experiences of Recently Qualified Educational Psychologists - Supervisee Version

Hello and thank you for taking the time to click through to this survey.

As part of my professional doctorate in Educational, Child and Community Psychology, I am undertaking research into the supervision experiences of recently-qualified educational psychologists (RQEPs). For the purposes of this study, RQEPs are those EPs who completed their training within the last 3 years. If you are an RQEP, your input would be very welcome.

This first phase of my research aims to get an overview current practice. This survey is designed for RQEPs to offer insight into their experiences and views. The survey asks a series of questions, eliciting a mixture of qualitative and quantitative data.

I will be asking for some participant data but no names will be collected and all responses will be anonymised. You will be asked about your training institution so that I can gather data on provision but no institutions will be named.

Please read the questions in order, selecting the response/s most appropriate to you. All questions will need a response in order to continue. Please feel free to forward the RQEP Supervisor survey link to your supervisor for them to also complete the survey. No data linking RQEPs to Supervisors will be held.

Thank you in advance for taking the time to complete this survey - your input is most appreciated.

Emma Varley, Trainee Educational Psychologist
University of Exeter
ecev201@exeter.ac.uk

Supervisors:
Prof. Brahm Norwich
University of Exeter
N.Norwich@exeter.ac.uk

Margie Tunbridge
University of Exeter
M.A.Tunbridge@exeter.ac.uk

Demographic Information

1. Gender:

Mark only one oval.

- Male
- Female
- I'd prefer not to say

2. Age:

Mark only one oval.

- 20-30
- 31-40
- 41-50
- 51-60
- 61+

Previous Supervision Experiences/Training *This section asks about your previous training and supervision experiences. Please expand your answers where appropriate.*

3. In what year did you complete your training as an Educational Psychologist?

4. Where did you train?

5. Before training as an EP, did you have any experience of supervision in a previous role?

Mark only one oval.

- Yes
- No

6. If yes, please expand your answer by detailing if this was as a supervisor/supervisee, in what occupation, for how long, etc.

7. Whilst training to become an EP, did you have any University or placement training on supervision and your role as a supervisee in the supervision process?

8. If yes, please expand by adding the nature of this input, e.g. seminars/lectures, CPD on placement, etc.

Concepts of Supervision *The following open-ended questions aim to explore your concepts of supervision*

9. What do you see as the functions of supervision? Please consider what you believe the point of supervision may be and why EPs engage in it.

10. What do you see as your role as the supervisee in supervision? Do you feel the supervisee has any particular part to play in the supervisory relationship?

11. If you could design your supervision, what would be your ideal?

Your Current Supervision *The next set of multiple-choice and open-ended questions aim to find out more about your current supervision provision as an RQEP. Please expand your responses as appropriate.*

12. In your current role, how much 1:1 supervision do you typically get?

Mark only one oval.

- None
- Weekly
- Monthly
- Half-termly
- Other:

13. What is the duration per session?

Mark only one oval.

- Up to 30 mins
- Between 30 mins and 1 hour
- Between 1 hour and 1 hour 30 mins
- Between 1 hour 30 mins and 2 hours
- Over 2 hours
- Other:

14. Is this pre-booked between you and your supervisor? In other words, do you always have your next supervision session booked in advance?

Mark only one oval.

- Yes
- No

15. Do you feel able to ask for more 1:1 supervision if you need it?

Mark only one oval.

- Yes
- No

16. If yes, have you ever done so? Why?

17. If you do not feel able to ask for more, please indicate why not below.

18. When you first began supervision with your current supervisor, did you make a supervision contract or have a verbal discussion exploring outlining and agreeing to the following? (Please tick as many as appropriate).

Check all that apply.

- The Model of Supervision to be used
- Duration of sessions
- Frequency of sessions
- Venue
- Note-taking
- Confidentiality
- Managing dual relationships e.g. when your supervisor is also your line manager
- Other:

19. What model of supervision do you predominantly use?

20. Is your supervisor also any of the following: (Please tick as many as apply).

Check all that apply.

- a peer/colleague?
- your Line Manager e.g. SEP or PEP?
- a friend?
- from another profession e.g. a clinical psychologist, social worker, senior educationalist, counsellor?
- working outside your service e.g. in private practice or employed by another service and bought in to yours to supervise?
- Other:

21. In your service, are there opportunities for "informal supervision" such as conversations with other EPs that support you and your work?

Mark only one oval.

- Yes
- No
- Unsure

22. If you answered "yes" to the previous question, please expand your answer to cover when, how often, format, etc.

23. In your service, how much time do you currently have in the company of other EPs?

Mark only one oval.

- Never
- Up to 1 hour per week
- Between 1 hour and 3 hours per week
- Between half a day and 1 day per week
- Over a day a week
- Other:

24. If you do spend time with other EPs in the week, roughly how much of this time is structured e.g. team meetings, CPD, peer supervision, etc.?

25. If you do spend time with other EPs in the week, roughly how much of this time is unstructured e.g. working alongside each other in the office, sharing a canteen/cafe, etc.?

26. Do you currently purchase private supervision?

Mark only one oval.

- Yes
- No

27. If so, why?

28. On the scale of 1 to 5 below, how safe do you feel to be honest in your current supervision?

Mark only one oval.

- 1 I don't feel safe to be honest. I keep a lot back
- 2
- 3
- 4
- 5 I always feel safe to be honest. I share everything I need to.

29. If you answered 1-4 above, what do you think stops you from feeling safe to be honest?

Check all that apply.

- I worry about my job security
- I fear judgment and/or criticism from my supervisor
- I don't trust that what I say in supervision remains confidential
- My supervisor's manner/personality makes it hard for me to share
- I don't feel the need to be totally honest in supervision
- I do not feel our supervisory relationship is supportive
- Other (please expand)

30. If you answered other to the previous question, please expand below.

The Experience and Outcomes of Supervision *The next open-ended questions seek to explore what, if anything, you value about supervision and what your subjective experiences of it have been.*

31. Have you ever experienced what you would describe as "good" supervision?

Mark only one oval.

- Yes
- No
- Other:

32. Please expand on your answer to the previous question, describing what made it so for you.

33. Have you ever experienced what you would describe as "bad" supervision?

Mark only one oval.

- Yes
- No
- Other:

34. Again, please expand on your previous answer, describing what made it so for you.

35. What, if anything, do you feel you gain from supervision?

Using Supervision *This final section uses examples to further explore your concept of supervision and how you use it. Each question offers a potential concern, question or dilemma you may experience. Please read each example scenario and you will then be asked to indicate, using the tick boxes, if you feel the content is appropriate/suitable to bring to supervision and if you have done or would ever do so in the future.*

36. You are struggling to choose a suitable assessment tool to use with a child you are currently working with.

Mark only one oval.

- This is not an appropriate concern to bring to supervision
- This is an appropriate concern to bring to supervision but I have not/would not raise it
- This is an appropriate concern to bring to supervision and I have/would raise it.

37. You feel attracted to a member of staff at a school and this is impacting upon your ability to do your job.

Mark only one oval.

- This is not an appropriate concern to bring to supervision
- This is an appropriate concern to bring to supervision but I have not/would not raise it
- This is an appropriate concern to bring to supervision and I have/would raise it

38. There has been a complaint made about your practice.

Mark only one oval.

- This is not an appropriate concern to bring to supervision
- This is an appropriate concern to bring to supervision but I have not/would not raise it
- This is an appropriate concern to bring to supervision and I have/would raise it

39. You are feeling overwhelmed

Mark only one oval.

- This is not an appropriate concern to bring to supervision
- This is an appropriate concern to bring to supervision but I have not/would not raise it
- This is an appropriate concern to bring to supervision and I have/would raise it

40. You are finding it difficult to relate to a key member of staff at one of your schools

Mark only one oval.

- This is not an appropriate concern to bring to supervision
- This is an appropriate concern to bring to supervision but I have not/would not raise it
- This is an appropriate concern to bring to supervision and I have/would raise it

41. Things are difficult at home

Mark only one oval.

- This is not an appropriate concern to bring to supervision
- This is an appropriate concern to bring to supervision but I have not/would not raise it
- This is an appropriate concern to bring to supervision and I have/would raise it

42. You are wondering how to work more creatively.

Mark only one oval.

- This is not an appropriate concern to bring to supervision
- This is an appropriate concern to bring to supervision but I have not/would not raise it
- This is an appropriate concern to bring to supervision and I have/would raise it

43. You feel out of your depth.

Mark only one oval.

- This is not an appropriate concern to bring to supervision
- This is an appropriate concern to bring to supervision but I have not/would not raise it
- This is an appropriate concern to bring to supervision and I have/would raise it

44. You want to know more about how to use a particular intervention.

Mark only one oval.

- This is not an appropriate concern to bring to supervision
- This is an appropriate concern to bring to supervision but I have not/would not raise it
- This is an appropriate concern to bring to supervision and I have/would raise it

45. You are concerned that educational psychology may not be the job for you.

Mark only one oval.

- This is not an appropriate concern to bring to supervision
- This is an appropriate concern to bring to supervision but I have not/would not raise it
- This is an appropriate concern to bring to supervision and I have/would raise it

46. You want support in exploring whether to apply for a job in another service.

Mark only one oval.

- This is not an appropriate concern to bring to supervision
- This is an appropriate concern to bring to supervision but I have not/would not raise it
- This is an appropriate concern to bring to supervision and I have/would raise it

And Finally....

Thank you so much for taking the time to complete this questionnaire. Your responses are very much appreciated.

Please feel free to use the space below for any other thoughts, feelings, ideas and insights you may wish to add.

Appendix III: RQEP Supervisor Questionnaire Cover Sheet and Questions

The Supervision Experiences of Recently Qualified Educational Psychologists - Supervisor Version

Hello and thank you for taking the time to click through to this survey.

As part of my professional doctorate in Educational, Child and Community Psychology, I am undertaking research into the supervision experiences of recently-qualified educational psychologists (RQEPs). For the purposes of this study, RQEPs are those educational psychologists (EPs) who completed their training within the last 3 years. If you are the supervisor of RQEPs, your input would be very welcome.

This first phase of my research aims to get an overview current practice. This survey is designed for the supervisors of RQEPs to offer insight into their experiences and views. The survey asks a series of questions, eliciting a mixture of qualitative and quantitative data.

I will be asking for some participant data but no names will be collected and all responses will be anonymised. You will be asked about your training institution so that I can gather data on provision but no institutions will be named.

Please read the questions in order, selecting the response/s most appropriate to you. All questions will need a response in order to continue. Please feel free to forward the RQEP Supervisee survey link to an RQEPs you know or supervise for them to also complete the survey. No data linking RQEPs to Supervisors will be held.

Thank you in advance for taking the time to complete this survey - your input is most appreciated.

Emma Varley

Trainee Educational Psychologist

University of Exeter

ece201@exeter.ac.uk

Supervisors:

Prof. Brahm Norwich

University of Exeter

B.Norwich@exeter.ac.uk

Margie Tunbridge

University of Exeter

M.A.Tunbridge@exeter.ac.uk

Demographic Information

1. Gender:

Mark only one oval

- Male
- Female
- I'd prefer not to say

2. Age:

Mark only one oval

- 20-30
- 31-40
- 41-50
- 51-60
- 61+

Experience/Training *This section asks about your previous training and supervision experiences. Please expand your answers where appropriate.*

3. In what year did you complete your training as an EP?

4. Where did you train?

5. What training did you undertake to become an EP?

Mark only one oval.

- Masters
- Doctorate

6. How long have you been practicing as an EP?

7. How long have you been supervising other EPs?

8. How long have you been supervising RQEPs?

9. Before training as an EP, did you have any experience of supervision in a previous role?

Mark only one oval.

- Yes
- No

10. If yes, please expand your answer by detailing if this was as a supervisor/supervisee, in what occupation, for how long, etc.

11. Whilst training to become an EP, did you have any University or placement training on supervision and your role as a supervisee in the supervision process?

12. If yes, please expand by adding the nature of this input, e.g. seminars/lectures, CPD on placement, etc.

13. Since completing your training as an EP, have you had any training on supervision, the role of a supervisor and the supervision process?

14. If yes, please expand your answer e.g. in-service training, privately funded CPD, etc.

Your Concept of Supervision *These following open-ended questions aim to explore your concepts of supervision*

15. What do you see as the functions of supervision? Please consider what you believe the point of supervision may be and why EPs engage in it.

16. What do you see as your role as the supervisor in supervision?

17. What models of supervision, if any, do you currently use?

18. If you do currently use any models of supervision, please indicate below why you use these e.g. your service stipulates models to be used, your personal preference, to meet the needs of particular casework, to address the needs of preferences of your supervisees, etc.

Your Supervision *The next set of multiple-choice and open-ended questions aim to find out more about your own supervision.*

19. In your current role, how much 1:1 supervision do you typically get?

Mark only one oval.

- None
- Weekly
- Monthly
- Half-termly
- Other:

20. What is the duration per session?

Mark only one oval

- Up to 30 mins
- Between 30 mins and 1 hour
- Between 1 hour and 1 hour 30 mins
- Between 1 hour 30 mins and 2 hours
- Over 2 hours
- Other:

21. Is this pre-booked between you and your supervisor? In other words, do you always have your next supervision session booked in advance?

Mark only one oval

- Yes
- No

22. Do you feel able to ask for more 1:1 supervision if you need it?

Mark only one oval

- Yes
- No

23. If yes, have you ever done so? Why?

24. If you do not feel able to ask for more, please indicate why not below.

25. When you first began supervision with your current supervisor, did you make a supervision contract or have a verbal discussion exploring outlining and agreeing to the following?

Check all that apply.

- The Model of Supervision to be used
- Duration of sessions
- Frequency of sessions
- Venue
- Note-taking
- Confidentiality
- Managing dual relationships e.g. when your supervisor is also your line manager
- Other:

26. Do you currently, or have you ever, purchased private supervision?

Mark only one oval.

- Yes
- No

27. Please expand your answer below to include why or why not.

28. On the scale of 1 to 5 below, how safe do you feel to be honest in your current supervision?

Mark only one oval.

- 1 I don't feel safe to be honest. I keep a lot back
- 2
- 3
- 4
- 5 I always feel safe to be honest. I share everything I need to

29. If you answered 1-4 above, what do you think stops you from feeling safe to be honest?

Check all that apply.

- I worry about my job security
- I fear judgment and/or criticism from my supervisor
- I don't trust that what I say in supervision remains confidential
- My supervisor's manner/personality makes it hard for me to share
- I don't feel the need to be totally honest in supervision
- I do not feel our supervisory relationship is supportive
- Other (please expand)

30. If you answered "other" in the previous question, please expand on your answer below

The Subjective Experience and Outcomes of Supervision *These next open-ended questions seek to explore what, if anything, you value about supervision and what your subjective experiences of it have been.*

31. Have you ever experienced what you would describe as "good" supervision?

Mark only one oval.

- Yes
- No
- Other:

32. Please expand on your answer to the previous question, describing what made it "good" for you.

33. Have you ever experienced what you would describe as "bad" supervision?

Mark only one oval.

- Yes
- No
- Other:

34. Again, please expand on your previous answer, describing what made it "bad" for you.

35. What, if anything, do you feel you gain from supervision?

Supervising a Recently-Qualified Educational Psychologist (RQEP) The following multiple choice and open-ended questions relate to your experiences as the supervisor of a RQEP.

36. Did you volunteer for your current role as an RQEP supervisor?

Mark only one oval.

- Yes
- No
- Other:

37. Do you line-manage your RQEP supervisee?

Mark only one oval.

- Yes
- No
- Other:

38. Does your EPS have a supervision policy?

Mark only one oval.

- Yes
- No

39. If yes, is there any information/direction for those supervising RQEPs?

40. When you first began supervising your current RQEP supervisee, did you make a supervision contract or have a verbal discussion exploring and agreeing to the following?

Check all that apply

- Model of supervision to be used
- Duration of sessions
- Frequency of sessions
- Venue
- Note-taking
- Confidentiality
- Managing dual relationships e.g. when you line-manage your supervisee
- Other:

41. What, if any, are the benefits of being an RQEP supervisor?

42. What, if any, are the costs of being an RQEP supervisor?

43. What, if any, do you see as the unique needs of RQEPs in supervision?

Using Supervision *This final section uses examples to further explore your concept of supervision and its use. Each question offers a potential concern, question or dilemma you may experience. Please read each example scenario and you will then be asked to indicate, using the tick boxes, if you feel the content is appropriate/suitable to bring to supervision. Please then go on to indicate if you have already or would raise it in your own supervision and if it has been raised with you by an RQEP supervisee.*

44. You are struggling to choose a suitable assessment tool to use with a child you are currently working with.

Mark only one oval.

- This is not an appropriate concern to bring to supervision
- This is an appropriate concern to bring to supervision but I have not/would not raise it
- This is an appropriate concern to bring to supervision and I have/would raise it.
- This is an appropriate concern to bring to supervision and an RQEP supervisee has raised it with me.

45. You feel attracted to a member of staff at a school and this is impacting upon your ability to do your job

Mark only one oval.

- This is not an appropriate concern to bring to supervision
- This is an appropriate concern to bring to supervision but I have not/would not raise it
- This is an appropriate concern to bring to supervision and I have/would raise it
- This is an appropriate concern to bring to supervision and an RQEP supervisee has raised it with me.

46. There has been a complaint made about your practice

Mark only one oval.

- This is not an appropriate concern to bring to supervision
- This is an appropriate concern to bring to supervision but I have not/would not raise it
- This is an appropriate concern to bring to supervision and I have/would raise it
- This is an appropriate concern to bring to supervision and an RQEP supervisee has raised it with me.

47. You are feeling overwhelmed

Mark only one oval.

- This is not an appropriate concern to bring to supervision
- This is an appropriate concern to bring to supervision but I have not/would not raise it
- This is an appropriate concern to bring to supervision and I have/would raise it
- This is an appropriate concern to bring to supervision and an RQEP supervisee has raised it with me.

48. You are finding it difficult to relate to a key member of staff at one of your schools

Mark only one oval.

- This is not an appropriate concern to bring to supervision
- This is an appropriate concern to bring to supervision but I have not/would not raise it
- This is an appropriate concern to bring to supervision and I have/would raise it
- This is an appropriate concern to bring to supervision and an RQEP supervisee has raised it with me.

49. Things are difficult at home

Mark only one oval.

- This is not an appropriate concern to bring to supervision
- This is an appropriate concern to bring to supervision but I have not/would not raise it
- This is an appropriate concern to bring to supervision and I have/would raise it
- This is an appropriate concern to bring to supervision and an RQEP supervisee has raised it with me.

50. You are wondering how to work more creatively

Mark only one oval.

- This is not an appropriate concern to bring to supervision
- This is an appropriate concern to bring to supervision but I have not/would not raise it
- This is an appropriate concern to bring to supervision and I have/would raise it
- This is an appropriate concern to bring to supervision and an RQEP supervisee has raised it with me.

51. You feel out of your depth

Mark only one oval.

- This is not an appropriate concern to bring to supervision
- This is an appropriate concern to bring to supervision but I have not/would not raise it
- This is an appropriate concern to bring to supervision and I have/would raise it
- This is an appropriate concern to bring to supervision and an RQEP supervisee has raised it with me.

52. You want to know more about how to use a particular intervention

Mark only one oval.

- This is not an appropriate concern to bring to supervision
- This is an appropriate concern to bring to supervision but I have not/would not raise it
- This is an appropriate concern to bring to supervision and I have/would raise it
- This is an appropriate concern to bring to supervision and an RQEP supervisee has raised it with me.

53. You are concerned that educational psychology may not be the job for you

Mark only one oval.

- This is not an appropriate concern to bring to supervision
- This is an appropriate concern to bring to supervision but I have not/would not raise it
- This is an appropriate concern to bring to supervision and I have/would raise it
- This is an appropriate concern to bring to supervision and an RQEP supervisee has raised it with me.

54. You want support in exploring whether to apply for a job in another service

Mark only one oval.

- This is not an appropriate concern to bring to supervision
- This is an appropriate concern to bring to supervision but I have not/would not raise it
- This is an appropriate concern to bring to supervision and I have/would raise it
- This is an appropriate concern to bring to supervision and an RQEP supervisee has raised it with me.

And Finally.... Thank you so much for taking the time to complete this questionnaire. Your responses are very much appreciated.

Please feel free to use the space below for any other thoughts, feelings, ideas and insights you may wish to add.

Appendix IV: RQEP Supervisee Participant Research Information and Consent

Sheet for Semi-Structured Interviews



Research Information and Consent Sheet

Introduction: My name is Emma Varley and I am a Trainee Education Psychologist (TEP). As part of my professional doctorate in Educational, Child and Community Psychology at The University of Exeter, I am undertaking research into the professional supervision experiences of recently-qualified educational psychologists (RQEPs).

Aims: The first phase of my research sought an overview of current practice via the use of a national survey. In this second phase of the study, I am gathering data on the supervision experiences of RQEPs using semi structured interviews. The aim is to explore professional supervision experiences - a little-researched area in educational psychology - to gain a richer picture of current practice and lived experience, and to provide new perspectives to inform future developments in professional supervision. This research is supervised by Professor Brahm Norwich, B.Norwich@exeter.ac.uk and Margie Tunbridge, M.A.Tunbridge@exeter.ac.uk.

Procedure: The interviews are semi-structured and this means that I will be collecting data via a conversation with you. I have a set of questions to ask but I will be flexible to your responses, aiming to allow you to be as open and expansive as you wish. I will be seeking a greater understanding of your own, very personal experiences of living through supervision as a recently qualified educational psychologist. Interviews will take between 45 minutes and an hour and participants will be interviewed at a time and place convenient and comfortable for them.

Confidentiality: All data will be held in confidence and used for research purposes only. Third parties will not be allowed access to your data except as required by law and data will be held in accordance with the Data Protection Act.

Anonymity: I will be collecting names and data and these will all be de-identified (any identifiers will be removed and replaced with codes). I will be digitally recording the interviews and these will be professionally transcribed in a secure environment. The final piece of research will be written up and stored in the thesis directory of The University of Exeter. No participants will be identified but I will be using quotes which may be identifiable to anyone who witnessed those events, e.g. your supervisor.

Consent: Please read through the following and sign to confirm your consent to participate.

- I have been fully informed about the aims and purposes of the project.
- I understand that there is no compulsion for me to participate in this research project and if I do choose to participate, I may at any stage withdraw my participation and may also request that my data be destroyed.
- I have the right to refuse permission for the publication of any information about me.
- Any information which I give will be used solely for the purposes of this research project, which may include publications or academic conference or seminar presentations.
- All information I give will be treated as confidential
- The researcher will make every effort to preserve my anonymity

Name:

Signature:

Date:

I can be contacted via email at ecev201@exeter.ac.uk. Please contact me at any point before, during or after the interview should you have any questions or concerns.

Appendix V: RQEP Supervisees Semi-Structured Interview Schedule

Prior to commencement of the interview, participants were asked to confirm their wish to continue with the research. No participants withdrew at this, or any other stage.

This was a semi-structured interview and as such these questions were used as guidance. Participants were encouraged to expand upon answers and follow their own train-of-thought in considering their experiences of supervision and prompts such as “tell me more...”, “in what way...?” “How was that for you?” and “tell me about your thoughts/feelings/actions...before/during/after...” were used to elicit a richer picture.

Research Aim: To explore the unique, lived experiences of three RQEPs currently engaged in supervision.

Guidance Questions

- Share with me your understanding of what professional supervision is.
- Reflect on how this concept may have developed for you.
- Tell me what is important for you as an RQEP.
- Tell me about your current supervision. What is it like for you?
- Describe what good supervision looks like for you.
- Can you think of any examples of times you have experienced good supervision? Tell me about them.
- What does poor supervision look like for you?
- Can you think of any examples of times you have experienced poor supervision? Tell me about them.
- Tell me how professional supervision impacts your life.
- What impact, if any, has supervision had on your development?
- Tell me about you intend to supervise other EPs and other professionals.
- How, if at all, have your experiences shaped these intentions?
- How have you experienced this interview?
- Are there any questions I should have asked?
- How has this research affected you, if at all?

Appendix VI: IPA Master Table of Superordinate, Subordinate and Emergent

Themes with Sample Illustrative Excerpts

Superordinate Themes	Subordinate Themes	Emergent Themes	Interviewee	Sample Illustrative Excerpts
The Research	Reflection via Research	Role of Reflection in Valuing	Ava	<i>"...but actually, perhaps- perhaps we need to all be slightly more reflective on – you know, cos supervision is something that happens, and we take for granted."</i>
		Reflection via Research Supporting Motivation for Change	Cara	<i>"So, I guess it's just made me think a little bit more proactively."</i>
		Reflection via Research	Cara	<i>"It's made me think about, er – think about the positives of supervision I've had in the past and also the times when it's been tricky."</i>
		Value as Reflection	Bea	<i>"It's been a good opportunity to reflect on something."</i>
	The Impact of Techniques	Skype dis-inhibiting	Bea	<i>"It feels like I'm just talking to myself. I think it makes it quite uninhibited actually, quite interestingly."</i>

		Depth of Reflection – interviewing more in-depth than survey.	Cara	<i>“I think probably the questionnaire didn’t so much, as much as these discussions. Cos I think when you, you know, erm – I didn’t probably reflect on it in quite the same level of depth and – yeah, sometimes talking things through out loud ma-makes you kind of remember the kind of, the emotional component of it as well.”</i>
‘Getting it Right’	The Discomfort of Uncertainty	Right v Wrong in the professional (EP) and personal context (Self-Concept, Self-Protection, feelings about getting it right/wrong)	Ava	<i>“And if you don’t make a good impression then, you know...”</i>
		Fear of judgement/Fear of getting it wrong/fear of being discovered	Ava	<i>“Erm [sighs] – well, I think it means being confident and, you know, to be- or comfortable to be honest ...to say, ‘I think ...’ – you know, to make mistakes ..to ask questions, to admit you- you’ve got it wrong...erm, that, you know, you don’t</i>

				<i>know. erm – and to be, kind of, assured that the response you’re going to get is going to be non-judgmental and helpful.”</i>
		Discomfort in not knowing	Bea	<i>“...my first experience of supervision, and not really feeling like I had much to bring to it and not really kind of knowing what to take away from it, I found all the sessions a little bit pointless.”</i>
		Discomfort in Uncertainty	Cara	<i>“...feeling anxious about your role or about how you’re performing...”</i>
	Searching for Right and Avoiding Wrong	Vulnerability	Ava	<i>“Erm, and if you don’t say the right thing in supervision, is- does that- is that a black mark against you?”</i>
		Empowerment in supervision – focus on information-seeking can blind you to your own skills.	Bea	<i>“...that doesn’t make them, you know, a kind of genius...So, I guess there’s some sort of skill development there, but also some type of realisation ...that- that you can be as good as</i>

				<i>that ...you can develop yourself to be the same as them."</i>
		Value of Wondering in Learning – non-directive and non-threatening environment needed. Facilitation and reflection v directive input	Cara	<i>"I think good supervision allows a space for, erm, a broader discussion around a case rather than just a, sort of, a question and answer kind of type situation."</i>
		Difficulty in Challenge – easier to withhold or become resigned	Cara	<i>"...it felt that it was harder to be open about times I found difficult because it sometimes felt a bit critical."</i>
	Directivity and the Role of 'Right' in Supervision	Unhelpful Offerings - Q&A sessions, directive supervision, bad compatibility between supervisor and supervisee, line management supervision	Ava	<i>"...I found it just so unhelpful. It was- it was very 'directive.' It was this – I would present a case and then it would be like, 'well, this is what you need to do.' Erm – and there wasn't really any discussion around that. It was just th-this is the answer."</i>
		Directivity in Supervision - the impact of directivity in the supervisory relationship – loss of autonomy, seeing	Ava	<i>"...there is a ... underlying concept of what is right and what is not right. Erm – and therefore, I think there</i>

		<p>responses as right or wrong and supervisor response must be right (therefore I must do this or I am wrong?), feeling jarred by directivity, no co-created ideas, lack of consultation, feelings of resistance, etc.</p>		<p><i>is the underlying assumption that their way is the right way and therefore, my way would be the wrong way."</i></p>
		<p>Problem-Solving is Limited – not good supervision, does not address emotional impact.</p>	Bea	<p><i>"...they just kind of want to give you the information, erm, or help you along with the cases. They don't necessarily want to spend as much time on the emotional side of things."</i></p>
		<p>Directive Supervision Limited – focuses on right v wrong only</p>	Bea	<p><i>"I've had supervisors who are major problem solvers, just trying as far as they can to, well – I-I haven't really felt like I can bring anything to them. I don't think I've been able to elicit what I've needed from the problem solvers."</i></p>
		<p>Solution-Giving/Q&A Supervision is Limited</p>	Cara	<p><i>"Sometimes you are looking for advice, if it's a question about, you know, where there's a- you're-</i></p>

				<p><i>you're wanting a- some knowledge, you're wanting a- a solution, like, a particular piece of information ...but I think good supervision is broader than that. It's more about, kind of, encouraging a- a conversation about a case."</i></p>
	Supervision as a Conduit	Supervisor as a source	Ava	<p><i>"...because when something is very new to you, you do look for expertise and experience from somebody, erm, and I think perhaps in the places I've found that, I've really valued it".</i></p>
		Channelling Another - Supervision seen as a conduit for channelling knowledge from supervisor to supervisee, unknowing to knowing.	Bea	<p><i>"It's not that they qualified with all this knowledge and that you're gonna suck it up."</i></p>
		Supervisor is necessarily right.	Cara	<p><i>"...when somebody's using consultation skills, they're kind of – sometimes, they're just trying to ask you a question so that you get their answer."</i></p>

		Supervision as a Conduit - as a channel for another's knowledge	Cara	<i>"I think sometimes it's helpful to, kind of, directly, kind of, seek other people's experience through supervision."</i>
Growing into An EP	Changing Needs	Growing into the role – what it expected/allowed at each stage? Too high expectations = stressful, challenge v support imbalance = stressful, self v identity as an EP.	Ava	<i>"But I think there is a- perhaps a high- perhaps I feel there is a higher expectation on me than perhaps I- I am able to give."</i>
		Changing TEP/RQEP/EP Needs – need to learn how to use supervision, more experience = seeking fewer solutions/information	Bea	<i>"And I just didn't really know how to use it." "It's almost like- it's almost like a snowball effect where, like, the more you're in it and seeing it for yourself, the more you understand, so the more you want to ask, and the more confidence you bring to it. So, it just builds and builds and builds."</i>
		Changing Needs – TEPS want to absorb knowledge, EP's know more and ask for what they want/need.	Cara	<i>"And it's kind of interesting, kind of, doing this three years in, cos I think if you'd spoken to me in year one, you'd have got –"</i>

				<p><i>each year you'd have got a very different kind of reflection, if that makes sense?"</i></p> <p><i>"...cos I think first years particularly, they kind of just want to kind of absorb and, kind of, take in information."</i></p>
		RQEP Struggle to Find Voice	Cara	<p><i>"I think probably it's only now, a couple of years in, that I'm possibly a bit more confident, I might be a little bit more, erm – not directive, but a little bit more clear about what I want from supervision..."</i></p>
	Changing Identity	The self in a dynamic context – role alters when team does, conflict between self-perception and others' perceptions, fitting in with an organisation	Ava	<p><i>"Erm, and the expectation now that, 'oh, you've been here for several years so, you must know what you're talking about.' - Erm – yeah, it's a funny position to be in at the moment. Hmm."</i></p>
		Impact of Developing TEP/RQEP/EP Role – Supervision requires	Bea	<p><i>"...all I'd done was observe and so, I had maybe a few questions about it but,</i></p>

		casework content, confidence, etc.		<i>didn't really have that much to say...and so, it just felt a little bit pointless."</i>
		TEP to RQEP to EP Feelings – early anxiety reduces over development, expectations of self and others impact on feelings	Bea	<i>"This year, I think I've beaten myself up a lot less."</i>
		The EP Offer – a rational voice, a valuing of and skill with supervision. SELF as an EP.	Bea	<i>"I think I'd still like to have an EP talk it through with you, to have quite a rational voice talking it through with you."</i>
		Changing Feelings – inadequacy in early career, fear and uncertainty, terror, anxiety, apologetic, with little to offer, lack of agency to growing confidence = growing assertiveness	Cara	<i>"I felt a little bit – yeah, I felt a little bit inadequate to say to one of the experienced EPs..."</i> <i>"I felt kind of like the kid on the bike where the stabilisers have been taken off".</i>
		Imposter Syndrome	Cara	<i>"There's that sort of sense of not feeling like a proper grown up, you know? Which I probably still have as far as being a grown-up. But, you know,</i>

				<i>definitely as being an EP."</i>
	Growing into Knowing	Feelings around changing identity – can be shocking, feelings conflicted, mismatch can be uncomfortable but experienced and qualified	Ava	<i>"I am now actually, although I've been off, I am one of the more experienced and more qualified. Erm, and that's been a bit of a shock."</i>
		Growing into Knowing – More Experience = More Knowledge, later-career EPs know more, own more knowledge	Bea	<i>"I haven't had anyone who was, kind of, less than, say, five years qualified. So, that's been really good because obviously they've had time to- they've had a chance to gain a lot of experience in that time."</i>
		The Nature of the Role e.g. practical and emotional elements, repeated 'types' of work leading to increased confidence and competence but a potential rut, complex cases often have emotional cost	Bea	<i>"Actually, when I do think back on it, I think there was a lot of anxiety last year when more complex cases came up."</i>
		Learning Needs a Safe Space	Cara	<i>"...what you'd want is a space where you can talk openly...you know, just because</i>

				<i>actually, we all – you know, it’s a learning process and I think that saves face in order to- to learn and promote – you know, that pr-progress is really important.”</i>
		EPs as Continuing Learners	Cara	<i>“...the reality is, it’s you’re- you’re learning on the job. Your training gets you to a certain point of being ready, but actually, you know, every bit of casework you do is different.”</i>
The Elusive Concept of Supervision	Theory v Practice	Supervision Theory v Supervision in Practice	Ava	<i>“I think I have a theoretical understanding of what it should be or- or theoretically should be in- in, sort of, supervision and support.”</i>
		Concept Shaped by Experience	Bea	<i>“And then possibly, I suppose over time, it develops that concept of supervision.”</i>
		Theory v Practice, Personal Concept v Personal Experience	Cara	<i>“I’ve had an idea of what I’d like supervision to be and I think there’s probably only, maybe, one</i>

				<i>year, when I was a trainee, that I really felt like I was getting that in-depth supervision."</i>
	Definition by Function	Extra and Unsaid Tasks of Supervision – as quality assurance, to check-in, to "fix" a problem, for assessment, as a job interview, to facilitate career development.	Ava	<i>"In the- kind of, the wider context of I am your boss and I need to make sure that we are working in a certain way..."</i>
		Supervision Conceptualised by Function - facilitation, processing, casework/emotional check-in/managerial, as care for self and doing job well	Bea	<i>"..there are, kind of, three components to it and that's kind of what I'm looking for when I am, erm with my supervisor. So, one would be, erm, kind of, practical responses ... erm, to questions that I've got about particular cases or find out about, erm, particular things I might be doing within my service. The second thing would be more, like, an emotional, erm, element and then, kind of, checking with how I'm doing. That's</i>

				<i>massive with our job. And then the third one, I guess, is more a managerial role.”</i>
		Individual Differences in Concepts	Bea	<i>“And I suppose some people would probably say that if you’re bringing stuff from outside of work is not suitable content for supervision.”</i>
		Discomfort of a Mismatch – own ideas of supervision not being met, lack of compatibility with supervisor	Cara	<i>“...they didn’t necessarily see supervision in that sort of o- being very open. That wasn’t their style.”</i>
	Dynamic Supervision	Dynamic Supervision – across contexts, over time, between relationships. Supervision as Co-Created by Participants’ Experiences	Ava	<i>“...as I’ve come out of training and I’ve needed less direction and perhaps more support in expanding my thinking.”</i> <i>“So, my concept has changed and what I’ve needed has changed.”</i>
		Dynamic – influenced by context and relationship	Bea	<i>“I’ve seen it in lots of different ways.”</i>
		Participant Role what would I like?	Cara	<i>“I think I also had a sense of what I would want for that...”</i>
	Do Unto Others	Becoming a supervisor	Ava	<i>“I think I would try and encourage honesty in</i>

				<i>that because perhaps I wasn't as open."</i>
		Do Unto Others – Offering supervision to others moulded by desire to include what you did have and valued and did not have but wished you did and avoiding what you had but did not like/find helpful.	Bea	<i>"So, I would want to do for others as- as I think I'd want done for me."</i>
		Do Unto Others	Cara	<i>"So, it made me aware that when I had a trainee, that I didn't want to be, kind of, erm, directing or be – I was trying to- I was trying to be conscious not just to, kind of, give advice..."</i>
		Supervisor to supervisee	Cara	<i>"I think it's about I would want to try and offer the supervision like I would like to be offered myself, I guess."</i>
Power and Control	Impact of Supervision in a Hierarchy	Working within the context of a Hierarchy Impact of Line Management Supervision – increases pressure, increases wariness, withholding, deception.	Ava	<i>"I'd probably try and work it out for myself before I said to her, 'actually, I don't know what I'm doing here.'...she is also a manager and she was- she is – you</i>

			<i>know, her conversations are with the senior management team.”</i>
		Withholding for control, refusing to attend for control, less experienced EPs more vulnerable to impact of power differentials, controlling agenda, controlling content, process and actions moving forward	Ava <i>“I think I stopped- I stopped booking supervision in because I found it just so unhelpful.”</i>
		Impact of Dual Relationships – can be challenging.	Ava <i>“Erm, because she’s also my boss. And then when she says, ‘oh, how did that go?’ and if I say, ‘well, I didn’t do it like that, I did it like this’...”</i>
		The Impact of Power Dynamics - line management supervision, power in and outside supervision e.g. permission-giving, modelling appropriate behaviour.	Bea <i>“So, actually, for some of the supervisors that I’ve had, I would say that we’re good friends as well. Now, that might be difficult for them because obviously, there has to be a kind of managerial role to begin with.”</i>
		Whoever Holds the Power Controls the	Cara <i>“You kind of end up going with the flow of</i>

		Experience i.e. supervisor.		<i>what the other person sees supervision as.”</i>
		Seeking Control - via getting supervision elsewhere, adapting procedures to meet need, etc.	Cara	<i>“I accepted that my official supervision space wasn’t necessarily offering that, and I sought supervision elsewhere.”</i>
		Resignation to situation	Cara	<i>“It was more just that I kind of accepted, rather than pushing against it.”</i>
		Supervision in a Hierarchical Context – line management supervision meets line manager needs and can lead to on-way information-give, inequality constrains, the role of feeling threatened - seeking peers, not seniors, if feeling uncertain	Cara	<i>“...if there is a power imbalance, there are some supervisors who would have that discussion with you, that if your supervisor is not somebody that- you know, the power balance means you don’t feel comfortable even having a discussion of ‘what are you going to offer me as a supervisor?’ Or ‘what do you see supervision as a role?’ Even if that discussion is dismissed, then where do you go?”</i>

	Powerless Supervision	The Limits of Supervision – powerless in systems where participants have no power	Ava	<i>"I feel like we are very small fish in a very big pond."</i>
		Power in Context – lack of power of EPs in systems/organisations, hierarchy in the EP profession .	Bea	<i>"So, you can do everything within your power and that still might not be enough."</i>
		Supervision to Improve Practice - just get through when there is no space for reflection due to statutory workload	Cara	<i>"...a bit dismissive because the focus has been on getting through and getting, you know, erm, just advice-giving rather than supporting me to reflect on things."</i>
Good Supervision	Surviving v Thriving	Supervision for reassurance and balance	Ava	<i>"...that, you know, they can- they can just do the job and that's okay."</i>
		Imperative, impossible to do job without it	Bea	<i>"...Erm, if my supervision as an EP was like the one that I get in my other role, I don't think I could do it."</i>
		Anxiety Impedes Progress	Cara	<i>"I guess if you're feeling that you've not got good supervision and you're feeling anxious about, you know – feeling anxious about your</i>

				<p><i>role or about how you're performing, per se, as a- an EP, like, you know, then I guess that can impact on the time and space you've got to think about your career development."</i></p>
		<p>Surviving v Thriving - unsafe supervision = just surviving, good supervision = thriving</p>	Cara	<p><i>"I think supervision can have a very big impact. I think when supervision wasn't going so well...It probably married up with a time where I was kind of getting through."</i></p>
		<p>Supervision as an Influence on Relating to the Job - different supervision = different feelings about the job, supervision to foster enjoyment, supervision in stopping practice becoming stale</p>	Cara	<p><i>"My supervision really helped me to, kind of, enjoy the job."</i></p>
	<p>What Good Supervision Looks Like</p>	<p>Feels Like – empowering, takes supervisee from anxiety to relief, feels good, freeing, revitalising, refreshing, open, "suits me", reassuring.</p>	Ava	<p><i>"My first placement supervision, erm, was a bit of a – I think it was almost a breath of fresh air ...because it was like, 'oh...this is</i></p>

				<i>what it is meant to be like.”</i>
		Does - expands thinking, supports reflection on the self, stops the self from impacting negatively on the work, supports attunement and empathy, provides information, encourages deep reflection, supports reflection on casework, normalises.	Ava	<i>“I think I’ve also had very good supervision that has made me think about why- why I’m even asking questions in the first place.”</i>
		Is – free from preconceptions, rare, an activity that requires work and effort, a two-way conversation, exploratory, a space where roles become unimportant, deep and meaningful.	Ava	<i>“...step away from her preconceptions, and actually enter the room on a much, kind of, a- almost a – kind of in an appreciative enquiry type way.”</i>
		Good supervision meets needs	Bea	<i>“...and therefore I do feel that I am getting good supervision as an EP if the supervision is such that it’s meeting my needs.”</i>
		Meets Emotional Needs – offering containment, emotional support.	Cara	<i>“...I’m finding peer supervision helpful in a, kind of, an emotional support way...”</i>

				<i>"I think the peer group supervision- supervision is lovely cos it's like a group of us and it's very emotionally supportive..."</i>
		Supports Practice - refreshes and revitalises practice, is reflective and creative, considers CPD needs	Cara	<i>"...what I liked was there was the time to be, er, reflective and think creatively about casework and, explore things."</i>
		Supervision as Expansion - widens perspectives, opens the mind, offers breadth and multiple views, facilitates exploration	Cara	<i>"I was kind of prompted to think about things from the other point of view."</i>
		Takes Time e.g. advice-giving is quick and easy but not good enough	Cara	<i>"...but I think it's very difficult cos I think we can all very quickly go to advice-giving because especially when we're all under pressure and..."</i>
	Bad Supervision	The Lost Opportunity - Feelings of regret, sadness, loss.	Ava	<i>"You know, it was what made her – and I- I don't think I've had that since. Well, I definitely haven't had that since."</i>
		The Lost Opportunity - of bad supervision	Bea	<i>"I'll never go into a deeper level of"</i>

				<i>discussion or a deeper level of furthering the role. So, I feel like it's just a very, very superficial, basic, catch-up discussion...</i>
		Group Supervision Experience - limits time, focus, can be inhibiting	Bea	<i>"...t's just a very, very superficial, basic, catch-up discussion ...but that's all I'd want to talk about in the wider group and in the very limited time that I'm given."</i>
		Bad supervision = feels dismissive	Cara	<i>"...but I think sometimes supervision can feel dismissive where you don't feel that the other person has the time."</i>
		Dismissive advice-giving	Cara	<i>"...a bit dismissive because the focus has been on getting through and getting, you know, erm, just advice-giving rather than supporting me to reflect on things, erm..."</i>
		Dismissive not containing	Cara	<i>"It felt like they found it hard to be containing..."</i>

	Supervision is Vital	Supervision important	Ava	<i>"...Erm, so I think, yeah, not only the process that's needed in supervision, but also the supervision itself is important."</i>
		Peer Contact Limited - in modern working environments, impacting on support.	Bea	<i>"With this modern working environment where colleagues don't necessarily use our work spaces, they work from, erm, home or they'll work in other office environments."</i>
		Supervision as Vital to the Role – wouldn't want to practice without it, be unable to practice without it, absence would make its value clear, peer support would be better than no support, working without supervision would be miserable	Bea	<i>"Maybe it would only be without having supervision that I would notice the kind of extensive of impact that it has...but hopefully that will never be the case."</i>
		Supervision stopping practice becoming stale	Cara	<i>"...when that isn't there, your practice can end up feeling a bit stale, perhaps."</i>
	Prioritising Supervision	Valuing frequency and regularity of supervision	Ava	<i>"So I think that- I think that is quite – that is a good thing because the s- erm, expect- or the pro- the</i>

				<i>expectation is every six weeks.”</i>
		Feeling Cared-For - via service/supervisor behaviours such as offering protected time, checking in on supervisee and casework, prioritising supervision	Bea	<i>“And so, I suppose what it means to me by that- that other person not giving me that time, it’s that they actually probably don’t really care about what I’m doing...”</i>
		Valuing = Time – protected, regular and as long as is needed, not rushed	Bea	<i>“...what I really value from the supervision that have an EP service is that it’s scheduled in, it’s very rarely changed ...its always protected time.”</i>
		Protected Time – keeping time shows value, being given time is experienced as care.	Cara	<i>“But, I – what I was mindful of, was to make sure that we booked supervision in, because I’d had experiences when I felt like parti- more as a trainee, that- that I was having to, kind of, push to get any kind of supervision whatsoever in my first year. So, I was mindful to make sure that I gave that space.”</i>

	Prizing Supervision	Management to peer differences	Ava	<i>"I'm sure that they have the best intentions to try and make things better, erm, but somehow, things get lost in translation or they don't make it down..."</i>
		Supervision as Valuing - Supervision valued = Me valued and supervision valued = The Work/Quality of the Work valued	Bea	<i>"And so, I suppose what it means to me by that- that other person not giving me that time, it's that they actually probably don't really care about what I'm doing... don't really care if I'm doing it well..."</i>
		Supervision Valued throughout Organisation - must be a service priority and then valued at all levels	Bea	<i>"I always feel like that's something that's of value and it's- and it's really important... So, I really think I need to emphasise, actually, how, erm- how important it's made to feel and made to be within my EP role."</i>
		Diversity in the Profession - in valuing of and belief in need for supervision, peers value supervision, superiors don't	Cara	<i>"I think probably in the situation I'm in, erm, my psychology peers understand it, but I'm not sure that my</i>

				<p>wider, erm- wider professional, sort of, er, group or the- the wider company which I work in, I don't think they – they just see it as something that we, you know, has to be done.”</p>
Feelings and Emotions	Difficult Feelings in Supervision	Discomfort of challenge	Ava	<p>“I think I would sit with an uncomfortable supervision session for a lot longer than I would be happy to, erm, to say, ‘actually, I’m not happy with this.’”</p>
		Anger at lack of trust	Ava	<p>“...and I think, well, is this meant to be a confidential meeting or not?”</p>
		Fear of sharing in non-confidential relationship	Ava	<p>“...do I want her sharing what I say in my supervision with others in their supervision?”</p>
		Sadness at loss of good supervision	Ava	<p>“Erm – and I’ve ha- [chuckles] I’ve never had it since. Which is a shame, really.”</p>
		Fear of losing identity/self-concept – professionally as a TEP, RQEP, EP and personally	Ava	<p>“...and I- I am quite- I am quite an honest person”.</p>

		as a good person, honest person, etc.		
		Courage required to take risks in unsafe situations as part of job role e.g. engaging in supervision itself.	Ava	<i>"...perhaps I wasn't as open and perhaps my feedback wasn't as open and honest as perhaps it could've been."</i>
		Difficult feelings	Bea	<i>"But, you know, whether that is about the kind of emotional impact of a particular case or whether you're worrying about being- about how well you might be doing something or how well you're managing your time or if you're worrying about something outside of work, you bring all of that to supervision."</i>
		A Lost Opportunity	Cara	<i>"I'm not sure I've ever really had that to the level that I would like it, if I'm honest."</i>
		Vulnerability – in admitting mistakes and uncertainty.	Cara	<i>"I didn't feel comfortable talking about things I found hard so much..."</i>
		Fear - of being judged, caught out, seen	Cara	<i>"...the worry that that might then colour</i>

		differently, experiencing prejudice		<i>someone's judgement..."</i>
	Emotional Containment	Seeking a safe space – neutral, non-judgemental, comfortable to be honest, OK to be vulnerable and admit mistakes or lack of knowledge.	Ava	<i>"And sometimes, I think when you're feeling negative, you just want someone to say, 'yeah, that is a bit rubbish.'"</i>
		Dealing with Difficult Feelings – anxiety, worries, fears.	Bea	<i>"...now I would say that supervision tends to be more of an emotional side of things, I guess, and, erm – I dunno, it sort of doesn't even just have to be contained within EP life. It can take into account things that go on outside of work as well...and whether that has a concept of how you're gonna be in work. Sometimes you're not gonna be able to manage everything that's going on."</i>
		Giving Reassurance leading to calm	Bea	<i>"...although I do get reassurance." "But on days with supervision I'm probably a bit more a</i>

				<i>bit calmer coming home.”</i>
		Creating a Safe Space to Unburden/Process – confidentiality expected	Bea	<i>“I’d want to try to fixing the space, a comforting... environment.”</i> <i>“And I do think that said that being able to go to somewhere that’s quiet ...where you’re not gonna be overheard ...and you don’t feel, like, any second we could rush back to our desks”.</i>
		Good Supervision Requires Participants to be Comfortable with Emotion – supervision will have an emotional content, discomfort will be felt if it is present	Cara	<i>“...or where perhaps they struggled with some of the emotional elements...”</i>
		Judgement – Leads to avoidance or defence	Cara	<i>“And I guess the non-judgmental bit is that sense of you’re not feeling like you have to be defensive or avoidant of things that were hard or put a- put a front on.”</i>
		A Safe Space - Must be trusting environment, if safe space is lack, there	Cara	<i>“Yeah, so I think I’ve had- I’ve had supervision where I</i>

		is guarding, critical supervision erodes trust		<i>haven't quite trusted the person I've had supervision with to contain and, kind of, support in some ways. Erm, so that was a bit tricky. So, I think I was probably a bit guarded."</i>
The Aware Self	Awareness of Own Needs	Tailoring in Supervision.	Ava	<i>"So that you get this, kind of, one sh- one size fits all supervision from- from your manager."</i>
		Own Needs including Supervision in Meeting Emotional Needs e.g. processing distress, emotional release, feeling conflicted (not aligned with service, not being honest in supervision, pretence, emotional labour)	Ava	<i>"Not only have the supervisors changed but my need for supervision has changed as well."</i>
		Awareness of Own Needs – good supervision meets my needs, suits me.	Bea	<i>"I respond better when I have someone who can work with me on a more emotional and personal level."</i>
		Knowing Yourself - own needs, what suits, what works and current experience valuable	Cara	<i>"...because actually, for me, it's really important to talk things through."</i>

	Awareness of Self	Self-reflection	Ava	<i>"What was my role in that?"</i>
		Awareness of Competence and Incompetence	Ava	<i>"...and also, thinking about how I- I talk through cases. Erm, and I guess that's come with practice and experience, erm, understanding cases better myself to be able to explain them to other people."</i>
		Use of The Self in the Work – self-awareness and control in managing others' needs, emotional labour, recognising the impact of emotions of self and others.	Bea	<i>"I try to always ensure that I feel like I've let them do their fair share of the talking cos I know, as a talker, that it is really easy for me to jump in."</i>
		Supervision Protecting The Self from The Self	Cara	<i>"He's quite good at clocking when I'm perhaps being overly self-critical."</i>
		Owning Own Views	Cara	<i>"I think I tried to be very clear that, you know, there are different ways of looking at things, and trying to name that rather than being, like, 'this is the way to...'"</i>

	The Use of Self	Use of the Self as a Practitioner	Ava	<i>"What does that say about me and my practice?"</i>
		Self as facilitating	Bea	<i>"When I supervise teaching assistants, erm, I've been able to, like, take a step back and to listen and to reflect back to them what they're saying..."</i>
		Use of Self in the Work	Cara	<i>"I tried to be mindful to own, sort of, my views and not, sort of, you know, to kind of suggest that there's different ways when we were talking through things."</i>
Relationship in Supervision	The Dyad	Dynamic dyad	Ava	<i>"I've had different supervisors every year."</i>
		Different supervisor = different supervision – the "done-to" supervisee	Ava	<i>"I suppose I've got these two slightly-slightly contrasting views perhaps, depending on the different supervisors I've had."</i>
		Requires building	Ava	<i>"So, I've had to build different relationships with people."</i>
		TEP to RQEP – different supervision as different supervisor	Bea	<i>"For me, the major differences in my supervision I've seen"</i>

				<i>are more between the people who've been delivering it."</i>
		Reputation	Cara	<i>"...Erm, and some of that had come down to, er-er, peers that had had difficult times with that particular EP, so I think that impacted on my relationship with them."</i>
Impact of Relationship	Compatibility helps	Ava		<i>"...and it- it's maybe a compatibility issue rather than a, erm, a poor supervisor."</i>
	Value of Sharing with Another	Bea		<i>"So, I – and I'm definitely conversational, a problem shared is a problem halved."</i>
	Need to feel secure in relationship	Cara		<i>"I didn't feel secure in my relationship with my supervisor..."</i>
Reciprocity	Conversation/reciprocal sharing is preferable	Ava		<i>"But she will also have her own opinion because these- the issues that are affecting me are likely to be affecting her ...and she will experience those in different ways. Erm – and I s- I- I guess that-</i>

				<p><i>that does sort of cloud the issue.</i></p> <p><i>Slightly...Erm – yeah, it becomes a fact-finding mission rather rather than a conversation.”</i></p>
		<p>Supervision Deepens Connection – between individuals and in teams, shared vulnerability engendering connection, supervisors must give of themselves</p>	Bea	<p><i>“...but there’s something about sharing things that are very personal with somebody and I think it helps to deepen the relationship ...”</i></p> <p><i>“I so prefer that to somebody who would just sit, listen, reflect and not really give anything of their own thoughts and opinions.”</i></p>
		<p>Genuine collaborative discussion is good</p>	Cara	<p><i>“...he’s quite good at making it feel like a more genuine collaborative discussion”.</i></p>

Appendix VII: Sample Pages of Ava's Interview Transcription with Comments
and Emergent Themes

Interview Transcription

DESCRIPTIVE LINGUISTIC CONCEPTUAL

Emergent Themes	Transcription	Exploratory Comments
<p>Developing idea of supervision</p>	<p>Respondent - Hmm. Erm – so, I think having – when I came into the training, I hadn't experienced supervision before. It wasn't something I'd had in previous roles. So, the first experience of supervision in the training course is- is to do the theory. So, looking at the models of supervision and how they might be put into practice.</p>	<p>Reflects on personal history of supervision</p> <p>Comfortable considering past history, words flowing.</p> <p>Theory/Models of Supervision taught in training Being new to supervision.</p> <p>First experience of supervision being learning the theory of supervision</p>
	<p>Interviewer - Hmm-hmm.</p>	
<p>Supervision is context dependent</p> <p>Discomfort in challenging supervision</p> <p>Supervision as constraining or constrained.</p>	<p>Respondent - Erm – and I think the first experience of supervision is at university with the, erm- the – not a – a place- a placement supervisor, I suppose, or a practice supervisor. But they're not- they're not supervising you on placements. They're a tutor rather than, erm, the person you're out on placement with. And – but even at that point, I think there as a s- a- a feeling of being- making sure everything's okay and checking that – but with</p>	<p>Practical experience of supervision when learning</p> <p>Words indicating struggle to find the right words</p> <p>Sighs – grief? Sadness/disappointment?</p> <p>Experience in supervision</p>

<p>Individual Needs v Organisational Needs</p>	<p>the – I’m try- I’m trying to find the right words. It’s within a – this – [sighs] – it’s within a ‘this is what we do here and therefore, this supervision is going to be caged within this process.’ There is- I think the con- the idea of thinking outside the box and, ‘oh you- well, maybe you could do it like this or like this,’ doesn’t happen.</p>	<p>No creativity or thinking outside the box.</p> <p>Caged indicating trapped, confined in the process</p> <p>Reflection on preferred options.</p>
	<p>Interviewer - Okay.</p>	
<p>Seeking to be heard and understood</p> <p>Limited in/by supervision</p>	<p>Respondent - Am I making sense? There is a containment, I feel ...</p>	<p>Seeking to be understood when explaining.</p> <p>Containment used as in boundaried.</p>
	<p>Interviewer - Yeah.</p>	
	<p>Respondent - For some of the supervision I’ve had. Erm – am I going off topic? [Chuckles].</p>	<p>Again, discomfort in expressing opinions/feelings/thoughts that may not be accepted?</p> <p>Laughter indicating discomfort?</p>

Appendix VIII: Sample Pages of Bea’s Interview Transcription with Comments
and Emergent Themes

Interview Transcription

DESCRIPTIVE LINGUISTIC CONCEPTUAL

Emergent Themes	Transcription	Exploratory Comments
<p>Supervision shaped by experience</p> <p>Supervision varies in context and relationships</p> <p>Different supervisor = different supervision</p> <p>Variety gives alternative perspective – supervision shaped by experience</p>	<p>Respondent - Okay. Erm – I suppose I’m always in a bit of a dilemma about whether the su- and I ki- I think I’ve always been in this situation where in the supervision that I’m getting, how someone who’s well versed in supervision would expect it to be. And I guess I’ve had the benefit of having five different supervisors.</p>	<p>Questioning herself.</p> <p>Awareness of varied experiences influencing her view of supervision</p> <p>Theory v practice – what would someone who knows all about supervision and how it should be thinks about my supervision?</p> <p>Many supervisors seen as a benefit - comparison</p>
	<p>Interviewer - Hmm-hmm.</p>	
	<p>Respondent - Yeah, no, five ...</p>	<p>Counting, realisation that this sounds like a lot?</p>
	<p>Interviewer - [Chuckles].</p>	

<p>Tailoring to individual</p> <p>What suits me best?</p> <p>Emotional and personal level preferred</p>	<p>Respondent - Erm, in my short time [chuckles]. So, I've seen it in lots of different ways and, erm, I think for me, reflecting on where it's got to, I respond better when I have someone who can work with me on a more emotional and personal level.</p>	<p>Laughs when she realises it has been lots in a short period of time.</p> <p>Comparison of different supervisors</p> <p>Different supervisors = different supervision</p> <p>Personal reflection on what works best for her</p> <p>Personal and emotional level support valued</p>
	<p>Interviewer - Hmm.</p>	
<p>Problem-solvers do not give good supervision</p> <p>Directive, right v wrong.</p>	<p>Respondent - Erm, I've had supervisors who are major problem solvers, just trying as far as they can to, well – I- I haven't really felt like I can bring anything to them, either individual cases or a [inaudible, 04:48] or – so, I don't know if ch- where we've got to now is as a result of me. It probably is a bit, but whether that's a natural style of that person, because I don't think I've been able to elicit what I've needed from the problem solvers.</p>	<p>Supervision moulded by supervisor</p> <p>Problem-solver supervisor – advice/information giving supervisor.</p> <p>Stammers as recognises discomfort.</p> <p>Unable to bring anything to advice-giving supervisors. Problem-solver supervisor inhibits supervisee?</p> <p>Has she developed with certain needs as a supervisee due to experiences? Can't get what she needs from</p>

		problem-solvers or is it her natural style?
	Interviewer - Hmm.	
Supervisor personality impact on supervision Problem-solvers don't want to spend time on emotional impact	Respondent - That's kind of in their personality, that they just kind of want to give you the information, erm, or help you along with the cases. They don't necessarily want to spend as much time on the emotional side of things. So, I think part of it is, erm, the- the personality of the person supervising you.	Problem-solving not compatible with emotional processing They want – is it about them and their needs or you and yours? Supervisor personality driving style of supervision
	Interviewer - Yeah.	
Experience shapes concept of supervision	Respondent - And then possibly, I suppose over time, it develops that concept of supervision.	Your experience of supervision shapes your concept of supervision

Appendix IX: Sample Pages of Cara’s Interview Transcription with Comments
and Emergent Themes

Interview Transcription

DESCRIPTIVE LINGUISTIC CONCEPTUAL

Emergent Themes	Transcription	Exploratory Notes
RQEP terrifying	Respondent - Yeah, initially, when I first qualified, it was mildly terrifying [chuckles].	Mildly terrifying. Humour but indicates fear. Understatement.
	Interviewer - Hmm, hmm.	
Fear of working with uncertainty. RQEP feeling	Respondent - I felt kind of like the kid on the bike where the stabilisers have been taken off.	Cycling image - RQEP felt unstable, scary, unsupported, expected to continue along and not sure she was ready.
	Interviewer - Yeah.	
Imposter feelings of RQEP	Respondent - And, nobody’s needing your reports anymore, erm, and there’s that sort of sense of not feeling like a proper grown up, you know?	No-one is checking – does this imply unsafe? Not a proper grown up. Pretending. False-ness. Trying to act up in a role you don’t fit yet.

	Interviewer - Hmm, hmm.	
	Respondent - Which I probably still have as far as being a grown-up. But, you know, definitely as being an EP, probably feeling slightly, erm, like, imposter syndrome [laughs].	Waiting to be caught out – imposter syndrome. Still feels isn't there yet.
	Interviewer - Hmm-hmm, hmm-hmm.	
RQEP feelings	Respondent - Erm, no, everybody else knows everything and I'm, you know, not ready or need more, you know, time.	Everybody else knows everything – idea that she is the only one that feels this, the only one who isn't full of knowledge. Loneliness, waiting to be caught. Fear of failure, fear not ready – need more time
	Interviewer - Hmm, hmm.	
RQEP anxiety	Respondent - So, I think I was probably quite anxious at the start.	Fear initially as RQEP. Implications for supervision?
	Interviewer - Hmm-hmm.	
Anxiety reduces with continuing development	Respondent - Erm, and I think probably over the last three years, that's reduced over time.	Fear as RQEP has reduced.

	Interviewer - Hmm-hmm.	
	Respondent - Erm, not that I – I still find myself, erm, in situations where I feel like I have little experience or little, erm ...	<p>Re-assessing her statement. Eager to be clear.</p> <p>Still has fear despite lessening. Still feels inexperienced in some situations.</p>
	Interviewer - Hmm.	
<p>Peer supervision sought frequently when feeling uncertain</p> <p>RQEP fear of unknown to more comfortable with not knowing later</p> <p>Learning and confidence building parallel path</p> <p>Supervisor as safety net</p>	<p>Respondent - That I- I – you know, there's – I definitely seek, sort of, peer supervision quite frequently because I still feel like I come into situations where I'm like, you know, it's new, it feels very, erm- er, like I'm – not out of my depth, but I still sort of get that sense of, 'oh, this is something new, this is something different.' But I think what's- what's happened over time is that, you know, from where I was maybe two-and-a-half years ago to now is that in the moment, I- you know, I might still need to go away and reflect, but in the moment, I'm not thrown by those situations so much. I've kind of got, you know – so- so, I guess in terms of what I think of as a- a- as a new EP, I think, you know, the reality is, it's you're- you're learning on the job. Your training gets you to a certain point of being ready, but actually, you know, every bit of casework you do is different and, you know, I think there's still a lot of confidence building. Or when you're a</p>	<p>Seeks peer supervision – why peer not 1:1?</p> <p>Newness = scary.</p> <p>Out of my depth – may drown.</p> <p>Recognition of development – not thrown now even if doesn't have immediate answers.</p> <p>Learning on the job, every case different, confidence still developing.</p> <p>TEPs have safety net – to catch them.</p>

	trainee, there's that safety net of a supervisor who checks everything you do ...	
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Appendix X: Ethical Approval Certificate



GRADUATE SCHOOL OF EDUCATION

St Luke's Campus
Heavitree Road
Exeter UK EX1 2LU

<http://socialsciences.exeter.ac.uk/education/>

CERTIFICATE OF ETHICAL APPROVAL

Title of Project: An Exploration into the Supervision Experiences of Newly Qualified Educational Psychologists

Researcher(s) name: Emma Varley

Supervisor(s): Brahm Norwich
Margie Tunbridge

This project has been approved for the period

From: 14/03/2017

To: 01/09/2018

Ethics Committee approval reference:

D/16/17/29

A handwritten signature in black ink, appearing to read "Chris Boyle".

Signature: (Dr Christopher Boyle, Graduate School of Education Ethics Officer) Date: 14/03/2017

