

CSA UK 15 Diploma in Coaching Supervision Tutor Guide and Pack As at 21st September 2020

Welcome to the CSA's UK15 Tutor Guide. This also forms your contract with CSA International. The schedule of payments will be communicated separately via Michael Smith, Operations Director. All invoices should be sent to Mike. This Tutor Guide is to be read in conjunction with the 2020 Course Handbook. This Tutor Guide is a living document as we develop our work together; and as we merge various documents. Any developments or suggestions should be made to Monica Ross as our 2020-2021 Senior Tutor in the first instance.

With our thanks
Karyn Prentice and Elaine Patterson
UK15 Programme Co-Leaders

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1. Introducing the Team

We are:

Co-Leaders:	Karyn and Elaine
Teaching Team:	Karyn, Elaine and Monica with input from Faculty members based on expertise and interests
Senior Tutor:	Monica
Tutors:	Karyn, Elaine, Kathryn, Monica, Jackee, Liz, Lynne, Doug and Will and Nino
Admin Support:	Sam Freemantle
Finance Director:	Michael
Course Director:	Miriam
Markers:	John Metherill and Jill Savage (and possibly Arti Maini too)

2. Role of Senior Tutor

The role of the senior tutor is to support the tutors in all aspects of their role, to help ensure consistency of approaches and sharing of information helpful in the design and delivery of the CSA experience.

Specifically, the Senior Tutor:

1. Is the first port of call with any issues arising for the tutors. The intent is for the Senior Tutor to be a resource for the other tutors.
2. Hosts and co-ordinates the Senior Tutor Calls
3. Will participate with the Co-Leaders in the selection and assignment of participants to tutors
4. Attends the pre-course calls
5. Attends Module 1- and 6 teaching days across the programme
6. Will seek feedback on the aspects of the tutor programme including design and implementation with the goals of both addressing small items as well as enhancing the overall programme going forward. Any recommendations for changes will be discussed with the Tutors, Faculty and Co-Leaders, and then passed to the Course Director for ratification.
7. Will bring their fully engaged selves to this endeavour and role-model the CSA values and standard
8. Optional: Watches the webinar recordings but this is not a requirement of the role.

3. Senior Tutor Calls

The purpose of the calls is to provide a safe and spacious space to review tutee progress and support tutors in their role. To this end with 24 participants this year and for the call to be more spacious each call will review 12 participants so over the year there will be six Tutor calls **but each Tutor only needs** to attend 3 in total. We will use CSA's Zoom Room for our Senior Tutor Calls. Sam F will co-ordinate dates and will email the Zoom room link prior to each call. There will be three Tutor calls during the programme between Modules 1 & 2, 2 & 3 and 3 & 4. Tutors are asked to attend one Tutor call per module. A rota of tutors for each call will be compiled

and dates co-ordinated by Sam F via Doodle so we can all get the opportunity to work in depth with each other across the module on these calls.

Calls will be recorded. Monica will lead all the calls and Elaine and Karyn will join the calls primarily as tutors but will take any issues for further discussion and action as agreed and as appropriate.

The dates for the Tutor Calls are:

Between Module 1 and 2

Group A: TBA

Group B: TBA

Between Module 2 and 3

Group C: TBA

Group D: TBA

Between Module 3 and 4

Group E: TBA

Group F: TBA

4. Role of the Tutor

As extracted from the March 2020 Course Manual

Role

To provide 1:1 tutorial support for 6 x one hour sessions over the course of the programme.

Responsibilities

- To support the student's process, including assisting in the understanding and integration of course materials.
- To partner with their Tutee to ensure successful completion of all aspects of the programme, with particular reference to reading, written work, supervision triads, and attendance of the webinars.
- To ensure that their tutees are having regular supervision sessions with their supervisor, and that they have been able to find the required number of supervisees to work with (5 supervisees, one of whom, may be a group - each having five sessions – i.e. 25 sessions to be completed in total).
- To evaluate the student's supervision of the tutor and give developmental feedback drawing on the Capabilities and Competences framework as a guideline.
- To liaise with the Senior Tutor with regard to the student's progress, including mandatory attendance at 3 calls with the Senior Tutor.
- To write a Reflective Note on their tutees pre-course work.
- To submit a Tutor Report Form in respect of each tutee on the appropriate date (as stated in the course handbook). This report must be shared with the tutee before being submitted.

- May include reading the case study. Please advise your tutee, that you cannot give directive advice, which may affect the marking of their case study. You can only give general feedback - e.g. if the student chooses to write an academic/research paper, then you might tell them that this isn't what is required.
- Support the Observed Practice Groups as agreed and scheduled.
- Highly recommend attendance at least one course day to familiarise themselves with any changes to the course materials/curriculum

If attending any of the Course Module Training Days or Webinars, Tutor's responsibilities include:

- To be fully present and engaged.
- To input experience if requested /if appropriate.
- To be aware of impact of sharing in a large group and moderate accordingly.
- If agreed/ requested to facilitate the Observed Practice Coaching Supervision sessions:
 - To help the observer to facilitate the process.
 - To give additional support.
 - To feedback any observations.
 - To make appropriate links to the course concepts and material.
 - To give feedback to Programme Leader/Lead Trainers on their observations of student's progress.

The Tutor's role may be summarised as attending to Process, Content and Expectations as follows:

- The Process – Tutors assist in clarifying the process, the requirements, and the many issues that are raised about the flow of the modules, the responsibilities of the triads, the acquisition of supervisees, the timing of group supervision endeavours and being the overall process support/advisor, or when tutees might be struggling with organising themselves with all the requirements, or need a point of clarification on elements of the Module. The tutor is the first point of contact for the participant on process.

- The Content – Tutors assist in discussing and clarifying key content areas from the individual’s specific inquiries, debriefing the content of the modules, providing guidance to resources available in the Dropbox folders, sharing examples of applications of the materials, and providing support.
- In the individual Tutor sessions, the tutor will support the tutee **to track their** progress with the requirements of the course. That is in conjunction with the Tutee and with reference to the online tracking tool, they will discuss how their reading is going, their attendance at webinars, how the triads are working, the number of meetings they have had and that they are updating their learning journal. Whilst the tutor does not need to know the content of the supervision sessions, they do need to **confirm** that the tutee’s supervision sessions are progressing on target. If they are falling behind on this element or indeed any of the elements it can often indicate another issue is at play and may need some gentle probing.
- Expectations – CSA sets a high professional standard for participants in the programme. The Tutors are part of the process of ensuring those standards are understood, helping participants identify where further development is needed, exploring potential ethical issues that may come to light, role-modelling the values and standards of CSA in their interactions.

Clarifying the Difference between the Tutor and the Supervisor

The participant engages with their Supervisor in supervision of their supervisees during the CSA programme. Supervisors will not read or comment on a Student’s Learning Log or Case Study. Tutors can ask questions but the responsibility for the quality of the work and its submission rests with each student.

Section 5. Matching Tutors and Tutees Process

Students will be assigned to a tutor. This assignment process will be done jointly by Elaine, Karyn and Monica by the end of September 2020. Tutors will be ideally notified by 30th September 2020.

The assignment process will consider several variables including:

- A consideration of the Learning Outcomes articulated in the pre-work
- Avoiding dual relationships as best as we can.
- Geographical location and time zones of tutors and students.
- An alignment of tutee interests and learning needs with the experience and capabilities of the tutors.
- A diversity of learning styles.
- A diversity of experiences, practices, cultures and personalities.

Suggested communications timetable - which needs to be finalised with Sam F - is as follows:

September 6 th 2020	Participants submit pre-work
September 16 th 2020	Tutors to respond to Sam F's email requesting disclosure of any dual relationships with participants
September 30 th 2020	Tutors will be notified of assignments and access to the tutees' pre-work will be provided
October 2 nd 2020	Tutees will be notified of their tutor
October 31 st 2020	Tutors will provide written reflections to tutees no later than the end of October

6. The Tutor Pack

The updated Tutor Pack is now incorporated in this document so that all of the documentation is now in one place. Here are the proposed versions of the email. Tutors are welcome to customise the emails for their tutees.

Welcome Email from Tutor

Tutee's Name

Dear

I am delighted to have been assigned to you as your tutor to support you and accompany you on your learning journey in relation to the CSA Diploma in Coaching Supervision. We will have six tutorials over the course of the Diploma. I will email you in the next couple of days to set up our 1st session after Module 1.

I attach the Tutorial Agreement. After you have read through this, if you are still unclear or uncomfortable about any aspect of the Agreement, please call or e-mail me. Information about the Aims and Approaches of the Course, the Course Requirements and Reading List as well as my role and responsibility as your Tutor is given in the Course Handbook.

I hope that you will find the information helpful.

All the best until our first session.

Warmly,
Tutor

Tutor and Tutee Agreement

Agreement between Tutor and Tutee: Date

Tutor:

Tutee:

Frequency: Tutors/Tutees will agree the dates of tutorials together taking into account diary pressures, practical considerations and appropriate spacing across the course.

Session procedure: Tutees will call at the pre-arranged time – phone, skype or similar service as agreed between us.

Changes and Cancellations: Tutees will give at least 3 working days' notice if they need to reschedule. Where possible, sessions will be rearranged during the current month.

Virtual tutorials: If for any reason connectivity or technology does not support the session, we will reschedule.

The Service: Tutors partner with tutees to support them on their learning journey throughout the CSA UK Diploma in Coaching Supervision. Tutors and tutees decide together on the specific focus of tutorials. The frequency of tutorials may be reviewed at any time provided they occur within the time frame of the course.

Confidentiality: Tutorial conversations are also confidential within the CSA team. Any sharing of information between the CSA team is strictly controlled and only necessary points are shared - enabling the team to attend to group and individual learning. Tutors will notify the Senior Tutor of any concerns regarding tutees' progress on the course as early as possible, together with any recommendations for extra support - enabling tutees to successfully complete the course and reach the desired standard as a CSA Graduate. The Senior

Tutor will raise any concerns not resolved with the Programme Co-Leaders and recommendations for action will be recommended and agreed. Tutors will where possible raise any concerns with tutees in the first instance. Tutors will not use any information for their own benefit, nor disclose information, to a third party outside of the course.

A Tutor Report Form will be submitted at the completion of our work together to the Markers. You will be given a copy of the report.

Signatures (or an email agreeing to this contract) indicate full understanding and agreement with the information outlined above.

.....
Tutee

.....
Date

.....
Tutor

.....
Date

For 1st Tutorial

Dear ...

I am looking forward to our 1st session together on

Here is the Zoom link for us.....

In preparation for our 1st session, here are a few reflective questions you might want to consider as we start our work together:

1. As we develop our learning container, what are important aspects that you wish to include in our contracting conversation
2. What aspects of the Coaching Supervision Diploma Course do you want to focus on that you feel will particularly help you in your development as a coach supervisor? Sharing this will enable us to support each other.
3. What particular situations that have arisen in the first module of the course that you would like to look at in more depth?
4. What models/tools that we use at CSA are you really interested to know more about, and develop for yourself?
5. Is there information that you feel is important to share with us that will help us support you and your learning journey on the CSA UK Diploma Course?
6. What do you want to focus on in this session?

If you have any questions in the meantime please do not hesitate to contact me

Warmly

Tutor

For Subsequent Tutorials

Dear

I am looking forward to our tutorial on.....

Here is the Zoom link

In preparation for our session, here are a few reflective questions - and you may have many others - to inspire our work together.

1. What do you want to focus on in this session?
2. What particular situations or learning aspects have arisen in relation to the course that you would like to look at in more depth?
3. What have been your points of learning since we last met? How have you grown?
4. What additional areas for further learning have come to your attention?
5. How do you plan to incorporate this learning into your practice? What will change? How will you be different?

Warmly

Tutor

7. Reflective Writing Exercise for Pre-Course Work

Tutors will provide written feedback on each tutee's pre-course written work by the end of October 2020.

The purpose is for tutors to honour their pre course studies, enable the tutee to feel 'seen' by their tutor and to begin to build the tutor / tutee relationship - – a role modelling of the power of connection and learning that comes from “pen to paper”

Anticipated Value

We anticipate that this process will:

- Deepen the tutor's engagement with the tutee's pre-work writings
- Provide the tutor and tutee with an accountability structure and method for engaging with the pre-work
- Create shared vulnerability with the tutor's sharing their reflective writing with the tutee
- Begin the one to one relationship between the tutor and tutee prior to the first session, give them some experience of eyes 5 and 6, one of the biggest areas of learning they will need

The Process

- You will receive the pre-work of your tutees from Sam, through a link to the Dropbox
- After you read it, please write your reflections and send back to the tutee. The format is explained below
- This will provide them with food for thought, an experience of your reflections and acknowledgment of their reflections and to meet them at a new level of understanding

The Format

About one page in length for each tutee.

You may want to include:

1. What did you (the tutor) think, feel notice in yourself as you read their papers? What was coming up for you?
2. What might you want to explore together in your first Tutorial session?
3. Any themes or general signposting - given the length of your reflections this will likely be a light touch.

Section 8. Online Tool for Tutee and Tutor to track progress

A user friendly online progress tracking tool has been developed by Mike Smith for the tutees to complete as they move through the programme. Tutees will be encouraged to fill in the details as they complete each element of the programme. Tutees can share the updated tracker sheet via e-mail with their Tutor after session 2, session 4 and before the final Tutorial session.

Monica will provide a brief demo of this tool at our first meeting as Tutors in October.

CSA UK15
TRACKING SHEET FOR TUTORIAL WITH TUTEE
Mobile Number, (check if on WhatsApp)
Supervisor:
Triad:

Date	Supervisees	Supervisor	Triad	Webinars	Reading	Key Areas

9. Tutor Reports

In the event that you feel that your tutee has not met the required level of practice, please tell us what discussions you have had with your tutee regarding this; particularly in relation to the areas you believe your tutee needs more time and support. What have you said and what was your tutee's response?

Tutor Report Form

Send to CSA Admin at the end of the CSA Diploma Course

Tutee:

Tutor:

Your Tutee should have had 6 tutorials with you before 30th September 2021.

Please comment below:

Please confirm that all tutorial sessions have been completed?

If they have not, please identify how many sessions the tutee has had

To fulfil all the requirements of the course a student must have had six Tutorials.

Please confirm that your tutee has met the following CSA requirements following Module Three. *(please check the boxes)*

Completed all course pre-work

- Had 8 triad sessions including two Double Triads (group supervision experience). Of the 6 standard triad sessions ensuring that the tutee has practiced the role of supervisor, Supervisee, and Observer during each session.
- Attended at least 9 webinars (the minimum)
- Supervised 5 supervisees for 5 sessions each (or 4 supervisees and one group)
- Had 8 sessions with their CSA coaching supervisor
- Completed the required readings
- Attended all 4 Modules
- Attended 6 tutorials
- Attended 3 Observed Practice Groups
- Submitted their case study and learning journal

What have you observed to be the main focus of the student's learning over the period of the course, and how you have seen them evolve?

Based on tutorial sessions, comment on the degree to which your tutee has reached the level of practice required for the Diploma in Coaching Supervision, as outlined in the competencies. If you believe that the student has not reached the required level of practice, what have you observed to be the reason for this?

If you consider your tutee has not met the required level of practice, what further learning do you think is appropriate?

Please tell us what discussions you have had with your tutee regarding this - particularly in relation to the areas you believe your tutee needs more time and support.

Many thanks for your time
Karyn and Elaine
Co Leaders UK Diploma Course