

2026 Edition



Coventry AMHP: *Group Supervision Handbook*

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Document Control

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1. Introduction

This handbook is provided to all members of the Coventry AMHP service who are taking part in the AMHP group supervision arrangements 2025-2026. The materials included within this document include both information about the Coventry Supervision arrangements and group reflective processes and models.

Additional reading, resources and tools are embedded within the handbook and can be used for CPD purposes.

2. Supervision Agreement

The supervision agreement that is in place to underpin these sessions is as per the Coventry supervision policy, with amendments to reflect the purpose and structure of the group arrangements.

Supervision Agreement	
Name of Supervisee:	Coventry AMHP Team
Name of Facilitators:	DCC-i - Daisy Long & David McGill
Covering Dates:	March 2025 – March 2026

Supervision arrangements including type frequency and duration:
<ul style="list-style-type: none">• Quarterly Group Supervision.• Duration: 2 hours (10-minute comfort break)• AMHP supervision Handbook provided to all attendees

Please Note: Attendance at each group meeting session is taken as acceptance of this agreement.

As supervisee/s and facilitator/s, we agree to the following:

- That the aims of the session will enable us to reflect on issues affecting your role in the organisation, to develop personally and professionally towards achieving, sustaining and developing high quality work and practice
- The sessions will be supported and guided by the Supervision Policy. The sessions will be recorded in line with the Policy
- That privacy will be ensured, and the time and space for these sessions will be valued



and protected by avoiding interruptions

- To respect each other's views and be open to feedback where areas of concern are identified the supervisee has a responsibility for these being brought to the attention of their line manager and the Facilitator has a responsibility to address this with the supervisee

As Supervisees, we agree to:

- Prepare for the session
- Take responsibility for making effective use of time
- Take joint ownership of making effective use of supervision sessions in line with the Supervision Policy
- Identify and action any learning or developmental needs

As Facilitators, we agree to:

- Offering support, help and constructive challenge
- Provide information, advice and signposting to enable reflection on issues affecting the supervisee's role in the organisation
- Keep a record of supervision that has been undertaken which may be made available for audit purposes
- To inform the line manager, after consultation with the supervisee, of any issues related to practice or workload where appropriate



Coventry AMHP
Supervision Agreement

3. Coventry Supervision Policy

Groups will be convened in accordance with the Coventry staff supervision policy and procedures, a copy of which is included here for reference.



ASC Staff
Supervision Policy.p



4. Confidentiality & GDPR Arrangements

Confidentiality arrangements are in accordance with both Coventry supervision policy and DCC-I Data Protection and GDPR arrangements. A copy of which is included here for reference.

A summarised record of discussions and action points will be recorded and provided to group participants for the purposes of their own portfolio and CPD records, however all information will be anonymised and no personal information about either participants or individual cases will be recorded to preserve confidentiality.



DCC-i External
GDPR and Confiden



DCC-i Privacy Notice
2024 updated Sept 2

5. Group Supervision Overview

Group supervision is facilitator-led structured process that is agreed by the facilitators and supervisees. The makeup of the group depends on the goals of the supervision. Group supervision is a complement to, rather than substitute for, one-to- one supervision.

Group supervision uses a group setting to enable members to reflect on their work. By pooling skills, experience and knowledge, the aim of the session is to provide the opportunity to engage in critical reflective process. The goal of the sessions may be to solve problems and work through dilemmas, learn from both your own and other practitioner's decision-making processes, and benchmark your own practice with that of your peers.

Effective group supervision can result in faster, more effective critically reflective process, drawing on the expertise of a group of people. It allows for learning from the diverse backgrounds and provides different perspectives on situations. Group supervision presents an opportunity to address the concerns and issues of individuals and an opportunity to develop teams.

- Can give participants an increased sense of support by realising others have similar concerns.



- Allows space for participants to find new and better ways of dealing with their own situations by listening to others.
- Can allow supervisees to explore different ideas about the situation by obtaining a range of feedback from others about issues or concerns.
- Provides a safe environment where individuals can discuss their limitations and problems without criticism.

We have included an additional resource here which sets out the method and the rationale for the use of systemic group supervision in practice to provide you with a broader context of the approach.



Group Supervision
Overview.pdf

6. Action Learning Approach

Action Learning is a very structured and facilitated process consisting of a group of peers (known as a Set) who meet regularly over an agreed period to support each other's growth through challenging and supportive discussions. The core process involves Set members presenting live, current work issues, opportunities, ideas or problems on which they wish to change, improve or make decisions about.

Learning and reflection is facilitated through the questioning of the issue presented and planning actions based on the insights and ideas discussed and debated. This is followed by the individual implementing their actions then reporting back progress and outcomes on which they reflect. The design of the process is therefore crucial to its success.

The key elements in Action Learning are:

- Members arrive at their own action points and insights about real practice challenges.
- Value comes from hearing others talk through problems and identifying options.
- Learning comes from the topics shared and from reflecting on the group process.



- A facilitator guides, encourages and maintains the structure of the session and the focus on learning.

We have included some guidance notes here which set out the process and structure of action learning sets to provide you with a wider context for the approach, and to provide a set of useful questions for set discussions to get you started.



Action Learning
Sets Overview.pdf





Action Learning
Useful Questions.pdf

7. Reflective Model Summary

There are a wide range of reflective models available for use within a group supervision context. Three such models are included in the Coventry strengths-based practice handbook, as illustrated here

Models for Case Reflection

‘Head, Heart & Hands’ Model

Head	Heart
Hands	

Tool 3 Head, Heart & Hands (Cameron, 2005)

Curiosity and reflection in practice does not just allow practitioners to consider various hypothesis but should also enable practitioners to identify emotional or personal barriers within practice. Emotional resilience is closely related to emotional intelligence. Cameron's (2005) model enables practitioners to separate the various emotions, thoughts and behaviours in an uncomplicated pattern which enables practitioners to safely express their emotions, feelings and behaviours.






Source: Coventry SBP Handbook 2019; p.32.



Models for Case Reflection

SHARED Model



S 	What have you seen? What haven't you seen? What might you have lost sight of? What would a good outcome look like?	
H 	What/Who have you heard? What haven't you heard? Whose voice is the most influential? Is there someone you need to hear?	
A 	What have you done? What approach did you take i.e. strengths based? What impact has it had? What hasn't been done?	
R 	What have you read? Previous case notes? Research/Theory. Legislation.	
E 	How are you evaluating all of this? What is important? What isn't? How do you feel? What impact does that have? What's worked well? What hasn't? What are the facts? How do you know?	
D 	What decision have you reached? How do you need to take that forward?	

Source: Mclean, Finch & Tedam 2018 in Coventry SBP Handbook 2019, p.31

Models of Case Reflection

McClures Reflective Questions (2002)

(Coventry SBP Handbook, 2019; p.32)



- What exactly did you do? Why did you choose that particular action?
- What were you aiming for when you did that?
- What theories and models informed your practice? Was it helpful? How?
- What research informed your practice? Was it helpful? How?
- What did you hope to achieve? What did you do next?
- What were your reasons for doing that? How successful was it?
- What alternative steps were there? Do you feel you could have dealt with the situation better? How would you do it differently next time?
- How do you feel about the whole experience?
- What knowledge and skills did you demonstrate? Was it helpful? How?
- How does this impact or support your values?
- How did the service user feel about the actions took? How did you know?
- How are past experiences influencing your current practice?
- How has this changed or support the way you will do things in future?

The use of specific models and structured activities will be agreed with participants as part of each meeting; however, we have included an overview of a range of approaches here for reference.



DCCi Models of
Reflection Handout





Intervision Model of Peer-led Group R



Appreciative Inquiry Model.pdf



DCCi Socratic Questions Summary.



Risk Influences.pdf



Tool - Appreciative Inquiry.pdf



Tool - Bells that Ring.pdf



Tool - Group Reflection.pdf



Tool - Wonnacotts Discrepancy Matrix.pdf



Critical Incident Analysis.pdf



Reflective Case Discussion Model.pdf



Work Discussion Model.pdf



Tool - GROW Model.pdf

8. Supervision Record Template

The following template will be used as the basis of the group supervision record. All attendees at each meeting will be issued with a copy within 7-days of each meeting taking place.



Supervision Record Template 2025-2026.

Appendix 1: Coventry Practice Resources

We have included some of the models within the Coventry practice resources within this handbook, however the full documents are included here for reference.



Coventry Direct Work Resource Pack



Coventry Strength Based Practice Hand

Appendix 2: Downloadable Resources Index

1. Supervision agreement for AMHP group supervision 2025-2026
2. Coventry ASC Supervision Policy
3. DCC-I GDPR and Confidentiality Policy
4. DCC-I Privacy Notice



5. Group Supervision Overview
6. Action Learning Set Overview
7. Action Learning Set Useful Questions
8. Appreciative Inquiry Model.
9. Socratic Questions Cheat Sheet
10. Risk Influences
11. Reflective Models Overview
12. InterVision Model of Peer-led Group Supervision
13. Appreciative Inquiry 4 Ds
14. Bells that Ring
15. Group Reflection
16. Wonnacott's Discrepancy Matrix
17. GROW model
18. Critical Incident Analysis
19. Reflective Case Discussion Model
20. Work Discussion Model
21. Supervision Record Template
22. Coventry Direct Work Resource Pack
23. Coventry Strengths-Based Practice Handbook.

