

International Integrative Psychotherapy Association

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**TRAINING STANDARDS FOR
CERTIFIED INTERNATIONAL INTEGRATIVE PSYCHOTHERAPY
TRAINER AND SUPERVISOR
(CIIPTS)
AND
CERTIFIED INTERNATIONAL INTEGRATIVE
COUNSELLING TRAINER AND SUPERVISOR
(CIICTS)**

**COMMISSION FOR STANDARDS
AND CERTIFICATION**

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Index for CIPTS/CICTS Training Standards

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I. TRAINING STANDARDS ROUTE FOR Certification – Certified International Integrative Psychotherapy Trainer and Supervisor (CIPTS) / Certified International Integrative Counselling Trainer and Supervisor (CICTS)

1. Basic requirements

Certified Integrative Psychotherapist or Certified Integrative Counsellor (CIIP/CIIP).

Active membership in the International Integrative Psychotherapy Association.

2. Preliminary training process

During the training process the future trainer and supervisor is helped to grow in his/her new role by an experienced IIPA Certified Trainer and Supervisor. Both need to have a healthy relationship focused on the trainee's needs and genuine mutual respect. There are different stages in the training, which will require an attuned response by the principal Trainer/Supervisor in a modeling role for the candidate.

The CIPTS/CICTS community also plays an important role in this process by supporting the work of the future Trainers and Supervisors and their principal Certified Supervisors.

2.1 Essential steps for acquiring certification as an IIPA Certified International Integrative Psychotherapy Trainer and Supervisor (CIPTS) / Certified International Integrative Counselling Trainer and Supervisor (CICTS):

The trainee chooses a principal Trainer/Supervisor who agrees to perform the tasks of Trainer and Supervisor.

The trainee writes a self-assessment of his/her basic performance regarding the core CIPTS/CICTS competencies and discusses them with the principal Trainer/Supervisor.

The Trainer/Supervisor and the trainee create a training plan to become an IIPA Trainer and Supervisor and agree to a training contract, taking into account the style, preferences, strengths and skills of the candidate and areas which require further development.

The person starts a period of training before his/her own teaching with such activities as readings, attending workshops, conferences, assisting the principal Trainer/Supervisor in his/her own teaching.

The trainee writes an essay about:

- Experience when training to become a CIIP/CIIC.
- Theories and methods of teaching and supervising.

The essay is discussed with the principal Trainer/Supervisor.

- The candidate discusses with main Trainer IP program that includes:
- Required areas of a four-year training:
 - Theory of motivation in Integrative Psychotherapy.
 - Theory of personality in Integrative Psychotherapy.
 - Theory of methods in Integrative Psychotherapy.
 - Theories of human development throughout the life cycle.
 - Theories of psychopathology and understanding the creative accommodation.
 - Other theories of assessment and intervention.
 - Other psychotherapeutic approaches.
 - Biological, social and cultural issues in relation to psychotherapy.
- Additional areas of training
- Philosophy, frequency, format and methods of teaching and supervising
- Lists of teachers involved in the program
- A plan for ongoing individual or group supervision for the CIP and CIC in training
- Evaluation methods

2.2 Before starting training the candidate attends an International IIPA FTW workshop about theories of teaching, supervising and ethics.

Administrative requirements to attend the workshop:

- Application for attendance.
- Applicant background documentation.
- Acceptance of the IIPA Code of Ethics.
- An active paying member of the IIPA.
- Payment of the fee for the workshop.
- Two endorsement letters: one letter from the principal Trainer/Supervisor; the second one from a certified Integrative Psychotherapy Trainer/Supervisor.
- Curriculum Vitae.

- Present a training program, which includes:
 - Philosophy of training and supervision.
 - Content and training methods.
 - Duration: frequency of training sessions, workshops, training hours, attendance requirement.
 - Trainers in the program.
 - Certification for CIIP and CIIC.

The workshop is designed to provide in a group format opportunities to exchange programs and methods to assess basic competencies of attendants regarding training and supervision, personal strengths and areas of future development.

The workshop validates each candidate and gives recommendations to be taken into account by the principle Trainer and Trainee.

The workshop acknowledges and validates the ability of the candidates to teach and supervise and identifies the lines of futures development in the role of Teacher and Supervisor.

The staff gives each participant written feedback to support future development.

The candidate discusses the feedback with his/her principle Trainer/Supervisor and constructs a plan for development.

2.3 Developing professional competences as Trainer and Supervisor: Assisted period as Trainer and Supervisor of future CIP/CIC.

The aim of this process is to fulfill a period of development of personal skills as Trainer and Supervisor in a relational context.

There are several tasks and steps involved:

After having attended the International workshop the candidate starts a period where he/she works regularly with the principal Supervisor to develop the identified lines of professional development.

During this period the person is expected to attend International training, workshops of teaching and supervising development, at least three within a five-year period.

A “Learning Journal” is maintained to facilitate internal awareness of personal and professional needs and improvements. In this journal are written reflections about

supervising and teaching, personal experiences, new insights and methods. This is done in an ongoing basis and it is discussed with the main Supervisor.

The candidate develops a continuing professional development plan (attendance at courses, conferences, workshops, giving presentations at national and international conferences, professional meetings, written articles, etc.) and a plan for personal development (own supervision and psychotherapy).

During this period, ongoing evaluation exchanges are carried out with the principal Supervisor where attuned constructive feedback is received for live demonstrations of teaching and supervising.

The trainee and principal Trainer/Supervisor put together an annual report about improvement of basic competencies.

2.4 Preparation to train future Trainers and Supervisors.

After having completed at least 200 hours of teaching and 30 hours of supervised teaching with a CIPTS/CICTS, and 300 hours of experience on individual or group supervision and 50 hours of supervision on the supervision with a CIPTS/CICTS, the candidate starts a period of training aimed at supervising future Trainers and Supervisors. This process involves several tasks:

The trainee writes a self-assessment about his/her performance on the core CIPTS/CICTS competencies to train future Trainers and Supervisors and discussed them with the principal Trainer/Supervisor.

The Trainer/Supervisor and the trainee agree on a training plan taking into account the trainee's needs, style, background and areas which require further development.

The trainee starts a period preparation before starting the new role by means of readings, attending workshops and conferences.

The candidate writes an essay about:

- Experiences as a trainee to become a Trainer and Supervisor.
- Relational methods to train future Trainers and Supervisors.

The candidate discusses the essay with the principle Trainer/Supervisor.

At the end of the period the person is expected to have develop and be ready to demonstrate the core competencies of a CIPTS/CICTS, both training for CIIP/CIIC and those in training to become Trainers and Supervisors.

3. End of the training process: Acquiring the acknowledgement to teach and supervise future Trainers and Supervisors.

The end of the period of assisted training and supervising is reached by a formal procedure carried out at an International workshop. The procedure is aimed at acknowledging and validating the attainment of a level of skills which allows the person teaching and supervising to use the credential CIPTS/CICTS and to accept training contracts of future Trainers and Supervisors.

Administrative requirements to attend this workshop:

- Having a certified record of 300 hours of teaching and 50 hours of supervised teaching with a CIPTS/CICTS.
- Having a certified record of 500 hours of experience on individual or group supervision and 50 hours of supervision with a CIPTS/CICTS.
- Having at least 250 hours of certified personal therapy. Those might include individual therapy, group therapy and/or other processes addressed to the personal growth and awareness.
- Application for Certification (form available).
- Accurate Background documentation (form available).
- Acceptance of the IIPA Code of Ethics (form available).
- Active membership in the IIPA.
- Payment of the fee for the evaluation.
- Supervisor/Trainer's final evaluation and recommendation for applicant applying for Certification as an Integrative Psychotherapy or Counselling Trainer and Supervisor (form available).
- A copy of the "Learning Journal".
- A report of the continuing professional development plan made during the training program.
- Annual reports made with the principal Trainer/Supervisor.
- Report of having passed a live demonstration of the candidate's ability to supervise made by the principal Trainer/Supervisor.
- Two endorsement letters: one letter from the principal Trainer/Supervisor; the other from a certified Trainer/Supervisor.
- Curriculum Vitae.

A training program, or equivalent self-study validated by the IIPA Training.

- Philosophy of training and supervision.
- Methods of training and supervision.
- Content and training methods.
- Duration, frequency of training sessions, workshops, training hours, attendance requirements.
- Trainers in the program.

- Evaluation methods for Level 1 (evaluation for CIIP or CIIC) accreditation.

The workshop is designed to provide, in a group format, opportunities to assess competencies regarding teaching and supervision.

In a group relational context the candidate is invited to show competencies to teach and supervise future Trainers and Supervisors, to exchange information and to receive written feedback about his/her competencies.

The teaching evaluation is carried out by means of a presentation, about a topic included in his/her teaching program, using theoretical and practical methods. The presentation will be no longer than 60 minutes and no less than 30 minutes. Included are the questions of attendees and evaluators about the topic taught. Following question time the candidate will receive feedback from the group of attendees about the teaching session. The evaluating team will meet with the candidate and relationally discuss how the candidate demonstrated his/her competencies as a trainer.

The supervision evaluation is carried out by means of two live supervising sessions, with a future CIIP/CIIC and a future Trainer and Supervisor. Each supervision session to be no longer than 60 minutes and no less than 30 minutes. The evaluating team will meet with the candidate and relationally discuss how the candidate demonstrated hi/her competencies as a supervisor.

The final certification is presented by a written evaluation with suggestions and recommendations for further professional development, if appropriate.

II. RESPONSIBILITIES of the Certified International Integrative Psychotherapy Trainer and Supervisor (CIPTS) / Certified International Integrative Counselling Trainer and Supervisor (CICTS):

Participates or provides an ongoing training program for CIIP/CIIC's: monthly or regular workshops, course, conferences, individual or group supervision.

Participates or facilitates Level 1 (CIIP or CIIC) evaluation at Training Institutes.

Participates or provides an ongoing training program for future CIPTS/CICTS: planning training, writing reports, supervising live teaching and supervision, writing annual reports, providing a contactful relationship in order to respond to trainees needs.

Takes part in International workshops for candidates in training CIIP/CIIC and CIPTS/CICTS.

Takes part in International evaluation boards for CIIP; CIIC; CIPTS; CICTS.

Continues professional and personal growth through on-going education programs, workshops and therapy.

III. Certified International Integrative Psychotherapy Trainer and Supervisor (CIPTS) / Certified International Integrative Counselling Trainer and Supervisor (CICTS).

The trainee shows commitment to the philosophy of Integrative Psychotherapy.

The trainee shows an ability to understand his/her strengths and limitations, and plans his/her and others' professional development.

The trainee demonstrates his/her ability to maintain a healthy teaching and supervisory relationship with trainees, a reciprocal relationship with trainees and respectful attention to relational needs.

The future Trainer/Supervisor has the capacity to model the role and methods of an Integrative Psychotherapy approach as described by the 'Keyhole'.

Supervising competencies:

- Applies an Integrative Psychotherapy philosophy and concepts of the 'Keyhole' to supervision, using inquiry, attunement and involvement in order to facilitate an increased capacity for contact in relationship, therefore increasing the supervisee's capacity for self-awareness and internal contact.
- Shows personal integration during the supervising process.
- Is respectful and attuned during supervision.
- Has the capacity to identify the developmental stage of the supervisee and be attuned to their professional needs also.
- Is able to give the needed tools for supervisees in the first stage of development, promotes growth of the psychotherapist/counsellor in the intermediate stage and facilitates stimulus for the advanced supervisor to consider alternative treatment approaches.
- Identifies key issues in the supervision and relationally addresses the issues.
- Engages in understanding the relationship between the supervisee and the client.
- Can identify a parallel process during supervision and address with attunement.
- Able to identify areas of professional growth, give feedback and support for future growth and development.
- Able to identify ethical issues in the supervision, and/or the corresponding issues between the supervisee's practices and local laws and address this respectfully in a contactful relationship.
- Able to ascertain and ensure the welfare of the supervisee and his/her client.
- Able to identify cultural differences in the supervising process and take them into account.
- Has knowledge and can demonstrate an understanding of other supervising theories and methods.
- Demonstrates their ability to engage with supervisory supervision to reflect and develop their ongoing practice as a supervisor.

Teaching competencies:

- Applies Integrative Psychotherapy philosophy and concepts of the 'Keyhole' to facilitate the learning process and promote an increased capacity of students for contact in relationship and increase their capacity for self-awareness and internal contact.
- Shows personal integration during the teaching process.
- Keeps a respectful and attuned relationship while teaching.
- Shows the ability to identify the professional developmental stage of trainees and their learning needs.
- Creates a learning contract attuned to the needs of trainees.
- Is able to match the content and methods of teaching to the needs and developmental stage of trainees.
- Provides stimulus and supports the motivation of trainees by being creative, facilitating experiences, using group dynamics, presenting lectures, discusses cases, references texts, promotes the personal interests of the trainees.
- Structures and organizes the content of teaching to the needs of the trainees.
- Able to reinforce trainee's former or present experience to introduce theoretical concepts and create a common experience (such as live therapy, experiential exercises).
- Keeps a live and attuned interaction with the group of trainees, identifies the group process and uses it to promote learning: adapting his/her rhythm to the group needs, adjusting the level of teaching to the level of trainee's knowledge, taking into account the level of development of the trainees group, their former cognitive frame of reference, and the affective process.
- Able to identify in the trainee a lack of required knowledge, skills, attitudes, or commitment to the Integrative Psychotherapy philosophy and to address them in a contactful relationship and to build individual training plans.
- Able to identify cultural differences in the training process and take them into account.
- Evaluates difficulties in the relationship that are interfering with the learning of trainees.
- Able to identify the learning problems brought about by introjections or childhood experiences.
- Has knowledge and an understanding of a range of other teaching methods that can be used to meet the learning styles of trainees.

IV. RECOGNITION OF PRIOR LEARNING (RPL) CERTIFICATION ROUTE FOR CERTIFIED INTERNATIONAL INTEGRATIVE PSYCHOTHERAPIST TRAINER AND SUPERVISION (CIPTS) / CERTIFIED INTERNATIONAL INTEGRATIVE COUNSELLING TRAINING AND SUPERVISOR (CICTS)

The recognition of prior learning (RPL) certification route is designed for IIPA members who have been actively practicing Integrative Psychotherapy or Counseling and have trained (minimum of 180 hours) within the Institute for Integrative Psychotherapy, New York, NY or

have trained with an accredited institute recognized by either the IIPA or the Institute for Integrative Psychotherapy, New York, NY.

Requirements:

- Application for certification.
- Applicant background documentation.
- Acceptance of the IIPA Code of Ethics.
- Two endorsement letters.
- Curriculum Vitae.
- Outline of general thoughts of a training program about Integrative Psychotherapy.

Personal Perspective and thoughts related to:

- Philosophy of training and supervision.
- Methods of training and supervision.
- Content and training methods.
- Certification for CIIP or CIIC.

Procedure

- In a group relational context the person is invited to demonstrate competencies to teach and supervise future Trainers and Supervisors.
- The teaching evaluation will be carried out by means of a presentation on a topic related to theories and theory of methods of Integrative Psychotherapy. The presentation is to be no longer than 1 hours and no less than 30 minutes. Included are the questions of attendees and the evaluators about the topic taught. After the ending of questions the candidate will receive feedback from attendees about the teaching session. Following this the evaluator's team will meet with the candidate to discuss relationally the way the candidate shows competencies as a teacher. Written feedback is given.
- The supervision evaluation is carried out by means of a live supervision. The time for each supervision session is no longer than 1 hour and no less than 30 minutes. Following this, the evaluator's team will meet with the candidate and discuss relationally the way the candidate shows competencies as a supervisor. Again, written feedback is given.

The candidate is presented with a final certification as an International Trainer and Supervisor (CIPTS/CICTS) with suggestions for further development.

APPENDIX

GENERAL RULES AND POLICIES FOR SUPERVISION FOR IIPA PSYCHOTHERAPISTS; COUNSELLORS; SUPERVISORS AND TRAINERS

Note: This document is for advice and information only. Please refer to the relevant detailed requirements documents for specific criteria for IIPA Training and Certifications.

Supervision is one of the major core concepts in IP Training and in IP Continuous Educational process in each of the certification levels.

To be a Certified Integrative Psychotherapist/Counsellor and a Certified Integrative Psychotherapist/Counsellor Trainer or Supervisor involves the commitment in a continuing process of self-development and growth in terms of learning and working through professional and personal issues, as well as development of personal and professional skills.

This supervision process also ensures that the Psychotherapist/Counsellor is receiving support and maintaining a source for satisfying the relational needs that occur for each Psychotherapist/Counsellor in the process of working as a real person in an involved and attuned Psychotherapy/Counseling

I. DIFFERENT STRUCTURES FOR SUPERVISION

In the IP training process we consider three main supervision processes:

A. Individual Supervision Setting

In this setting, the professional can ask to present and work through concerns, doubts or different needs that the Psychotherapist/Counsellor may encounter in his/her work with clients. The Psychotherapist/Counsellor can also work on awareness, meaning and possibilities of transference and counter-transference, that she or he is experiencing in clinical cases.

The person who wants to become a CIPTS/CICTS will need the recommendation of a Main Supervisor who knows her/his main strengths and specific needs for development and growth. The supervisory process has to be attuned and respectful of the particular skills and characteristics of the supervisee, as well as of their training development level.

The credit of this supervision is counted in terms of the number of hours working with a Supervisor, who must be a Certified Integrative Psychotherapy Supervisor. The number of required hours is a minimum of **150 hours** of which a minimum of **80 hours** of supervision with a CIPTS or CICTS, a minimum of **40 hours** must be attained with the candidate's principle Supervisor. The remaining hours can be attained, either before or during IP Training, using other approaches.

B. Individual Supervision in a Group Setting

In this setting, the professional can ask to present and work through concerns, doubts or different needs that the Psychotherapist/Counsellor may encounter in his/her work with clients. The Psychotherapist/Counsellor can also work on awareness, meaning and possibilities of transference and counter-transference processes, that she or he is experiencing in clinical cases.

The number of hours to certify in an individual Supervision in a group setting is the exact amount of time that the supervisee is presenting her/his casework plus for **each day of a 6 hours** Training/Supervision group we accredit.

- i. **One hour if the trainee presents a personal case plus One hour of the group hours if maximum of 12 participants or 1/3rd if the groups is 12 – 24 participants.**
- ii. The Supervisor can accredit an **extra hour of supervision** to a participant when he or she has given particularly important feedback and contribution to others participant in this group.

C. Relational Group Supervision Setting

The supervision setting through a Relational Group Process involves two types of supervision together in the same format.

- i. Individual presentations from each of the members of the group about her/his case (difficulties, doubts, therapeutic errors etc...).
- ii. Supervision as a relational therapeutic group.
That's it, each group member must commit to give continuous specific feedback to the Psychotherapist/Counsellor that presents a case, to relevant questions related to IP Concepts, theory and theory of methods that the supervisee is applying and presenting in the case presentation. Each group member is also committed to give theoretical examples of her/his own way of potentially working with the client that the other colleague is presenting, and remain attuned to the presentation and respectful of the presenter.

In this setting the Supervisor has two responsibilities:

- i. To provide a customary supervision process for each of the attendees (equal to an individual supervision in a group setting).
- ii. To work with group dynamics in order to:
 - a. Ensure there is equal participation for all the supervisees (and in the two task described above).
 - b. To maintain the group in terms of stimulus, motivations and a relational process between members.
 - c. To pay particular attention of the potential parallel processes that may appear more often in this format the work through them.

Processes of transference and counter-transference will occur in multiple levels, therefore, transference is one of the major points focus for the Supervisor, as well as to appropriate applications of theory.

This kind of supervision may include theory of methods, for example psychodrama, empty chair experiment, role-playing etc., the Supervisor may find this is useful for the process.

This supervision setting requires an ongoing time-structure that allows each of the members in the group to have time to resent her/his case, as well as to guarantee that each person in the group has time enough to do this inter-supervisory process.

All the members in this group commit and undertake being aware of the strengths' and needs of each member, together with giving mutual support.

In this setting there are many simultaneous levels of process involved due to the relational group process of supervision. As a consequence **all the hours devoted to this kind of supervision can be certified**, recognizing the value of the direct supervision as well as the learning process that comes with the group presentation from other members in the group (explicit and implicit learning). The Supervisor will write the report for the Certification process, having in mind all the processes and feedback coming from this type of supervision group.

COMPLEMENTARY PATHS IN THE SUPERVISORY PROCESS

A. Self Reflective Supervision

Temporarily the Psychotherapist/Counsellor or Trainer & Supervisor, may develop a reasonable self awareness and maintain an ongoing process working as an Integrative Psychotherapist/Counsellor through reflection, writing case studies and listening (or transcribing) therapeutic sessions.

Keeping a Learning Journal, focusing attention on her/his process of growth about the major insights gained in her/his own therapy and supervision and is a creative personal and professional commitment. A Learning Journal can include other information related to the Certification process, if she/he wants to share this as a document for her/his personal reasons, this should be done through her/his main Supervisor who will use the information in the endorsement letter for the certification process.

Because the formal supervision process requires the direct participation of a Supervisor, **these training hours cannot be certified.**

B. Peer Supervision Group

This is an informal self-organized group of Psychotherapists/Counsellors, on the basis of mutuality, equality, respect and commitment to learning, who meet to discuss together clinical cases and theory.

The responsibility of the welfare of the group and its members is a shared commitment by the group members.

A peer group can be a superb way of complementing the Supervisory process but cannot substitute regular individual or group supervision. It can offer an easy way for many candidates to benefit from the presence, inquiry and stimulus from other colleagues.

As above, since the formal supervision process requires the direct participation of a Supervisor, **these self-managed training hours cannot be certified.**

II. TRAINERS & SUPERVISORS

Certified Trainers and Supervisors, to the greatest extent, are involved and dedicated Integrative Psychotherapist/Counsellors in their own process of improving themselves, their theories and theory of methods.

The total number of hours required when applying to become a Certified Trainer & Supervisor is a minimum of **200 hours** with a Certified Supervisor & Trainer. After the process of Certification she or he accepts the commitment to continue learning and supervising by her/his own ongoing resources of Supervision and Training, and/or attending workshops, seminars etc., that the IIPA or professional IP Associations may organize regularly in the period of our biennial conference.

These hours should be specifically about supervising; teaching seminars and supervisory skills, taking into account psychotherapeutic and relational approach and conceptualization of teaching, supervision and psychotherapy/counselling.

III. C.S.C. – COMMISSION OF STANDARDS AND CERTIFICATION

The Commission of Standards and Certification has the goal of revising and improving the Certification processes for Integrative Psychotherapists/Counsellors whatever the level of development and specific needs of the professional in her/his therapeutic approach, methods and personal integration through the Certification process. The main goal is to offer support to the Association members in the Certification process to extend, actualize and be beneficial.

In order to ensure this process is well regulated and beneficial, the Commission may request a **consultation** from more advanced members in our IIPA community in order to receive external feedback on the CSC's undertakings.

The quality of CSC's undertakings will be protected by a Chair rotation every **4 years** and for a rotation of the Commission's members, maintain at least one-person form each country, however, not all the members will be substituted simultaneously.

IV. GENERAL OBSERVATIONS, RECOMMENDATIONS AND COMMENTS

Some specifications and comments for structuring Supervision:

- i. Generally, with regard to Training supervision, it is possible to choose the Supervisor in private practice, however this may not always be possible when working in National Institutes.

- ii. It is possible to have multiple and simultaneous Supervisors in a group, working in parallel; **this should not be counted as multiple supervised hours by supervisees.**
- iii. Often there are different levels of Training supervisees in a Training supervision group, it is acceptable to have a mixture of different levels.
- iv. Supervision of two co-Psychotherapists/Counsellors is acceptable.
- v. Supervision of two, if more than two this would fall into the category of a “group”.
- vi. The duration of supervision needs to be aligned by the number of members and hours. It is not recommended more than 10 members for 6 hours of group supervision.
- vii. It would be appropriate for a Training supervision group to meet at least 4 to 6 times per year.

This document has been designed to offer some guidance and information to supervisees and Supervisors. However, it is the Supervisor, who has the responsibility to decide what method and style of supervision the candidate should receive and determine the number of hours the supervisee has completed effectively. It is the responsibility of the Supervisor to support and present a clear statement on these points in the endorsement letter she/he writes endorsing the candidate. Furthermore, in order for the candidate to complete the documents that each candidate is required to send to the Training & Standard Commission.