

Type of Training	Entry requirements	Application process	Training Content	Training process	Learning outcomes	Assessment & Evaluation of Competency to practice as a Supervisor.
<p>CPD Training One/two day workshops and seminars (inc webinars)</p> <p>6 – 12 hrs May be endorsed/approved by a professional body</p>	None. Open to all practitioner levels.	Book place according to availability. Can have from 6 to 50+ participants, more if a webinar.	Introduction/overview of training 'title'. e.g. -What is Supervision? -Supervision Skills in Action	Primarily seminar based teaching, with varying degrees of experiential learning and skills practice according to time and topics addressed.	Trainings state intended learning outcomes, often worded: "participants will have - "gained an understanding of...." - "explored and discussed...." "experienced..."	None. CPD Certificates of Attendance are usually issued. Short trainings are often an introduction to further training, or to augment other training. Some practitioners advertise themselves as 'qualified' after attending such training.
<p>Certificate in Supervision Courses can range from:</p> <p>4 days - 6 days 24hrs - 36hrs</p> <p>May be endorsed/approved by a professional body</p>	Qualified/registered practitioner in the profession(s) the course is aimed at. e.g. <ul style="list-style-type: none"> • RGN • Psychologist • Counsellor • Social Workers 	Book place according to availability. Likely to have maximum cohorts of 16-20 if attended. Unlimited if distance learning/webinar based	Variable depending on core profession of facilitators/training programme. Would expect at least one model of supervision to be understood. Working supervision contracts. Boundaries Ethics and limits to confidentiality.	Increased experiential learning augmenting seminar style teaching. handouts, further reading/training lists offered. skills practice sessions introduced during the course and extended. Feedback will usually be verbal. Little or no assessed written work.	May include: -Understanding of one model of supervision. -Basic understanding of task, process and purpose of supervision -Contracts, Boundaries. -Record keeping. -Understanding of learning cycle And whatever else each training specifies as Learning Outcomes within allowed hours.	Some 6 day courses may request students keep a learning journal of their learning and reflection, which may, or may not be viewed/assessed by the facilitators. Any skills feedback is usually verbal, with students keeping notes to reflect on. Shorter courses may be part of 'modular' larger courses. Some practitioners advertise as qualified, which may be endorsed and encouraged by the course ethos. CPD Certificate of Attendance or Certificate in Supervision

<p>Certificate in Supervision</p> <p>60 – 90 hours</p> <p>May be independent or accredited by a larger training provider or organisation.</p>	<p>Qualified, registered, chartered or accredited in applicants' core profession.</p> <p>Post qualifying criteria – usually a minimum of 2 years.</p> <p>Student already offering supervision as part of senior role.</p> <p>Student able to access appropriate supervisees whilst in training if required by course</p>	<p>Formal, course specific application form</p> <p>Candidates may be selected by interview.</p> <p>References may be requested.</p> <p>Limited places, with usually a maximum of 16 – 20.</p> <p>A minimum of two tutors.</p>	<p>Philosophies of supervision.</p> <p>At least one theoretical model of supervision.</p> <p>Deeper and broader understanding of need for supervisor self-awareness.</p> <p>Contracts, boundaries, dual relationships and power dynamics within supervision.</p> <p>Assessing and evaluating supervisor/supervisee learning style.</p> <p>Understand the role and responsibility of a supervisor.</p> <p>Skills for individual supervision.</p>	<p>Seminar teaching.</p> <p>Skills exercises.</p> <p>Small group work</p> <p>Maintenance of learning journal</p> <p>Portfolio of feedback from peers and tutors</p> <p>Written assignments which may include for example:</p> <p>1,500-word statement of personal framework of supervision including model, rationale, values and beliefs.</p> <p>Reflective essay/mini case study on supervision</p> <p>Some certificate courses offer formal tutorial support.</p>	<p>Variable according to course.</p> <p>Able to compare and contrast supervision models</p> <p>Able to establish working contracts with supervisees, organisations and agencies.</p> <p>Able to manage and structure supervision sessions</p> <p>Record keeping.</p> <p>Structured frameworks for reflection (e.g. supervision of supervision)</p> <p>Ability to identify supervisees style of learning.</p> <p>Begin to assess and evaluate competency levels.</p>	<p>Tutor marked written assignments.</p> <p>Peer and tutor observation.</p> <p>Formally structured feedback and constructive challenge.</p> <p>Formally structured self-evaluation.</p> <p>Depending on the course students may be issued with a CPD Certificate of Attendance or a Certificate in Supervision.</p>
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<p>Diploma/ PG Certificate In Supervision</p> <p>120 – 150 + hrs 33 credits</p> <p>May be Independent, or delivered through training establishments and educational organisations.</p> <p>May be aimed at one particular profession, or designed to include the supervision of other allied professions.</p> <p>Some Diploma in Supervision Courses ask that non psychological professionals undertake pre course training in e.g. counselling skills</p>	<p>Qualified, registered, chartered or accredited in applicants' core profession.</p> <p>Post qualifying criteria – usually a minimum of 2 years.</p> <p>Student already offering supervision as part of senior role.</p> <p>Student able to access appropriate supervisees whilst in training if required by course.</p> <p>Student prepared to access regular supervision .</p> <p>Commitment to attending the course and completing all requested course criteria.</p>	<p>Comprehensive course specific application form.</p> <p>Two references required.</p> <p>Selection by interview.</p> <p>If offered a place, prepared to arrange own supervision arrangements prior to the course beginning with a suitably qualified and experienced supervisor.</p> <p>Pre-course reading.</p> <p>Training numbers kept small, minimum of two tutors.</p>	<p>-Philosophies of supervision.</p> <p>-At least two theoretical models of supervision.</p> <p>-Deeper and broader understanding of need for supervisor self-awareness.</p> <p>-Contracts, boundaries, dual relationships and power dynamics within supervision.</p> <p>-Assessing and evaluating supervisor/supervisee learning style and developmental stage.</p> <p>-Understand the role and responsibility and accountability of a supervisor</p> <p>-Skills for facilitating individual supervision.</p> <p>-Skills for facilitating Group supervision.</p> <p>- Skills to help supervisees prepare and present to maximise benefit from supervision</p> <p>- Supervising in organisations</p> <p>- Allied Professionals</p>	<p>A balance of seminar and interactive teaching.</p> <p>Actively using the training group dynamic and process.</p> <p>Skills exercises.</p> <p>Individual, small group and large group exercises</p> <p>Maintenance of learning journal and portfolio of feedback from peers and tutors.</p> <p>Written assignments which may include for example:</p> <p>1,500-word statement of personal framework of supervision including model, rationale, values and beliefs.</p> <p>Reflective essay/mini case study on supervision.</p> <p>Presentations by students on topics relating to supervision.</p> <p>Formal individual and group tutorial support.</p>	<p>Variable according to course- usually defined and clarified within a Course Handbook – and will commonly include:</p> <p>-Ability to compare and contrast supervision models.</p> <p>- comprehensive understanding of the functions of supervision.</p> <p>-Ability to establish working contracts with private supervisees and supervisees within organisations and agencies.</p> <p>-Ability to manage and structure supervision sessions.</p> <p>-Understanding the importance of record keeping and data protection.</p> <p>-Structured frameworks for reflection (e.g. supervision of supervision).</p> <p>-Ability to identify supervisees style of learning, stage of development.</p> <p>-Ability to demonstrate assessment and evaluation skills .</p> <p>- Ability to demonstrate critical thinking and ethical decision making.</p>	<p>Tutor and externally marked written assignments e.g.</p> <p>Contract Essay with Supporting Rationale.</p> <p>Philosophy Essay.</p> <p>Case Study with accompanying audio process transcript</p> <p>Presentation.</p> <p>Verbal peer and tutor feedback.</p> <p>Formal peer and tutor feedback.</p> <p>Supervisors report of students practice hours.</p> <p>Inter and intrapersonal awareness and robustness demonstrated within the learning group.</p> <p>A substantial portfolio of learning and reflection, including handouts, work sheets, pro-forma feedback.</p> <p>Students meeting all course criteria and who demonstrate the knowledge, skills and qualities necessary to become an effective supervisor will be awarded a Diploma/PGCERT and will be deemed 'safe and competent' to practice as a professional supervisor</p>
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