

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>	<p>None. Open to all practitioner levels.</p>	<p>Book place according to availability.</p> <p>Can have from 6 to 50+ participants, more if a webinar.</p>	<p>Introduction/overview of training ‘title’. e.g. -What is Supervision? -Supervision Skills in Action</p>	<p>Primarily seminar based teaching, with varying degrees of experiential learning and skills practice according to time and topics addressed.</p>	<p>Trainings state intended learning outcomes, often worded: “participants will have - “gained an understanding of...” - “explored and discussed...” “experienced...”</p>	<p>None. CPD Certificates of Attendance are usually issued.</p> <p>Short trainings are often an introduction to further training, or to augment other training.</p> <p>Some practitioners advertise themselves as ‘qualified’ after attending such training.</p>
<p>Certificate in Supervision</p> <p>Courses can range from:</p> <p>4 days - 6 days 24hrs - 36hrs</p> <p>May be endorsed/approved by a professional body</p>	<p>Qualified/registered practitioner in the profession(s) the course is aimed at.</p> <p>e.g</p> <ul style="list-style-type: none"> • RGN • Psychologist • Counsellor • Social Workers 	<p>Book place according to availability.</p> <p>Likely to have maximum cohorts of 16-20 if attended.</p> <p>Unlimited if distance learning/webinar based</p>	<p>Variable depending on core profession of facilitators/training programme.</p> <p>Would expect at least one model of supervision to be understood.</p> <p>Working supervision contracts.</p> <p>Boundaries Ethics and limits to confidentiality.</p>	<p>Increased experiential learning augmenting seminar style teaching.</p> <p>handouts, further reading/training lists offered.</p> <p>skills practice sessions introduced during the course and extended.</p> <p>Feedback will usually be verbal.</p> <p>Little or no assessed written work.</p>	<p>May include:</p> <ul style="list-style-type: none"> -Understanding of one model of supervision. -Basic understanding of task, process and purpose of supervision -Contracts, Boundaries. -Record keeping. -Understanding of learning cycle <p>And whatever else each training specifies as Learning Outcomes within allowed hours.</p>	<p>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.</p> <p>Any skills feedback is usually verbal, with students keeping notes to reflect on.</p> <p>Shorter courses may be part of ‘modular’ larger courses.</p> <p>Some practitioners advertise as qualified, which may be endorsed and encouraged by the course ethos.</p> <p>CPD Certificate of Attendance or Certificate in Supervision</p>

<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</p> <p>May be Independent, or accredited and 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. -At least two theoretical models of supervision. -Deeper and broader understanding of need for supervisor self-awareness. -Contracts, boundaries, dual relationships and power dynamics within supervision. -Assessing and evaluating supervisor/supervisee learning style and developmental stage. -Understand the role and responsibility and accountability of a supervisor -Skills for facilitating individual supervision. -Skills for facilitating Group supervision. - Skills to help supervisees prepare and present to maximise benefit from supervision - Supervising in organisations - 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. - comprehensive understanding of the functions of supervision. -Ability to establish working contracts with private supervisees and supervisees within organisations and agencies. -Ability to manage and structure supervision sessions. -Understanding the importance of record keeping and data protection. -Structured frameworks for reflection (e.g. supervision of supervision). -Ability to identify supervisees style of learning, stage of development. -Ability to demonstrate assessment and evaluation skills . - 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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