Name of programme: Postgraduate Certificate in Counselling Supervision

Name of award: Postgraduate Certificate

Intermediate awards available: None

Mode of study – full time or part time: Part-time – 8 x two day blocks

Duration of programme: 1 year

1. **What is the Philosophy of the Programme?**

   The philosophy of the programme is humanistic with person centred practice.

   To enable students to gain a firm base in the theory and practice of counselling supervision

   The learning outcomes are set out below in two categories:

   1. Learning outcomes specific to the professional practice of Counselling Supervision

   2. Outcomes that are generic to study at Keele University, which are key skills transferable to other settings, such as employment.

**Learning outcomes specific to the professional practice of counselling supervision**

On successful completion of this Postgraduate Certificate in Counselling Supervision students will have gained competencies in a wide range of professional knowledge, skills, and self-development relevant to the practice of counselling. These include:

- The ability to sustain a supervision session with a supervisee at a professionally competent level of supervisory effectiveness.
- The ability to offer a range of interventions taking into account the stage of the supervisory relationship and the stage of the supervisee's development.
- Demonstrate a clear understanding of the function and aims of supervision
- Know and be able to discuss critically relevant theory
- Demonstrate understanding of different models of supervision
- Understand the significance of the organisational or agency context of supervision
• Be aware of the importance of ongoing support and consultation for the supervisor
• Read and critically assess published research, understanding the need to provide an evidence-base for counselling supervision practice
• Demonstrate an understanding of ethical, legal and professional issues relevant to supervision

**Key employability and transferable skills**

On successful completion of this Postgraduate Certificate in Counselling Supervision students will have developed their existing competencies in a wide range of skills relevant to professional employment: These skills include written, oral and visual communication skills, numeracy, information technology, team working, problem solving, information handling, research and learning to learn. Further specification of these skills is available on the Keele University Website at http://www.keele.ac.uk/depts/aa/landt/ltcom/Employability%20Skills%20Guidelines%20May03.doc Typical skills that will be enhanced during the Course include:

• The ability to communicate ideas and concepts through a range of methods
• The ability to analyse and evaluate ones own work and that of others to make informed critical judgements.
• The ability to work independently and/or as part of a team, manage ones own time and meet deadlines.
• The ability to manage own learning and manage own strengths and needs.
• The ability to respond to changing contexts through reflective practices and problem solving
• The ability to use IT appropriately for the purposes of communication, research and presentation.

This programme will equip successful students with the skills and knowledge to work as counselling supervisors.

**2. How is the Programme taught?**

Large and small group lectures and workshops examine counselling supervision theories and methods. Small group interactive and experiential workshops focus on practical counselling supervision skills training and explore personal and philosophical assumptions. Group discussions of key ideas examine the links between theory, practice and personal experience. These activities are supported by tutorials – individual and group. Assessed and non assessed work and self study tasks and directed activities allow progress to be assessed and monitored and feedback to be given.

The primary objective of the course is to familiarise students with the theory and practice of supervision and to develop their skills in the areas of practice and evaluation of theory. The model of teaching will be a mixture of theoretical input and experiential participation.
Indicative Content:

- learning styles in training and supervision;
- the supervisee's perspective;
- the supervisory relationship;
- models of supervision;
- the concept of counsellor development;
- the concept of supervisor development;
- tasks of supervision;
- strategies and interventions;
- organisational and contextual factors;
- transference/counter-transference/parallel process;
- values and ethics in relation to supervision;
- issues of difference in supervision;
- group supervision - methods and goals;
- the use of audio-visual equipment in supervision;
- problems in supervision;
- endings in supervision;
- evaluations and assessment in supervision

The course lasts for one academic year (two semesters) involving 8, two-day sessions of attendance at Keele University plus private study time. A minimum of 12 hours supervision of two supervisees must be completed, as well as a minimum of 8 sessions of supervision of supervisory work.

The above learning outcomes are achieved through:

- Class attendance – 100% attendance is expected, 80% minimum attendance is necessary to pass.
- Private study and reflection.
- Active engagement in counselling supervision practice.
- Active engagement in supervision of counselling supervision practice
- Completion of essay assignments, with consideration of tutor feedback.
- Active participation in group sessions.
- Completion of a learning journal (portfolio) including sections on academic issues, professional issues, personal development issues.
- Completion of supervision process reports (audio or video tape plus a written peer critique)
- Completion of 8 sessions of personal supervision.

The above list shows that there will be a varied provision of learning methods emphasising the fact that supervision is an experiential process grounded in a theoretic framework. There will be small group and large group experiences and reviews encouraging students to reflect on their practice and learning. Live supervision will be used to develop and sharpen supervisory skills thus giving opportunities to observe each other in live supervision. There will be use of audio/visual equipment in both the teaching input and in the experiential element of the course through listening practice and feedback skills.

Assessment is through self, peer and tutor assessment, using a variety of formats, including essays, and audiotaped transcripts of sessions. There are no examinations.
Programme Team

Course Director:


Tutors:


Ms Donna Thompson: Cert in Counselling, Diploma in Counselling, Postgraduate Certificate in the Supervision of Counselling, Cert Rape Crisis

3. What is the Structure of the Programme?

<table>
<thead>
<tr>
<th>Postgraduate Certificate in Counselling Supervision 60 Credits</th>
<th>PSY-40010 Counselling supervision = 60 credits</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Teaching/Learning Methods and Strategies</th>
<th>Assessment Methods to satisfy Learning Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Knowledge and understanding</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Know and be able to discuss critically relevant theory</td>
<td>Large and small group lectures and workshops. Small group interactive and experiential workshops. Group discussions of key ideas. Tutorials – individual and group. Assessed and non assessed work and self study tasks. Directed activities allow progress to be assessed and monitored and feedback to be given. The model of teaching will be a mixture of theoretical input and experiential participation.</td>
<td>1. Counselling Supervision Theory Essay 2. Critique and process report</td>
</tr>
<tr>
<td>Demonstrate understanding of different models of supervision</td>
<td></td>
<td>1. Counselling Supervision Theory Essay</td>
</tr>
<tr>
<td>Understand the significance of the organisational or agency context of supervision</td>
<td></td>
<td>1. Supervisory Placement Report</td>
</tr>
</tbody>
</table>
### B. Communication and Personal Development: Teaching/Learning Methods and Strategies

<table>
<thead>
<tr>
<th>Ability Description</th>
<th>Assessment Methods to satisfy Learning Outcome</th>
</tr>
</thead>
</table>
| The ability to sustain a supervision session with a supervisee at a professionally competent level of supervisory effectiveness | 1. Supervisory Placement Report  
2. Audiotape  
3. Critique and process report |
| The ability to offer a range of interventions taking into account the stage of the supervisory relationship and the stage of the supervisee's development | 1. Supervisory Placement Report  
2. Audiotape  
3. Critique and process report |
| Read and critically assess published research, understanding the need to provide an evidence-base for counselling supervision practice | 1. Counselling Supervision Theory Essay  
Supervisory Placement Report |

### C. Transferable skills: Teaching/Learning Methods and Strategies

<table>
<thead>
<tr>
<th>Ability Description</th>
<th>Assessment Methods to satisfy Learning Outcome</th>
</tr>
</thead>
</table>
| Be aware of the importance of ongoing support and consultation for the supervisor | 1. Critique and process report  
2. Supervisory Placement Report |

### 4. How is the Programme assessed?

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Credits (Level 4)</th>
<th>Assignment description</th>
<th>Weighting</th>
</tr>
</thead>
</table>
| PSY-40010   | 60                | 1. Counselling Supervision Theory Essay  
2. Supervisory Placement Report  
3. Audiotape  
4. Critique and process report  
**In addition:**  
5. minimum of 12 hours supervision of two counsellors must be completed:  
6. a minimum of 8 sessions of supervision of their supervisory work: Compulsory requirement | 1. 25%  
2. 25%  
3. 25%  
4. 25%  
5. Compulsory requirement  
6. Compulsory requirement |

**TOTAL**  | 60                | 100%                   |
<table>
<thead>
<tr>
<th>Class</th>
<th>Marks</th>
<th>ILOs</th>
<th>Guideline Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass</td>
<td>90 - 100</td>
<td>Threshold intended learning outcomes attained</td>
<td>Outstanding work showing an excellent understanding of complex issues and methodologies at the forefront of counselling theory and/or professional practice; the work is informed by original, independent critical thinking and is based upon rigorous argument accurately supported by evidence derived from a wide range of source material including primary sources and current research; the work could not be bettered in the time available.</td>
</tr>
<tr>
<td></td>
<td>80 - 89</td>
<td></td>
<td>Work demonstrating an excellent level of understanding of complex issues and methodologies at the forefront of counselling theory and/or professional practice; the work displays independent critical thought, and strong and well-organised argument, using a wide range of sources including primary sources and recent research.</td>
</tr>
<tr>
<td></td>
<td>70 - 79</td>
<td></td>
<td>Work showing most of the above.</td>
</tr>
<tr>
<td></td>
<td>65 - 69</td>
<td></td>
<td>Work demonstrating very good understanding of issues including some complex issues, with good and well-organised argument and evaluation accurately supported by a standard range of sources including primary sources.</td>
</tr>
<tr>
<td></td>
<td>60 - 64</td>
<td></td>
<td>As above with some shortcomings but no fundamental errors</td>
</tr>
<tr>
<td></td>
<td>55 - 59</td>
<td></td>
<td>Work showing satisfactory grasp of main issues and methodologies, familiarity with the basic reading and awareness of the subject or professional practice, faithful reproduction of material with limited critical judgement, but with a few minor errors and/or minor omissions of essential material.</td>
</tr>
<tr>
<td></td>
<td>50 – 54</td>
<td></td>
<td>Work showing adequate grasp of main issues, sufficient familiarity with a proportion of the basic reading, sufficient awareness of the subject or professional practice but with minor errors and/or omissions of essential material, and with very limited critical judgement.</td>
</tr>
<tr>
<td>Fail</td>
<td>45 - 49</td>
<td>Threshold intended learning outcomes NOT attained</td>
<td>Unsatisfactory work showing understanding of only some of the issues raised by the question, limited use of relevant material, but with substantial errors or omissions or irrelevant material, weak critical judgement and weak appreciation of the subject or professional practice.</td>
</tr>
<tr>
<td></td>
<td>40 - 44</td>
<td></td>
<td>Unsatisfactory work showing only limited grasp of some of the issues, poorly conceived and poorly directed to the question or task set, or with serious errors or omissions, or with no use of critical judgement and with limited awareness of the subject or professional practice.</td>
</tr>
<tr>
<td>Score Range</td>
<td>Description</td>
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<tr>
<td>-------------</td>
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<td></td>
<td></td>
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<tr>
<td>30 - 39</td>
<td>Unsatisfactory work, showing only skeletal grasp of some relevant issues and necessary material and/or skills, or with major errors, omissions, or misconceptions, and with very limited awareness of the subject or practice.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20 - 29</td>
<td>An attempt to answer the question or complete the task, but with little grasp of material or appropriate skills awareness of the subject or practice, and with major errors, omissions, or misconceptions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 - 19</td>
<td>Work that shows fragmentary evidence of familiarity with course material or awareness of the subject or professional practice.</td>
<td></td>
<td></td>
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<tr>
<td>0 – 9</td>
<td>No work offered; or work that is totally irrelevant to the question or task set, or fundamentally wrong, or plagiarised</td>
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</table>

It is important that evidence is provided in written work demonstrating that the learning outcomes of program have been met.

**Assessment of Practicum:**

The written component of the Practicum is examined on the criteria for written assignments, as above. In addition to the above criteria, the student will be expected to show, in their written evaluation (critique and process report) an ability to relate theory to practice by:

- Showing a capacity to report and evaluate the session
- Showing an awareness of any ethical issues surrounding the session
- Showing an ability to identify and evaluate the models utilised and the skills used in the session
- Showing an ability to relate practice to relevant theory
- Showing evidence of self exploration of values and beliefs
- Showing evidence of that the work satisfies the assessment criteria for Masters work shown above

The **practical dimension** of the Practicum is examined using the following criteria:

- a. Observance of the Ethical Framework for Good Practice in Counselling and Psychotherapy of the British Association for Counselling and Psychotherapy,
- b. The ability to establish an appropriate relationship, characterised by the core conditions of congruence, acceptance and empathy and including the holding of time boundaries – also including the ability to build effective challenge and feedback into the relationship
- c. The ability to use counselling supervision skills and appropriate models to help the supervisee talk about, explore and develop strategies for working with their clients.
- d. An awareness of the supervisee agenda and an ability to keep to that agenda as well as, and in a balanced way with, an appropriate supervisor agenda, taking account of supervisee developmental level, and ethical issues (including where appropriate the needs/values/requirements of any employing organisation).
- e. An awareness of and ability to work with non-verbal communication and unconscious processes.
- f. An ability to engage in immediacy and ‘you – me’ talk where appropriate
### Assessment Criteria for Practice

<table>
<thead>
<tr>
<th>Class</th>
<th>Marks</th>
<th>ILOs</th>
<th>Criteria for practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass</td>
<td>90 - 100</td>
<td>Threshold intended learning outcomes attained</td>
<td>Outstanding work demonstrating excellent practice in all areas. The work could not be bettered in the time available.</td>
</tr>
<tr>
<td></td>
<td>80 - 89</td>
<td></td>
<td>Indications of a creative synthesis of all categories</td>
</tr>
<tr>
<td></td>
<td>70 - 79</td>
<td></td>
<td>Work showing most of the above.</td>
</tr>
<tr>
<td></td>
<td>65 - 69</td>
<td></td>
<td>Indication of expertise in all categories</td>
</tr>
<tr>
<td></td>
<td>60 - 64</td>
<td></td>
<td>Indications of expertise in most categories</td>
</tr>
<tr>
<td></td>
<td>55 - 59</td>
<td></td>
<td>Sound competence in all areas indicating an ability to work effectively with deep supervisee/client material. An awareness of the dynamics present in the counselling supervision relationship will be evident and articulated if appropriate</td>
</tr>
<tr>
<td></td>
<td>50 – 54</td>
<td></td>
<td>A basic level of competence in all categories</td>
</tr>
<tr>
<td>Fail</td>
<td>45 - 49</td>
<td>Threshold intended learning outcomes <strong>NOT</strong> attained</td>
<td>Failure in one of the a-f below i.e.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>a. Observance of the Ethical Framework for Good Practice in Counselling and Psychotherapy of the British Association for Counselling and Psychotherapy,</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>b. The ability to establish an appropriate relationship, characterised by the core conditions of congruence, acceptance and empathy and including the holding of time boundaries – also including the ability to build effective challenge and feedback into the relationship.</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>c. The ability to use counselling supervision skills to help the supervisee talk about and explore issues and processes relating to their client work.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>d. The ability to establish an appropriate relationship, characterised by the core conditions of congruence, acceptance and empathy and including the holding of time boundaries – also including the ability to build effective challenge and feedback into the relationship.</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>e. An awareness of and ability to work with non-verbal communication</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>f. An ability to engage in immediacy and ‘you – me’ talk where appropriate</td>
</tr>
<tr>
<td></td>
<td>40 - 44</td>
<td></td>
<td>Failure in two of the a-f above</td>
</tr>
<tr>
<td></td>
<td>30 - 39</td>
<td></td>
<td>Failure in three or more of the a-f above</td>
</tr>
<tr>
<td></td>
<td>20 - 29</td>
<td></td>
<td>An attempt to complete the task, but with little grasp of appropriate skills and with major errors, omissions, or misconceptions</td>
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<td></td>
<td>Work that shows fragmentary evidence appropriate skills</td>
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<td></td>
<td>No work offered; or work that is totally irrelevant to task set, or fundamentally wrong</td>
</tr>
</tbody>
</table>
b. Briefly explain how students in the programme are supported through formative (i.e. non-mark-bearing) assessment.

Regular opportunities to give formative assessment on counselling supervision practice are offered. The comments on this work are used in a formative sense to help with summative assessment. All summative work has formative comments from the marker and is used as formative feedback. Feedback on all aspects of the course is available from the tutor.

5. What are the typical admission requirements for the programme?

This course is open to applicants who already have a Graduate or Postgraduate Diploma in Counselling and who are qualified counsellors with a minimum of 3 years of counselling experience. They must be a member of a professional body (e.g., The British Association for Counselling and Psychotherapy (BACP)) and have arrangements in place to supervise a minimum of two supervisees for a minimum of 6 sessions each.

Candidates are likely to come from a range of occupational backgrounds in the social, health, educational and related sectors. Applicants must show appropriate motivation and commitment for participation in a course which combines experiential learning and academic study. Applicants must be willing to comply with the British Association for Counselling Ethical Framework for Counsellors.

6. How are students supported on the programme?

Students join a tutor group (these are formed at the start of the course), led by a tutor. These meet regularly for counselling supervision skills development, personal development and peer support and mutual reflection.

Additionally, individual tutorials are available for the purpose of progress review. The first contact for further academic support and guidance within the School is the tutor group tutor. She or he will be able to suggest other sources of help, should they be needed. In addition, each student is assigned an Independent Support Tutor who is someone who does not teach on the programme. Other resources in the School and the University include:

- The School of Psychology Counselling Placement Officer who is responsible for maintaining and developing the School’s relationships with Counselling Placements and can offer information, advice and support for students to find and maintain placements.
- The University has a Learning Support division of the Department of Academic Affairs which can offer helpful guidance beyond the support of the course team and the School of Psychology.
- There is a Learning Support website with many useful resources, accessed via the University website.

7. Learning Resources

The programme typically uses a large classroom for whole group work and a number of smaller rooms for personal development and skills work. We also use DVD recording and playback equipment.
8. Quality management and enhancement

Staff roles and responsibilities
The Course Director is responsible for:

- Overseeing enquiries, recruitment and admissions
- Giving guidance and general advice on any aspect of the course overall
- Giving general advice on problems or personal difficulties at any point during the course
- Extensions of time for assessed work in the absence of the module leader
- Advice on future academic and career options

The Module Leader is responsible for:

- Organisation, delivery and assessment of the module
- Ensuring that written feedback is given on written work (and informal verbal feedback if required)
- Being available for student consultations

Pastoral care & academic guidance:

Principal contacts for pastoral care and academic guidance are the skills group tutor, module leaders and the Course Director. Each student also has an Independent Support Tutor who is not a member of the Counselling teaching team.

Students are entitled and encouraged to make use of all the central University services, including the Keele Postgraduate Association (telephone 01782 734228). Full details of all the university services can be found on the Internet at http://www.keele.ac.uk/admin/

The quality of the course is evaluated throughout the year. Formal student feedback is sought by completion of module evaluation forms and a module evaluation report. Students are encouraged to give informal feedback throughout the year, and if appropriate and necessary, direct action is taken.

Students are given both formal and informal opportunities to give feedback on the course to staff. Two formal staff student liaison meetings are held each year, attended by students and core staff representatives and chaired by students. These are followed by formal course committee meetings, attended by students and all core staff, and chaired by staff.

9. The principles of programme design

The programme has been designed with reference to, and in accordance with the guidance set out in the following documents.

- Programme Specification Template: Keele University 2009
- Guidelines for preparing programme specifications, Quality Assurance Agency, 2006
- Keele University Learning and Teaching Strategy (2007-10)
- School of Psychology Learning and Teaching Strategy, Keele University 2007.

10. Date on which programme specification was written or revised: September 2010