

SECTION ONE: General Information

Programme Title	PG Cert Clinical Supervision	
Approval of Specification	26/06/2017	
Award Title & Interim Awards	Postgraduate Certificate in Clinical Supervision	
Mode of Study	Full-time: <input type="checkbox"/> Part-time: <input type="checkbox"/> E-learning: <input checked="" type="checkbox"/> Distance: <input type="checkbox"/> Sandwich: <input type="checkbox"/>	
Programme Start Date & Period of Validation	Start Date: September 17	Date of Last Update: 28/06/2017
	5 Years: <input type="checkbox"/> Indefinite: <input checked="" type="checkbox"/> Other (Please state):	
Awarding Institution	University of Derby: <input checked="" type="checkbox"/> Other (Please State):	
College Managing the Programme	University of Derby Online Learning	
Institutions Delivering the Programme	University of Derby: <input checked="" type="checkbox"/> Other (Please State):	
Relevant External Reference Points	<p>The Programme is mapped to comply with the Quality Assurance Agency (QAA) (2013) subject benchmarks for counselling and psychotherapy as are relevant to clinical supervision. These benchmark statements are:</p> <ul style="list-style-type: none"> • Professional profile of counsellors and psychotherapists • The therapeutic process • The social, professional and organisational context for therapy <p>As this is a Post Graduate Certificate the programme is also mapped against the descriptors for a Higher Education qualification at Level 7 (QAA 2008)</p>	
External Accreditation/ Recognition	Currently there are no programmes for clinical supervision accredited by professional bodies in the UK. It is the individual supervisor that is accredited by the British Association of Behavioural Cognitive Psychotherapies (BABCP) and British Association for Counselling and Psychotherapy (BACP).	
JACS Code(s)	B940	

SECTION TWO: Overview

Background/Context:

In line with The University of Derby's ambitions to *inspire, innovate* and create *impact*, for students and the future work environments, this programme strives to offer an educational experience to existing practitioners who wish to further enhance their own career but also enhance the careers of the practitioners they will go on to supervise.

Clinical supervision is a crucial component of clinical practice in the support of counsellors, psychotherapists, mental health service providers and other professionals engaged in human services. The University of Derby was a forerunner in providing post graduate courses for clinical supervisors in 2003 and now offers a reconstructed programme in consideration of the evolving services and standards of accreditation by professional bodies.

This course seeks to provide clinical supervisors with a sound understanding of supervisory skills; the opportunity to critically analyse theoretical models of clinical supervision and the ability to reflect on ethical, legal and other dilemmas that arise within an organisational context. Using experiential learning techniques, the programme offers students the opportunity to translate theoretical understanding into effective modalities of practice.

Overview of the Programme:

This programme provides the opportunity to develop further understanding in the area of clinical supervision by developing knowledge in the theories, offering debates on practice and linking this to the practical issues underlying this area of practice.

In line with the University's teaching and learning strategy, the programme is also intended to provide students with a coherent range of transferable skills. These will include an appreciation of the application of supervision theory and practical techniques; information technology; critical thinking; the ability to work both independently and co-operatively; and effective communication and presentation skills. The course is also intended to produce graduates who can compete effectively in the graduate careers market, through engagement in personal development planning and supporting activities.

This online programme offers flexible learning in the theories and application of clinical supervision for professionals experienced in clinical supervision and those who are just embarking in their supervisory role within health or social care, counselling or psychotherapy.

For those wishing to gain accreditation as a supervisor with their professional body, this programme offers a curriculum of clinical supervision that can be used as evidence of academic commitment to the development of their skills.

Key Characteristics:

The University of Derby Online Learning (UDOL) provides an environment for a strong focus on online learning and demonstrates excellence in online teaching and student support. This PG Cert Clinical Supervision programme is therefore:

1. Evidence-based and research-led. Staff keep up to date with current theory and developments and content is reviewed and refreshed before the start of each trimester.
2. Designed to give students a solid foundation in supervisory skills, with all contexts of supervision embedded throughout the programme.
3. Responsive to professional body curriculum changes, and key student demands.
4. Flexible, with a number of entry and exit points (in September, January or May) to best suit the needs of online learners, encouraging achievement and maximising retention via self-paced learning and flexible study patterns.
5. Underpinned by an understanding of online learning pedagogy and the needs of online students.
6. Delivered by highly motivated staff with a wide range of subject expertise as well as an enthusiasm for online learning.

Programme Aims:

The Post Graduate Certificate in Clinical Supervision is designed for students who wish to enhance their clinical expertise in the area of clinical supervision. It is therefore designed for those whom already have experience in the health, social care or counselling and psychotherapy sector. This Post Graduate Certificate aims to provide substantial and comprehensive training in the arena of clinical supervision to allow students to develop a wide range of supervisory and digital skills and knowledge that will prepare them for a range of vocational destinations. Specifically this Post Graduate Certificate aims to:

- Provide opportunities to develop advanced supervisory skills to form and maintain supervisory relationships
- Enhance critical skills in the analyse of a range of supervisory models and educational theories
- Enable students to develop a critical understanding of supervisory structures and processes
- Provide specialist knowledge for working with different approaches to assessment and evaluation in clinical supervision
- Provide opportunities for students to develop the ability to work systematically notwithstanding organisational, ethical, professional and legal influences

- Provide opportunities for reflective practice and the development of reflective clinical supervisors, with the provision of supervision for the supervisor.

SECTION THREE: Programme Learning Outcomes

Students who successfully complete the Post Graduate Certificate in Clinical Supervision programme will meet the following learning outcomes, commensurate with level 7 in the framework for higher education qualifications. Outcomes are grouped into the four headings of Knowledge and Understanding, Intellectual Skills, Subject-Specific Skills, and Transferable skills:

Knowledge and Understanding

1. Evidence a comprehensive critical understanding of a range of supervisory and educational models relevant to clinical supervision
2. Demonstrate synthesis of evidence based supervisory specific models of working and apply them creatively to complex supervisory processes
3. Demonstrate a critical understanding of the influence of legal, professional, ethical and organisational influences on the supervisory process

Intellectual Skills

4. Demonstrate critical ability in the analysis of their performance as a clinical supervisor
5. Evidence critical reflection on the practice and processes of receiving supervision on their delivery of supervision
6. Apply critical, analytical and creative abilities in scholarly thinking, problem solving, and communication to course material, for planning, execution, analysis, interpretation and dissemination of research

Subject Specific Skills

7. Evaluate the importance of the Supervisory alliance within the supervisory process
8. Apply a critical approach to learning that will facilitate the challenging of unsatisfactory practice
9. Demonstrate a comprehensive critical and analytical processes in the goal setting practices within clinical supervision
10. Evaluate and apply an analytical approach to the endings of supervisory relationships

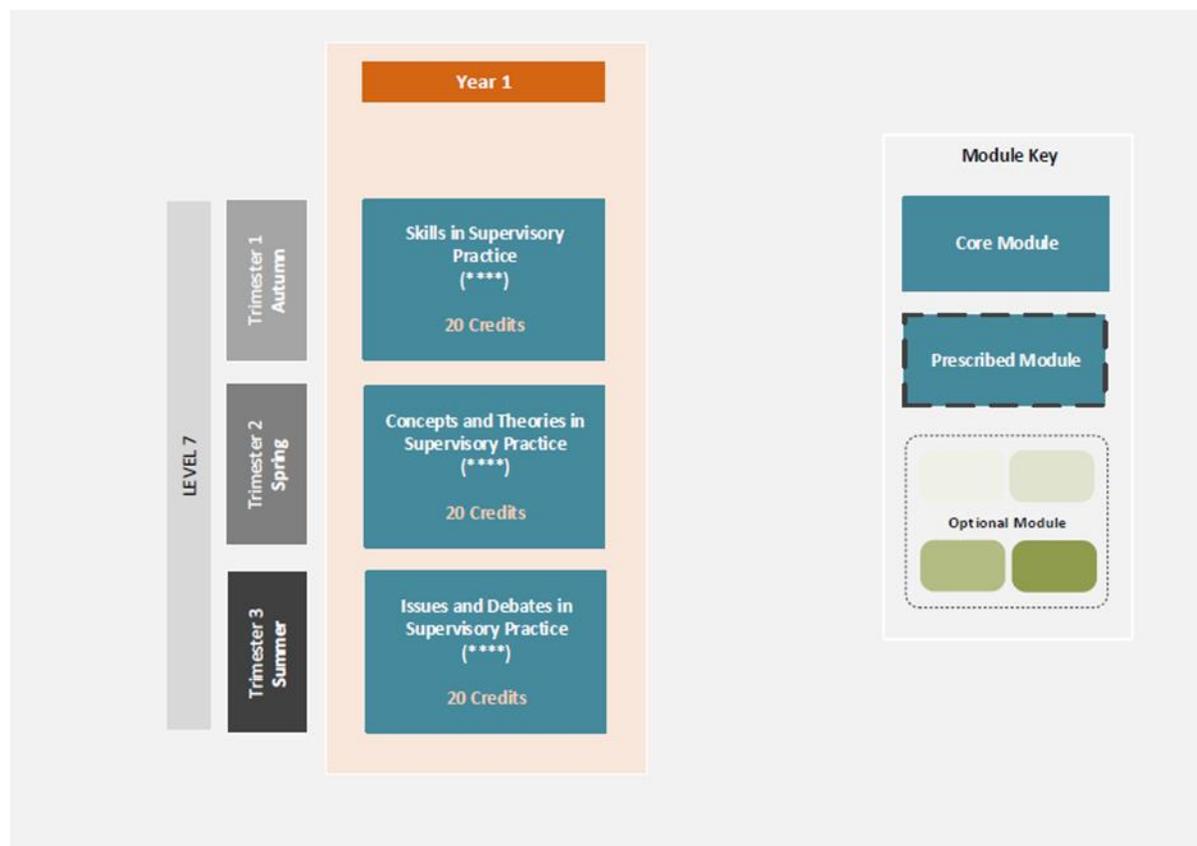
Transferable Skills

11. Synthesise appropriate supervisory literature to the investigation of supervisory practice
12. Evidence competence and effectiveness in use of information technology to support personal educational needs and clinical efficiency
13. Demonstrate effective communication skills.
14. Demonstrate effective skills of problem solving and evaluation.
15. Demonstrate the professional skills of self-management, time management, case management and boundary recognition.

SECTION FOUR: Programme Structure & Curriculum

The programme is delivered purely online and consists of three 20 credit, level 7 modules, all of which need to be completed to gain the Post Graduate Certificate qualification in Clinical Supervision. There is no accelerated route for this programme so students will need to complete one module per trimester. There is no sequential order for these modules, with students able to commence the programme at any of the three entry points per year.

Authorised breaks from study can be granted however the student will need to complete the programme within three years and will need to complete all the modules.



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SECTION FIVE: Learning & Teaching

Our learning and teaching methods strategy has the following aims:

- To recognise the specific challenges of studying online and implement teaching strategies designed to combat these challenges
- To utilise teaching, learning and support methods which effectively develop students' abilities as independent learners.
- To use a variety of teaching methods, appropriate to the needs of students and to the intended learning outcomes.

Constructively aligned throughout, the programme aims are reflected within the module learning outcomes and are met within the module content and assessments.

To meet the needs of potential students, online learning; a form of distance learning, was chosen as the mode of study. Module materials are delivered online and involve a range of online delivery modes including video and audio files, micro lectures, and text based material. The mode of delivery also allows asynchronous and live discussion, e-tivities and interactive quizzes. The modules provide a framework for students to learn independently and discover the knowledge relevant to their particular needs. Students are expected to take responsibility for their own learning but have tutor support from academic whom access the modules 5 days a week.

One of the key methods we use is collaborative learning with students working together with other students to explore supervisory concepts. This involves extensive use of electronic discussion boards to share and explore ideas both within groups of students and between students and tutors. We have found that this approach successfully develops communities of learning, allowing you to network with fellow clinical supervisors around the world.

Another strategy we use to help students with their learning are formative activities. A formative activity is work that is not graded but which is designed with the specific aim of helping students to understand the course materials and to gain feedback on their performance. This feedback can either be from other students, or from members of staff.

SECTION SIX: Assessment

Our assessment policy aims to:

- provide rigorous assessments at an appropriate level mapped to specific module learning outcomes;
- ensure assessments are fair, by ensuring the nature and goals of assessment are clearly explained and that there are adequate opportunities for formative assessment;
- Ensure the outcomes of the assessment process are transparent and that students receive timely and constructive feedback on their assessments.

We offer a varied assessment diet to assess and facilitate learning. Our assessments comply with the University's overall assessment strategy, which identifies a number of key principles, starting with the principle that assessment should be integral to the learning experience. Students have the opportunity to undertake a variety of forms of assessment that are appropriate to the level and content of the module, and that allows them to demonstrate that they possess both knowledge of clinical, subject-specific and transferable skills.

A range of assessment techniques are employed during the programme that are appropriate to the level of conceptual and skills development, appropriate to the module content, and explicitly mapped onto learning outcomes which are derived from programme aims and

programme learning outcomes. Assessment is coursework based and there are no examinations

The type of assessment for each module is designed to allow students to demonstrate both subject knowledge and transferable skills which will be useful on graduation. Coursework assessments may include: essays, reflections, practical reports, portfolio's and analysis of transcriptions of supervisory practice. Students are also provided with the opportunity to complete formative activities within the module that will assist them in developing their knowledge and understanding, and support them in the undertaking of their summative assessments. Students are given the assignment specification at the beginning of the module so they are aware of the requirements throughout the module.

This programme operates within the University's Regulatory Framework and conforms to its regulations on assessment. Assignments will be submitted in line with the University's requirement for the electronic submission of assessment tasks.

SECTION SEVEN: Admission

Within the context of the University's Mission Statement, equal opportunities and the Admissions policy, the programme aims to attract a wide range of applicants from counselling and psychotherapy backgrounds, as well as nurses, other allied health professions, and those working within human services. The programme welcomes and encourages applications from people of all ages as long as they can be considered adequately prepared to succeed on the programme. All applicants must satisfy the entry criteria but also be suitably prepared to achieve the aims and objectives of the programme.

The primary function of the admissions process is to ensure that students feel that they are at the stage to successfully complete the programme of study leading to the intended award. As part of the process they will be required to submit an application form and evidence of previous study relevant to the programme.

Admissions criteria for the Post Graduate Certificate in Clinical Supervision programme require applicants to have the following academic qualifications:

- Be professionally qualified with a minimum of 12 months post qualification experience within a profession that has a basis within counselling, psychotherapy or healthcare.
- Have evidence of learning at level 6 or equivalent

If you can show that you have undertaken learning that is equivalent to a module of the course, you may wish to claim credits for prior learning. Recognition of prior learning (RPL) can however only be claimed for a maximum of one module.

If English is not your first language an English language qualification is essential. For this course the following is required:

IELTS 7.0 (or equivalent)

SECTION EIGHT: Student Support & Guidance

A number of support mechanisms are available through the portal and via direct contact:

- Academic Leads provide programme and academic guidance;
- Online Learner Advisors provides advice and guidance on administrative and pastoral support issues;
- Online Learner Advisors or Academic Leads are able to refer students to central University services designed to support students' academic and personal development within the programme i.e. technical support, library services, careers or student wellbeing;
- Module Tutors will provide module support and guidance.
- Personal Tutors act as a point of contact for matters of a personal and/or academic nature from when students enrol to the programme.

More details of Online Student Support are discussed within the University of Derby Online Learning's [Academic Framework](#).

Our approach to student support is proactive: We recognise that students may experience technical or academic difficulties, and that it is sometimes difficult to be sure who students should contact with a particular problem. To try to overcome this we operate a system of contacting students regularly to check for any problems they may be encountering. We check whether students are logging onto the learning materials regularly; often one of the first indications that a student is experiencing difficulties is that their frequency of logging on diminishes. We find that by doing this we are able to prevent potential problems beforehand.

Students on the programme have a named member of teaching staff who acts as their personal tutor. This person will act as their point of contact for matters of a personal and/or academic nature and will offer opportunities for students to meet with them in groups and one-to-one. Academic matters that are specific to individual modules will be managed by module tutors and module leaders.

There is an Online Orientation provision on the programme pages which serves the purpose of highlighting the particular needs of online study and prepares students for the online learning environment. These orientation materials are available to students throughout their studies.

UDOL's Learning and Teaching Strategy does not disadvantage students with additional needs. Students experiencing difficulty or who have specific needs will be advised to use the University Central Support systems. Students in employment will already benefit from work place support systems, but are fully informed of and have access to all services available through the University of Derby.

Accessibility statement

The University operates a disability policy to ensure that equity of opportunity is achieved for all students. If students are studying at the University of Derby and have a disability it is

important that students receive the support required to participate fully on their programme. Students who have not already completed a Support Plan should contact Specialist Support to make an appointment with a Student Advisor. The completion of this Support Plan will ensure that they are aware of the services and funding available to them and that the necessary support is in place.

The Student Voice

Obtaining feedback both during and after modules is an important activity which helps us to monitor the programme and implement any changes. This can occur through Programme Committees which provide a forum where staff and students can discuss matters related to the quality of the student learning experience. As an online learning programme we have 'virtual' committee meetings via Blackboard Collaborate. We also seek feedback via: Programme Evaluation Questionnaires – each year the University circulates a survey for each module which gives all students the opportunity to feedback via a set of standard questions. Less formally we also welcome comments on the programme via the anonymous programme feedback survey, staff-student liaison meetings, online discussion board on the programme page, and through the programme team – if there is any issue which students feel should be brought to the attention of the programme team or leader then please contact them.

SECTION NINE: Employability

Employability within this programme is underpinned by both the University's Learning and Teaching Strategy (2016) of which employability is a key pillar, and the University of Derby Graduate Attribute Framework. As a student on the programme there is access to the University's Careers and Employability Service which offers a diverse range of services including personal advice, CV building, volunteering, looking for and applying for jobs. Events are held throughout the year to provide opportunities for you to engage with the careers service during your time at the University.

For those wishing to gain accreditation as a supervisor with their professional body, this programme offers a curriculum of clinical supervision that can be used as evidence of academic commitment to the development of their skills. Whether you are aiming for this accreditation or not, this programme equips you with the skills to supervise both qualified practitioners whom are practicing in the field of counselling, psychotherapy, health or social care and students whom are beginning to embark on their journey into the profession.

Throughout the programme you will engage with a broad academic team with a range of skills to help you prepare for the future. This will include visiting lecturers and guest speakers who will stimulate thought and encourage you to think in different ways. All of this is supported by a personal tutor who will be allocated to each student at the start of the programme who is there to support general academic, personal and professional development and take an active and supporting role throughout the entire student journey. The personal tutor will also help you to find personal and professional development opportunities to maximise your potential.

Personal Development Planning

For this programme the Higher Education Academy (HEA) (2012) definition of Personal Development Planning is acknowledged:

“PDP is defined as 'a structured and supported process undertaken by an individual to reflect upon their own learning, performance and/or achievement and to plan for their personal, educational and career development'. PDP embraces a range of approaches to learning that connect planning (an individual's goals and intentions for learning or achievement), doing (aligning actions to intentions), recording (thoughts, ideas, experiences, in order to understand and evidence the process and results of learning) and reflection (reviewing and evaluating experiences and the results of learning).”

The PG Cert Clinical Supervision is built upon a philosophy of Personal Development Planning, and as such opportunities for PDP are included in the Programme in the following ways:

- The application of learning materials to current supervisory practice;
- The use of critical reflection within modules;
- You will be encouraged to include reflection on your learning within relevant professional portfolios.
- PDP is not restricted to portfolio development but is integral within modules as part of individual personal and professional development.

PDP elements will be integrated throughout the programme by:

- The use of an [initial skills diagnosis](#) and links to additional self-study resources
- The use of a microsite called 'Personal Development Planning for the Digital Age'. This microsite will contain a range of learning objects that address digital literacy, digital scholarship and graduate employment skills, all of these skills being considered transferable - from study to employment and vice versa. The learning objects can be used in several ways:
 - o You may be directed to carry out tasks which have been written into the authored materials.
 - o The Associate Academic may request or advise you to study specific skills to improve your understanding of a work related concept, develop a specific digital literacy or enhance a specific scholarship skill. They will look for the development of these skills within the module.
 - o Students may proactively engage with the microsite to develop the skills independently.

The attributes are mapped against each learning design type to ensure you have the opportunity to develop all of them within the programme. To support the understanding and development of these skills you will be offered a skills diagnostic opportunity at the beginning of your own competencies. You are also able to network with peers at the programme level as well as the module level, many of whom are health and social care practitioners globally located, hence interaction and collaborative work offers excellent networking opportunities.

PDP and ePortfolios

Professional Development Portfolios are effective ways of recording and showing demonstrable evidence of your strengths, experiences and professional development activities. PDP is a key component in your ability to accept responsibility for your learning, reflection and recognition

on your abilities, which increases confidence and competence in practice. Areas of development are recorded too, highlighting learning opportunities alongside milestones taking you from novice to expert. The University of Derby have for sometime now deployed a commercially available online PDP resource. You are given a user account where you can create journal articles; upload files showing your activities or reflections. Other student-created assets can also be placed within their learning chapters. This learning technology has been developed and evidence in its impact, thus showing the benefit to you whilst you study with the University of Derby. Besides, after you complete your studies, you can take your portfolio with you to show achievements to prospective employers. Based on the success of using ePortfolios in the University of Derby, the programme team wish to integrate this into the online programme to assist you record achievement from interaction with the virtual patients and collaborative discourse with your peers.

SECTION TEN: Post Programme Opportunities

This programme provides an opportunity for existing practitioners to advance their knowledge and skills in the specialist area of clinical supervision and equips students with the theoretical knowledge to offer clinical supervision to both existing professionals as well as students whom are commencing their careers and required the guidance of suitably qualified and experienced clinical supervisors. This therefore offers graduates of this programme the opportunity to enhance their existing career. It also offers students with the opportunity progress academically onto a doctoral level of study.

SECTION ELEVEN: External Links

This programme development has been informed by the supervision standards outlined by the BABCP, BACP and BPS, it is also inclusive of supervision of IAPT practitioners. The accreditation for supervision is based on the supervisor themselves and not the training course. Completion of this course does evidence additional training in clinical supervision and can be used in the application of individuals for supervisory accreditation.