PROGRAMME SPECIFICATION
Postgraduate Certificate
Clinical Supervision

Valid from September 2012
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SECTION ONE: GENERAL INFORMATION

Programme Title
Postgraduate Certificate Clinical Supervision

Award title and interim awards
Postgraduate Certificate in Clinical Supervision

Mode of Study
e-learning

Programme start date/review date
Start date: September 2012
Period of Validation: Indefinite

Awarding Institution
University of Derby

Faculty Managing the Programme
This programme is managed by University of Derby Online (UDOL) in conjunction with Faculty of Education, Health & Sciences

Institution(s) Delivering the Programme/Joint Honours Subject
University of Derby

Relevant external subject benchmark statement(s)

(i) Benchmarks/criteria of the British Association of Behavioural Cognitive Psychotherapies (BABCP) in the criteria for the Accreditation of Cognitive and/or Behaviour Therapy Supervisors (2009)

(ii) Benchmark /criteria of the British Association for Counselling and Psychotherapy Accreditation for supervisors (2009)

(iii) The British Psychological Society’s Centre for Outcome Research and Effectiveness (CORE) Supervision Competencies (2009)

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) and the British Psychological Society (BPS)
JACS Code(s)

B940

Programme specification last updated

May 2012, April 2016
SECTION TWO: OVERVIEW AND PROGRAMME AIMS

Overview

Supervision is a critical element of clinical training and clinical practice, since it links academic input to the realities of clinical work.

The way in which supervision is delivered varies widely in different settings, between professions and across therapeutic modalities. In addition, there are many different forms of supervisor training, most of which (at least for now) is essentially elective. While some organisations have systems for formally accrediting supervisors, few practitioners seem to take up this option. Thus despite being an issue that affects every form of psychological therapy, to date there are very few programmes available to support the academic and skills development of clinical supervisors. Therefore there is a need to provide a programme that is accessible to therapists form a wide range of practice arenas and therapeutic modalities.

Another issue that is relevant to the overall rationale is the issue of the theory base of clinical supervision. Traditionally Clinical Supervision has taken the theory and practice of a model of psychotherapeutics and applied it into the supervisory setting. This programme explores not only psychotherapeutic models of supervision, but also models that can be integrated into any psychotherapeutic model. The course also examines the tensions between individual practice, supervision and the organisational context, with an emphasis on the structured evaluation of outcomes for both the individual practitioner and the organisation in which they operate.

Programme Aims

The aims of the Clinical Supervision programme are in line with contemporary academic, scientific and professional body standards for theory and practice of counselling and psychotherapy in relation to clinical supervision. The overall aims this programme are that students can:

- Develop higher order practice skills needed within supervision in order to form, maintain and end supervisory relationships.
- Critically analyse a range of supervisory models and educational theory.
- Develop advanced understanding of supervisory structures and processes and how to work with them.
- Develop a critical understanding of approaches to the evaluation of supervision.
- Develop the ability and knowledge to recognise and work systematically with organisational, ethical, professional and legal influences on supervision.
- Develop the systems and intellectual abilities to reflect on and develop supervision for supervision.
SECTION THREE: PROGRAMME LEARNING OUTCOMES

The programme is designed to meet the Framework for Higher Education Qualification (FHEQ).

Knowledge and Understanding - On completion of the programme students will:

- Critically analyse a range of supervision specific and counselling/psychotherapy models of supervision.
- Demonstrate synthesis supervision specific and counselling/psychotherapy models and apply them creatively to complex supervisory processes
- Demonstrate a critical understanding of the influence of legal, professional, ethical and organisational influences on the supervision process

Intellectual skill - On completion of the programme students will:

- Demonstrate the ability to critically analyse their performance as a clinical supervisor
- Critically reflect on the practice and processes when receiving supervision for supervision

Practical and subject specific - On completion of the programme students will:

Demonstrate high level competencies of supervisory skills including:

- relationship building
- challenging
- problem solving
- goal setting
- endings in the supervisory relationships

Transferable skills - On completion of the programme students will:

- Demonstrate effective use of information technology
- Demonstrate effective communication skills.
- Demonstrate effective skills of problem solving and evaluation.
- Demonstrate the professional skills of self-management, time management, case management and boundary recognition
SECTION FOUR: PROGRAMME STRUCTURE

The Postgraduate Certificate in Clinical Supervision is part time, taken over three trimesters per year, duration over 1 year.

Postgraduate Certificate in Clinical Supervision Student Journey and Progression

Phase 1 – 60 Credits (60 Credits Post Graduate Certificate)

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<th>Semester 1</th>
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<tr>
<td>Foundations for Supervisory Practice and theory (20 Credits)</td>
<td>Developing Supervisory Practice and Theory (20 credits)</td>
<td>Supervisory Practice and Evaluation Within an Organisational Context (20 Credits)</td>
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Personal Development Planning (PDP)

Personal Development planning is defined by the Higher Education Academy as

“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”

SECTION FIVE: PROGRAMME DELIVERY

Learning and Teaching Methods

Our learning and teaching methods have the following aims;

We aim to develop subject specific knowledge, to equip students with:

- a critical understanding of key theoretical concepts in clinical supervision
- evaluation skills in terms of their ability to evaluate their own skills as a supervisor as well as the skills to evaluate the skills of the supervisee.
- an understanding of the debates around clinical supervision
- an understanding of practice issues in terms of personal and the wider environment
- to develop generic academic skills, encouraging student abilities as independent learners.

At the University of Derby we recognise that studying online can be an isolating experience which in itself can be demotivating. However, we also appreciate that some students have chosen this method of learning because they prefer a more independent approach to learning. We use teaching methods that give students the choice to become part of an active learning community; thus providing students with an opportunity to overcome feelings of isolation. One of the key methods we use is collaborative learning; that is working with students on the electronic discussion board; exploring subject related issues. Students and tutors interactively engage in topics promoting a sense of being part of a group.

E-learning strategies

The study materials are delivered using the Blackboard Virtual Learning Environment via module web pages. They were developed with the aim of making the material as interactive and stimulating as possible. This is achieved by providing specific information via the written material within the modules, various activities provided at the end of each section of reading to offer students the opportunity to think and reflect on their reading. Some activities ask for a specific response from the student. For example in the Assessing and Relating module students are asked to view various clips and then to comment on the skills demonstrated within the clip and how the “therapist’s” performance could be improved.

As stated the module material is supported by the academic staff active engagement on the discussion boards with the students. Web based materials provide an overview of the module content and are used to guide and structure activities associated with the module. Students seem to particularly find the video clips of established practitioners conducting role play therapy sessions thought provoking. They help to synthesis theory and practice and provide an opportunity to develop critique.

Although much of the additional reading is available in the set texts via digital resources, students at level 7 are expected to supplement their reading by sourcing journal articles available from ATHENS. This helps to build up student’s confidence as independent learners; a valuable transferable skill, one which is desirable to employers and necessary for student progression at higher academic levels.
Assessment

The assignments correspond to the module’s Learning Outcomes, which were develop from the module content, generic learning outcomes and programme aims.

Course work was chosen exclusively over examinations as it enables students to develop and reflect on their thinking, rather than the acquisition of knowledge for its own sake.

The assessment strategy encompasses the use of written assignments (for cognitive and problem solving skills development); video recordings (for skills development); reflection (for personal development). This is in line with assessment strategies adopted by most courses in the subject area and ensures that students have an opportunity to demonstrate a broad range of skills.

Students are encouraged to use the discussion board to discuss their assignments and are permitted to send a plan of their assignment on which formative feedback is provided.

In all modules students are rewarded with higher grades for work that is deemed to evaluate the subject matter and is supported with academic literature.

Assessment will include both summative and formative elements.

This programme operates within the University’s Regulatory Framework and conforms with its regulations on assessment.”
SECTION SIX: ADMISSIONS

Entry requirements

Specific entry requirements for this programme can be found on the University’s website at www.derby.ac.uk/online/clinical-supervision-pg-cert

Students wishing to take the Postgraduate Certificate in Clinical Supervision will be professionally qualified, experienced (at least 12 months post qualification) and/or be working towards being accredited counsellors or psychotherapists.

Non-native English speaking applicants, who had not earned a degree from an English speaking institute, need to provide the minimum English qualification IELTS level 7.0 or equivalent.

The admissions procedures conform to the University’s Equal Opportunities policy (www.derby.ac.uk/files/eo_race_equity_code_of_practice.pdf)

Students will demonstrate their ability to work at level 7 either by evidence of previous study at level 7 or equivalent.

Students will need to able to work with technology to be able to work online.

The programme conforms to the Regulations for Postgraduate students

www.derby.ac.uk/files/part_e_-_admissions2.pdf

Accredited prior learning also conforms to Regulations for Postgraduate students

www.derby.ac.uk/files/part_f_-_accreditation_of_prior_learning2.pdf

This programme is a direct entry programme. Application is made online University of Derby Online Learning |
SECTION SEVEN: STUDENT SUPPORT AND GUIDANCE

The University of Derby Online department provides personal support and guidance to students and advice on the University’s student support services. An induction programme is provided for students. This induction programme introduces students to essential information about ‘being a successful online student’. All students will get an online induction – whether you are planning to study one or more modules with us. The induction is tailored to developing academic skills and basic supports in using technologies and introductions to studying. Additionally, students will receive an online Programme Handbook that contains essential information about university regulations and more information about online support facilities. Students are encouraged to communicate using the learning environment tools and seek support at an early stage to improve technical competence and maintain motivation.

The Student Wellbeing Service provides an accessible and confidential support service for all students, staffed by Advisors. This service can provide an array of support including financial, welfare and disability support. The Students Wellbeing Service also provides support for students with additional needs and works with students to ensure arrangements and reasonable adjustments are made. Students who have a disability, long term health condition or specific learning difficulty are invited to contact support staff to ensure the best possible start to their studies at the University of Derby.

Students seeking advocacy and representational support can access the Students’ Union, an independent organisation which offers pro-active opportunities to maximise and enhance the student experience.

Developing study skills

Some skills such as note taking, research skills and academic writing may not come naturally. Fortunately a range of resources are on hand for you to develop your skills further. There are various online resources to help you with your study skills available form the following link http://www.derby.ac.uk/campus/library/study-skills/
SECTION EIGHT: POST PROGRAMME OPPORTUNITIES

The programme aims to develop autonomous practitioners in Clinical Supervision. Both within the NHS, Non Governmental and Private Sectors the number of posts available is continually expanding.

SECTION NINE: EMPLOYER LINKS

This programme has been developed in association with Derbyshire Mental Health Service. They were consulted on the revalidation, as they are the nearest employers who each have supported a number of students over the last five years on the programme. They have been part of the Development Team from conception to completion either in a direct committee capacity or through consultation meetings.
APPENDIX A: CURRICULUM MAP

Mapping of Programme Aims against Modules

Module 1. Foundations of Supervisory Practice
Module 2. Developing Supervisory Practice
Module 3. Supervisory Practice and Evaluation Within and Organisational Context

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<th>Programme Learning Outcomes</th>
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**KNOWLEDGE AND UNDERSTANDING**

Critically analyse a range of supervision specific and counselling/psychotherapy models of supervision and analyse the impact of the various models and styles of supervision on the therapist and the supervisor

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Synthesise relevant supervision and educational theory in order to develop and maintain supervisory relationships with a higher order level of competence

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Understand and be able to critically analyse major emergent theoretical positions and their explanation of relationship and process aspects of supervision

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Syntheses models of understanding and apply them creatively to complex supervisory process and problems.

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Demonstrate a critical understanding of the influence of legal, professional, ethical and organisational influences on the supervision process.

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**INTELLECTUAL SKILLS**

Critical analysis

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Understanding of theories

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Demonstrate professional reasoning

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Demonstrate independent thought

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**PRACTICAL AND SUBJECT-SPECIFIC SKILLS**

Synthesise relevant supervision and educational theory in order to develop and maintain supervisory relationships with a higher order level of competence

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<td>Critically reflect on the practice and processes when receiving supervision for supervision.</td>
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<td>Demonstrate the ability to evaluate performance and supervision at an individual, group and organisational level.</td>
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**TRANSFERABLE SKILLS**

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<th>Skill</th>
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<td>Recognise personal strengths and transferable skills</td>
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<td>Communicate effectively orally and in writing</td>
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<td>Manage deadlines</td>
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<td>Work independently and manage self</td>
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<td>Use learning resources and current technology</td>
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<td>Be innovative and demonstrate independence of thought</td>
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<td>Critically evaluate existing viewpoints</td>
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