Programme Specification for Postgraduate Certificate in Supervision with Iron Mill College

This document applies to Academic Year 2019/20 onwards.

1.	Awarding institution/body	University of Worcester
2.	Teaching institution	Iron Mill College
3.	Programme accredited by	N/A
4.	Final award	PG Certificate
5.	Programme title	Postgraduate Certificate in Supervision
6.	Pathways available	N/A
7.	Mode and/or site of delivery	Taught programme, weekend delivery, at Iron Mill College Exeter
8.	Mode of attendance	Part time, 8 weekends across the year of study
9.	UCAS Code	N/A
10.	Subject Benchmark statement and/or professional body statement	QAA Master's degree characteristics, 2010 BACP Supervision Training Curriculum (2014)
11.	Date of Programme Specification preparation/ revision	December 2015 August 2016 (Regulations amended - Section 20) August 2017 AQU amendments August 2018 AQU amendments February 2019 AQU amendments to template (sections 19 and 21 removed, renumbering) for 2019/20 August 2019 AQU amendments to Section 19, minor updates.

12. Educational aims of the programme

The Postgraduate Certificate in Supervision is a part-time programme suitable for those offering, or wishing to offer, consultative or supervisory support to others within the helping professions. With attendance over 8 weekends across one year, it is designed to fit around working commitments while offering the opportunity to integrate and align theory and practice.

The programme aims to:
- resource experienced practitioners in gaining the knowledge, skills and abilities necessary to enable excellence and creativity in the provision of professional supervision
- encourage dissemination of good practice within the helping professions through effective and competent supervision
- offer opportunities to evaluate contemporary perspectives on supervision
- address and facilitate management of organisational, legal and ethical aspects of supervisory practice
- contribute towards the establishment of supervision as a profession in its own right, by providing support and development for those who work in the helping professions.

Supervision for the helping professions was proposed as an area of study in its own right in 1989, and since then models have been developed to be used across the helping professions (e.g. Hawkins and Shohet, 1989; Carroll, 1994). Although traditionally most of the development in the field was located in counselling and psychotherapy, where

professional supervision has been a requirement of the professional bodies (UKCP, BACP), there has been an increasing acceptance over the past decade that supervision is important across all of the helping professions (evidenced by developments within education, health, psychological services, probation, family services, therapeutic services to name but a few). This has resulted in an increase in ethical guidelines, systems of accreditation and professional standards addressing supervision; as a consequence, profession-specific, or approach-specific supervision training programmes have gradually increased.

Those with a background in counselling and psychotherapy will know that a similar diversification and focus on the difference and incompatibilities between different schools and approaches has disadvantages, which have resulted in a contemporary movement towards a pluralistic philosophy (Cooper and McLeod, 2011). A pluralistic philosophy values and acknowledges differences in professional and philosophical approaches, but the focus of training is now located within an evidence-based 'what works well' approach of common areas *shared* by professions and philosophical schools and delivered via an open and collaborative relationship (demonstrated well within Faris and van Oijen's Relational Integrative Model, 2013).

In this PG Certificate programme, we take the position that while each practitioner will naturally begin with their own professional expertise, and a preferred philosophy or approach to their work, there is also a vast shared area where we find common ground on what is important, what is good practice and what works well. There is much to learn from sharing good practice between professions and encouraging students to consider new arguments, narratives and positions that may support - or differ - from their initial training.

This programme is therefore distinctive in that it offers a pluralistic and integrative stance with regard to supervision training, and offers participants the opportunity to connect with others across modalities and professions, share and compare good practice, understand and explore the many common theoretical and practical areas within supervision, consider how to apply that exploration and understanding to their own practice situation, and learn about 'supervision within the helping professions' as an area of study in its own right.

This cross-discipline approach to training is likely to boost the employability prospects and opportunities for graduates, and provides the possibility of advancement in a variety of careers within the helping professions. Applicants with degrees and postgraduate levels of achievement are increasingly being sought, and our aim is to resource graduates with the advanced theoretical and applied knowledge to make an impact on service provision.

We anticipate that through reference to the BACP Supervision Training Curriculum (2014), which offers generic guidelines suitable for adaptation across the helping professions, this PG Certificate programme will additionally offer excellent preparation for graduates who work within counselling and psychotherapy, should the anticipated regulation of the profession in the future see the requirement for supervisors to have approved and HE-validated training meeting the requirements of professional bodies.

13. **Intended learning outcomes and learning, teaching and assessment methods**

The Learning Outcomes for the PG Certificate in Supervision are:

<u>Knowledge and understanding</u>:
On successful completion of the course, students will be able to:
- Demonstrate an advanced and in-depth knowledge of theory and professional guidelines relating to the role of supervisor in monitoring and upholding ethical practice and managing ethical complexities (IMCS4001, LO1)
- Demonstrate advanced theoretical understanding and reflective practice relating to difference, diversity and the balance of power within the supervisory relationship (IMCS4001, LO5)

Cognitive and intellectual skills:
On successful completion of the course, students will be able to:
- Critically evaluate models of supervision, and produce a well-informed rationale for the selection of one or more models of supervision with reference to contemporary research and theory (IMCS4001, LO2)
- demonstrate an applied critical evaluation of theory describing educational models, learning styles and developmental stages (IMCS4002, LO4)

Practical skills relevant to employment:
On successful completion of the course, students will be able to:
- Evaluate the role of supervisor within differing organisational contexts, and critically assess how organisational contexts can impact upon practice (IMCS4001, LO3)
- professionally and competently adopt the role of a supervisor within a workplace of choice, applying an advanced awareness of legal, organisational and ethical requirements (IMCS4002, LO1)
- evaluate the application of advanced theoretical learning and understanding relating to difference and diversity, within the supervisee's practice and the supervisory relationship (IMCS4002, LO5)

Transferable/key skills:
On successful completion of the course, students will be able to:
- Critically evaluate theory describing educational models, learning styles and developmental stages of supervisees (IMCS4001, LO4)
- demonstrate advanced application of learning with regard to establishing, developing and managing a supervisory relationship, and the management of associated complexities and challenges (IMCS4002, LO2)
- demonstrate a strongly pro-active and reflective approach to addressing personal and professional learning requirements, through engagement with personal development planning and an advanced critical evaluation of their own practice and personal competency (IMCS4002, LO3)

Examples of learning, teaching and assessment methods used:

- **Placement/Work Based Learning provision:**

There is a significant focus on acquiring learning through the provision of work based supervision throughout the programme. This ensures that theoretical learning is applied to current professional practice, and students develop a professional resource network.

- **Technology:**

The University of Worcester Information and Learning services ('The Hive') include an array of online information available to students. Resources Online provides access to numerous online databases as well as numerous full text journals. The Summon facility allows searches across all university library resources. Students will make use of the VLE (Blackboard).

- **Learning and Teaching Methods:**

Teaching sessions accompanied by hand-outs and experiential exercises, discussions, modelling, audio-visual input, professional skills triad work, case study analysis, group work, reflective practice opportunities, guided independent learning, recording of practice.

- **Summative Assessment Methods:**

Supervision case study; supervision presentation and analysis; supervision practice.

14. **Assessment Strategy**

The assessment strategy is designed to help students develop the knowledge and skills to practise as supervisors. Assessments provide opportunities to critically analyse and evaluate evidence and current practice in supervision and apply this knowledge within each student's own developing practice.

The team are committed to developing and enhancing students' professional skills by providing opportunities to demonstrate skills of self-reflection, evaluation of existing evidence and critical application of that learning to new practice situations. Students will be assessed in both theoretical and practical components of the course.

Each assessment has specific marking criteria contained in the relevant module guide, which is provided to students via Blackboard at the beginning of the module. These are based on the generic assessment criteria contained within the Generic Masters Grade Descriptors.

A grid showing **assessment methods and weightings** mapped to modules at each level is included in the assessment section of the programme handbook.

Formative Assessment Methods

Student and Tutor feedback will be provided relating to: formative online tasks between attended sessions; reflective practice opportunities and journal writing; written and verbal peer and tutor feedback on development of practical skills. Formative assignments help to gradually build your knowledge, experience and confidence in working towards your formal (summative) assignments.

15. **Programme structures and requirements**

The PG Certificate in Supervision is a part-time professional programme at Level 7 comprising two 30-credit modules.

Award Map: Postgraduate Certificate in Supervision			
Module Code	*Module Title*	*Credits*	*Status*
IMCS4001	Integrative Relational Supervision	30	Mandatory
IMCS4002	Supervision in Practice	30	Mandatory

Attendance:
Attendance is required on scheduled days and in practice.

- **Attendance at placement and supervision**
  Students are expected to attend:
  - a minimum of 20 hours of work as a supervisor while enrolled on the programme
  - their own consultative supervision for a minimum of 1 hour per month – additional consultative supervision must be arranged if the student is supervising more than 2 supervisees, and if required by their professional body.

Evidence for supervision practice and consultant supervision is a requirement for this programme, and templates for the evidence required are included in the Practice Hours Handbook.

Additional expenses (current sums, subject to change) to budget for throughout the programme are:
- supervision – if not paid for or supplied by your place of work, approximately £30-£60 per 1.5 hours for monthly individual supervision; approximately £20 per hour for group supervision.

- enhanced <u>Disclosure and Barring Service</u> (DBS) Certificate required. This is an entry requirement and students will be contacted by the University about how to make a DBS application after accepting a place on the course.
- personal insurance – approximately £25 - £90 per year; monthly payment options usually available.

16. QAA and Professional Academic Standards and Quality

This award is located at level 7 of the FHEQ (Framework for Higher Education Qualifications which provides details of the academic level expected within each year of the programme. The programme is designed in compliance with the University of Worcester Taught Courses Regulatory Framework and is informed by the QAA Master's degree characteristics (2010).

The course design has been informed by the <u>BACP Supervision Training Curriculum</u> (2014), which offers a generic description of the skills and knowledge required in supervision. The BACP curriculum is contemporary and involved a range of organisations and groups in its design (CSIP: Care Services improvement Partnership; Skills for Health; NHS Education for Scotland; IAPT; QAA)

17. Support for students

The Iron Mill College offers a pleasant and comfortable learning environment within the city centre. Students have access to:
- the Resource Room, which contains reference books, library and a selection of journals
- the IMC placement database, allowing students to find approved placement providers and supervisors in the geographical area of their choice (these are mostly related to counselling and psychotherapy, but also include other providers within family centres, educational establishments and health settings).
- kitchens for storing and preparing their own food, and a range of tea, coffee and hot drinks are available free of charge
- Iron Mill offer a low-cost counselling service that is available to students five days per week throughout the year
- Study Skills Groups facilitated by experienced academic staff throughout the year on evenings and weekends, covering topics such as Harvard Referencing, Essay Writing, Preparing for Placement and Presentation Skills.

Students are supported throughout the year and over the summer by:
- The Placement Coordinator
- The Iron Mill College HE Admissions Officer
- A Library Assistant within the Administrative Team, able to help with library requests and enquiries
- The <u>Personal Academic Tutor</u> who will offer support throughout their studies at the Iron Mill College.
- The Course Leader and Module Leaders are directly involved in the programme and available to offer support and guidance as required.

Students enrolled on the PG Certificate in Supervision have the opportunity to access the services offered by UW Student Services. <u>Student Services</u> is the central department that provides non-academic support of students. The department includes Careers, Counselling and Mental Health Support, <u>Disability and Dyslexia Service</u>, Student Wellbeing Centre, and Welfare and Financial Advice. Further details are listed in the Course Handbook.

18.   Admissions

The Postgraduate Certificate in Supervision is suitable for those offering, or wishing to offer, consultative or supervisory support to others. The programme is ideal for professionally qualified counsellors and psychotherapists, coaches, human resources managers, psychologists, play therapists, mental health practitioners, nurses, teachers and trainers, social workers, probation officers, and those working in health and social care roles.

Entry Requirements:
- A minimum of a lower second class Honours degree, or an equivalent professional qualification
- Evidence of practice within a relevant professional role which will be assessed on an individual basis

In addition, applicants must provide evidence of:
- professional accountability or adherence to a relevant published code of conduct, ethical framework or code of practice (checked at interview)
- access to a minimum of two supervisees in monthly supervision for the duration of the training, who give permission for the use of a brief recording of a supervision session (checked at interview)
- a reference and proof of identification
- an enhanced and current Disclosure and Barring Service (DBS) certificate, arranged via the University on acceptance of a place.

Recognition of Prior Learning
Students with relevant previous study at postgraduate level or with extensive experience may be considered eligible for recognition of prior learning regarding their entry criteria. Please contact the Registry Admissions Office for further information or guidance on 01905 855111.

Further information on Recognition of Prior Learning can be found at
http://www.worcester.ac.uk/registryservices/941.htm

Admissions procedures
Applicants will apply for a place on this programme through the link provided on the Iron Mill website, and will be required to attend an interview as a formal part of the admissions process.

All applicants who are successful at interview and accept an offer will be required to undertake an enhanced Disclosure and Barring Service (DBS) check and to complete the University Occupational Health assessment form.

Admissions/selection criteria
Students will be offered a place on the programme if they meet the entry criteria *and* can demonstrate the following at interview:
- the professionalism and experience required for the role of supervisor
- a well-established career within the helping professions
- the ability to access supervisees through employment or self-employment
- a relational, non-judgemental and empathic approach to others
- familiarity with, and adherence to, a relevant published code of conduct, ethical framework or code of practice.

19.   Regulation of assessment

The course operates under the University's Taught Courses Regulatory Framework

Requirements to pass modules
- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Submission of assessment items
- Students who submit course work late but within 7 days (one week) of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 7 days (one week) will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations please see the Taught Courses Regulatory Framework.

Retrieval of failure
- Students are entitled to resit failed assessment items for any module that is awarded a fail grade.
- Reassessment items that are passed are capped at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module); the module grade for a re-taken module is capped at D-.
- A student who fails 60 credits or more after exhausting all reassessment opportunities may be required to withdraw from the University.
- A student will be notified of the reassessment opportunities in the results notification issued by the secure student portal (SOLE). It is the student's responsibility to be aware of and comply with any reassessments.

Requirements for Awards

Award	Requirement
PG Cert	Passed a minimum of 60 credits at level 7, as specified on the award map (IMCS4001, IMCS4002)

The PG Cert award is unclassified.

20. **Graduate destinations, employability and links with employers**

In this PG Certificate programme, while each practitioner will naturally begin with their own professional expertise, and a preferred philosophy or approach to their work, there is also a vast shared area which identifies common ground; what is important, what is good practice and what works well. There is much to learn from sharing good practice between professions and encouraging students to consider new arguments, narratives and positions that may support - or differ - from their initial training.

This programme is distinctive in that it offers a pluralistic and integrative stance with regard to supervision training, and offers participants the opportunity to connect with others across modalities and professions, share and compare good practice, understand and explore the many common theoretical and practical areas within supervision, consider how to apply that exploration and understanding to their own practice situation, and learn about 'supervision within the helping professions' as an area of study in its own right.

This cross-discipline approach to training is likely to boost the employability prospects and possibilities for graduates, and provides opportunity for advancement in a variety of

careers within the helping professions. Applicants with degrees and postgraduate levels of achievement are increasingly being sought, and the aim is to resource graduates with the advanced theoretical and applied knowledge to make an impact on service provision.

It is anticipated that, by making use of the BACP Supervision Curriculum guidance, this programme will additionally offer excellent preparation for graduates who work within counselling and psychotherapy; the anticipated regulation of the profession in the future may well see the requirement for supervisors to have approved and validated training meeting the requirements of professional bodies.

Possible career opportunities for supervisors within the helping professions are varied and numerous, and are growing as the helping professions increasingly understand the requirement to support staff who work with people. Opportunities may therefore include:

- NHS initiatives e.g. Improving Access to Psychological Therapies (IAPT)
- Educational institutions: schools, colleges and Universities
- Employee Assistance Programmes (EAPS)
- Local Authority employee services programmes
- Charitable agencies
- Human Resources
- Private Practice
- Health and Social Care settings
- Family centres and services
- Residential and day services work
- Probation and social work

Student employability
The programme is designed to contribute towards career progression within the helping professions through the development of supervisory skills and attributes, and the requirement for work-related learning that facilitates the integration of theory and practice. In addition, the Iron Mill College provides study skills groups assisting with interview skills and CV preparation.

Links with employers
The PG Certificate programme design has aligned itself with a well-established professional body, the British Association of Counselling and Psychotherapy (BACP). This organisation has produced guidelines for standards in professional supervisor training which helped to inform the development of this programme. In addition, External Advisors with extensive subject specific experience were involved throughout the course development and approval process.

The Iron Mill College has a history of building and maintaining good relationships with placement and work-based learning providers, and hosts regular networking and development meetings for its substantial list of approved supervisors and placement providers.

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in associated course documentation e.g. course handbooks, module outlines and module specifications.