Course Handbook
Certificate in Supervision of Counselling and Psychotherapy
2020/21
Course Leader: Jill Bamber
School of Community Health & Midwifery
Faculty of Health & Wellbeing

Please read this Handbook in conjunction with the University's Student Handbook.

All course materials, including lecture notes and other additional materials related to your course and provided to you, whether electronically or in hard copy, as part of your study, are the property of (or licensed to) UCLan and MUST not be distributed, sold, published, made available to others or copied other than for your personal study use unless you have gained written permission to do so from the Dean of School. This applies to the materials in their entirety and to any part of the materials.
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1. **Welcome to the course**

Welcome to Module HN4704 Postgraduate Certificate in the Supervision of Counselling and Psychotherapy.

1.1 **Rationale, aims and learning outcomes of the course**

This module provides an overview of clinical supervision and explores current models of supervision. The module covers methods of working with supervisees and demonstrates how applying theoretical frameworks can enhance the supervisory relationship. This will be supported by current evidence-based research, and legal and ethical issues relevant to supervision will also be explored. This is a practical course with the emphasis on skills development, professional practice, self-awareness and personal growth. The course considers key concepts from a range of supervision models.

The module aims to provide students with an opportunity to:

- To critically analyse and appraise current models of, and issues within, Supervision.
- To make informed ethical, practical and theoretical judgements within the context of Supervision.
- To demonstrate applied knowledge and practice of the processes involved in Supervision.

1.2 **Course Team**

<table>
<thead>
<tr>
<th>Name</th>
<th>Room</th>
<th>Telephone</th>
<th>Email</th>
<th>Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jill Bamber</td>
<td>HA253</td>
<td>01772 893794</td>
<td><a href="mailto:JABamber1@uclan.ac.uk">JABamber1@uclan.ac.uk</a></td>
<td>Module Leader</td>
</tr>
<tr>
<td>Richard Davis</td>
<td>HA252</td>
<td>01772 893403</td>
<td><a href="mailto:RDavis@uclan.ac.uk">RDavis@uclan.ac.uk</a></td>
<td>Lecturer</td>
</tr>
</tbody>
</table>

1.3 **Expertise of Staff**

**Jill Bamber**

Jill is a Person Centred Therapist and Supervisor with over 10 years’ experience of working as a therapist and supervisor with adults, children and young people in a variety of settings including schools, colleges and CAMHS. Jill moved to UCLan in 2017 and is also Course Leader for the Graduate Certificate in Advanced Counselling Skills and the Certificate in Therapeutic Work with Children and Adolescents. Her clinical practice includes offering supervision to trainees and qualified practitioners and working online and face-to-face with a wide range of issues in a time-limited model with Employee Assistance Programmes. She is also an author of good practice publications and Certificate of Proficiency resources for the BACP. Jill is an Accredited Member of the BACP and a Member of ACTO (Association for Counselling and Therapy Online).

**Richard Davis**

Richard has worked as a counsellor/psychotherapist since 1995 in a number of settings and in private practice, providing therapy, training and clinical supervision. A UKCP (United Kingdom Council for Psychotherapy) registered Integrative Psychotherapist, he is also IAPT accredited in ‘Counselling for Depression’. In 2004 Richard joined UCLan as a Senior Lecturer and is a core tutor on the MA/Postgraduate Diploma in Integrative Counselling/Psychotherapy. He teaches on a range of modules on the single and combined honours courses incorporating psychoanalytic and integrative studies.
1.4 Academic Advisor
You will be assigned an Academic Advisor who will provide additional academic advice and support during the year. They will be the first point of call for many of the questions that you might have during the year. Your Academic Advisor will be able to help you with personal development, providing insight and direction to enable you to realise your potential.

1.5 Administration details
Campus Administration Service provides academic administration support for students and staff and are located in the following hubs which open from 8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays. The hub can provide general assistance and advice regarding specific processes such as extenuating circumstances, extensions and appeals.

Brook Building
School of Community, Health and Midwifery
Nursing
Health Sciences
Social Work, Care and Community
Room: 204
Telephone: 01772 891992
Email: BrookHub@uclan.ac.uk

1.6 Communication
The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread. We will normally contact you via email and Blackboard. You should expect to receive a reply to emails that you send to us within 5 working days.

1.7 External Examiner
The University has appointed an External Examiner to your course who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. The name of this person, their position and home institution can be found below. If you wish to make contact with your External Examiner, you should do this through your Course Leader and not directly. External Examiner reports will be made available to you electronically. The School will also send a sample of student coursework to the External Examiner for external moderation purposes, once it has been marked and internally moderated by the course tutors. The sample will include work awarded the higher and lowest marks and awarded marks in the middle range.

The External Examiner is Jo Brown, who is a Senior Lecturer at the University of Southampton.
2. Structure of the course

2.1 Overall structure
The Certificate involves one module HN4704 Supervision of Counselling and Psychotherapy.

<table>
<thead>
<tr>
<th>Award/Module</th>
<th>Number of Modules for Award</th>
<th>Credits</th>
<th>Module Title</th>
<th>Module Credit Level</th>
<th>Module Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate</td>
<td>1</td>
<td>20</td>
<td>Supervision of Counselling and Psychotherapy</td>
<td>Level 7</td>
<td>Single</td>
</tr>
</tbody>
</table>

2.2 Modules available
Each module is a self-contained block of learning with defined aims, learning outcomes and assessment. A standard module is worth 20 credits. It equates to the learning activity expected from one sixth of a full-time undergraduate year. A copy of the Module Descriptor is available on Blackboard.

2.3 Course requirements
Essential:
A level 6 qualification or equivalent in Counselling or Psychotherapy and evidence of working towards BACP Counsellor/Psychotherapist accreditation or equivalent. Applicants must also be able to demonstrate that they have at least three years’ post qualification experience of providing counselling or psychotherapy to clients with the presentation of mental health issues. This experience will need to be evidenced through references prior to being accepted onto the training.

Desirable: a postgraduate qualification in counselling or psychotherapy. Experience of providing clinical supervision.

2.4 Module Registration Options
Discussions about your progression through the course normally take place in February each year. It is an opportunity for you to make plans for your study over the next academic year. The course team will tell you about the various modules / combinations available and you will both agree on the most appropriate (and legal) course of study for you.

2.5 Study Time
2.5.1 Monthly timetable
A timetable will be available once you have enrolled on the programme, through the student portal.
2.5.2 Expected hours of study
The teaching of the module will begin in October, with the 36 hours of teaching spread across six days. It will be taught at Preston Campus. The course utilises Blackboard whereby students can access information about the course and material to support the lectures. The normal amount of work involved in achieving a successful outcome to your studies is to study for 10 hours for each credit you need to achieve – this includes attendance at UCLan and time spent in private study. This will equate to 200 hours in total.

2.5.3 Attendance Requirements
You are required to attend all timetabled learning activities for each module. Notification of illness or exceptional requests for leave of absence must be made to: JABamber1@uclan.ac.uk

If you have not gained the required authorisation for leave of absence, do not respond to communications from the University and if you are absent for four weeks or more, you may be deemed to have withdrawn from the course. If this is the case, then the date of withdrawal will be recorded as the last day of attendance.

You will be issued with an identity card which you are required to scan on entering the teaching room at each session to confirm your attendance. This will be logged on UCLan's Student Attendance Monitoring system (SAM). Each time you are asked to enter your details on SAM you must remember that the University has a responsibility to keep information up to date and that you must only enter your own details on the system. To enter any other names would result in inaccurate records and be dishonest. Any student who is found to make false entries can be disciplined under the student guide to regulations.

2.5.4 Data Protection
All of the personal information obtained from you and other sources in connection with your studies at the University will be held securely and will be used by the University both during your course and after you leave the University for a variety of purposes. These are all explained during the enrolment process at the commencement of your studies. If you would like a more detailed explanation of the University’s policy on the use and disclosure of personal information, please contact the Information Governance Officer, Clerk to the Board Service, University of Central Lancashire, Preston, PR1 2HE or email DPFOIA@uclan.ac.uk.

3. Approaches to teaching and learning

3.1 Expertise of staff
Jill Bamber
Jill is a Person Centred Therapist and Supervisor with over 10 years’ experience of working as a therapist and supervisor with adults, children and young people in a variety of settings including schools, colleges and CAMHS. Jill moved to UCLan in 2017 and is also Course Leader for the Graduate Certificate in Advanced Counselling Skills and the Certificate in Therapeutic Work with Children and Adolescents. Her clinical practice includes offering supervision to trainees and qualified practitioners and working online and face-to-face with a wide range of issues in a time-limited model with Employee Assistance Programmes. She is also an author of good practice publications and Certificate of Proficiency resources for the BACP. Jill is an Accredited Member of the BACP and a Member of ACTO (Association for Counselling and Therapy Online).
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3.2 Learning and teaching methods
The teaching in this module is based on lecture, discussion, tutorials and small group discussions. It will also involve experiential work with dyadic/triadic group-work and video recordings. Students will have formative assessment feedback from the course tutor and peers during ‘live’ supervision sessions from within the student cohort. Students will be expected to keep a formative personal learning journal in order to develop greater reflexivity regarding their skills. This will contribute to the critical evaluation component of the assessment strategy. Throughout the module, students will need to engage in continual reading of both the literature and research. Guidance on what literature to use will be identified as key texts. Students will regularly access Lecture Materials via Blackboard to read supplementary lecture papers and hand-outs.

3.3 Study skills
Study Skills - ‘Ask Your Librarian’

https://www.uclan.ac.uk/students/support/study/it_library_trainer.php

You can book a one to one session with a subject Librarian via Starfish. These sessions will help with questions such as “My lecturer says I need a wider variety of sources in my references, what do I do?”
“I need to find research articles, where do I start?”
“How do I find the Journal of ...?”
“How do I use RefWorks?”

For further information please refer to the University Student Handbook (this can be found on Blackboard).

There are a variety of services to support students and these include:
WISeR https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab_tab_group_id= 33_1
LIS https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab_tab_group_id= 25_1

3.4 Learning resources
3.4.1 Learning and Information Services (LIS)
The best place to start when exploring the Library resources available to you is;
- Your ‘Subject Guide’ can be found in the Library Resources
- Your ‘My Library’ tab in the Student Portal
- Library search

Extensive resources are available to support your studies provided by LIS – library and IT staff. Take advantage of the free training sessions designed to enable you to gain all the skills you need for your research and study.
LIS provide an informative subject guide for Counselling and Psychotherapy Studies which will assist you in your studies as books may be found in up to 27 different areas of the library under the Dewey decimal classification system.

In addition there are a number of online databases (i.e. Psycarticles, PsycINFO, Medline, Cinahl...) that will assist you in your studies and which can be obtained from the library online (http://www.uclan.ac.uk/students/library/e_databases.php).

3.4.2 Electronic Resources
LIS provide access to a huge range of electronic resources – e-journals and databases, e-books, images and texts. Many journals are now available electronically through this site. In particular the journal of BACP (Therapy Today, and Counselling and Psychotherapy Research – CPR) are available in this way. Further information with a more comprehensive list of popular journals will be made available from Blackboard.

In addition BACP publicise a compendium of their published journal articles and which is available through their website and the links to http://www.therapytoday.net/.

3.5 Personal development planning
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.’

Personal development planning is centred on student development and seeks to assist you in understanding what, how and when you are learning; it encourages you to monitor, review, plan and take responsibility for your own learning. It is meant to help you:
• understand how you are learning and to relate your learning to a wider context;
• improve your general skills for study and career management;
• articulate your personal goals and evaluate progress towards their achievement;
and
• encourage a positive attitude to learning throughout your life and career.

As such you will find that PDP is:
• a structured process that is integral to learning at a higher level;
• concerned with learning in an holistic sense (both academic and non-academic);
• something that an individual does with guidance and support: the latter perhaps decreasing as personal capability is developed so that it becomes self-sustaining;
• a process that involves self-reflection, the creation of personal records, planning and monitoring Progress towards the achievement of personal objectives;

This is achieved through a number of means but primarily it is about you taking responsibility for what you are learning and in your own personal reflection of this learning. You will also have regular and detailed contact with your tutor through personal tutorials and, for which, you should come prepared to discuss your own personal development.

A key tool to assist this process is the maintenance of your personal learning journal. This can be in paper or electronic format and you are encouraged to reflect on events that have happened (factually) as well as to then consider what they might mean to your own personal learning and development. A large part of this will be the recognition and planning (which your tutor will assist you with) of learning opportunities which, because of the nature of counselling skills, can incorporate a wide range of possibilities from sitting listening to
someone; the experience of being listened to; observing other people in any format of therapeutic engagement or interpersonal relationship.

You may want to visit LIS Customer Support to see what other resources they have that would contribute to this learning.

3.6 Preparing for your career
Your future is important to us, so to make sure that you achieve your full potential whilst at University and beyond, your course has been designed with employability learning integrated into it. This is not extra to your degree, but an important part of it which will help you to show future employers just how valuable your degree is. These “Employability Essentials” take you on a journey of development that will help you to write your own personal story of your time at university:

- To begin with, you will explore your identity, your likes and dislikes, the things that are important to you and what you want to get out of life.
- Later, you will investigate a range of options including jobs and work experience, postgraduate study and self-employment,
- You will then be ready to learn how to successfully tackle the recruitment process.

It’s your future: take charge of it!

Careers offers a range of support for you including:
- career and employability advice and guidance appointments
- support to find work placements, internships, voluntary opportunities, part-time employment and live projects
- workshops, seminars, modules, certificates and events to develop your skills

Daily drop in service available from 09:00-17:00 for CV checks and initial careers information. For more information come along and visit the team (in Foster building near the main entrance) or access our careers and employability resources via the Student Portal.

4. Student Support
Information on the support available is at: https://www.uclan.ac.uk/students/

Your Course Leader is available to discuss any aspects of student support however, please also consult the University Student Handbook which is available through the Blackboard website and which details the support that students can get, as well as the central services run by the University.

4.1 Academic Advisors
You are encouraged to see your Academic Adviser as your first point of contact to do with anything relating to the academic side of your course or to more pastoral matters (i.e. personal and supportive matters outside of the course direct). Your Academic Advisor for this course is Jill Bamber.

Personal tutorials can be made by contacting your Academic Advisor so that a suitable time can be arranged to meet. Please be aware that lecturing staff have many responsibilities such as teaching on a variety of other modules. This means that appointment times are held in great esteem. If for whatever reason, you are unable to make an agreed appointment, please contact the lecturer by either telephone or email to cancel it. Email is the preferred route. Towards the end of the module, additional group seminars / tutorials will be available upon request.
The academic side to this role relates to assisting you to develop your studies, to help you make sense of the course material and to help you make the most of your course. We will help you develop your academic style of writing, to plan for assignments and make sense of assignment feedback but may, at times, refer you to other points of contact within the university who can assist in this process. NB. If you want assistance with your academic work it is always helpful if you come prepared by knowing what it is that you need support with, to formulate any questions that you might have beforehand and to send/bring any draft copies of any work in advance of the meeting. Please e-mail JABamber1@uclan.ac.uk in advance.

We can also be the first point of contact for pastoral issues however, if you refer to section 4.2 there are also a number of other specialised support services available through the Student Academic Support Service.

4.2 Students with disabilities
There is a named lead for students with disabilities within your school – the current named lead is Colette Eaton and her email address is CEaton@uclan.ac.uk

4.3 Students' Union
The Students' Union offers thousands of volunteering opportunities ranging from representative to other leadership roles. We also advertise paid work and employ student staff on a variety of roles. You can find out more information on our website: http://www.uclansu.co.uk/

5. Assessment
Please note that all modules will be assessed. You are expected to attempt all required assessments for each module for which you are registered, and to do so at the times scheduled unless authorised extensions, special arrangements for disability, or extenuating circumstances allow you to defer your assessment.

5.1 Assessment Strategy
The assessment strategy has two components:

Assignment 1
A 3,000 word negotiated essay on a related topic This assignment should address learning outcomes 1 & 2

Assignment 2
i) A taped recording of a supervision session with a supervisee, supported by a signed consent form and written evaluation of 2,000 words, demonstrating a critical understanding of supervisory relationships and the key concepts applied within the work.

Or

ii) A DVD of a supervision session with a peer and written evaluation of 2,000 words, demonstrating a critical understanding of supervisory relationships and the key concepts applied within the work.
This assignment should address learning outcomes 2 & 3

5.2 Notification of assignments and examination arrangements

Details of the assignments, submission dates and method of submission will be discussed in the taught sessions and also be available via Blackboard.

5.3 Referencing
For further details of preferred referencing style please go to Blackboard where you will find guidelines for the APA of referencing, how to incorporate it as well as the regulations about plagiarism and how to avoid it.

For those of you with Smartphones there are a number of ‘Apps’ that will help you in creating accurate in-text and end text references. Some suggestions are ‘EasyBib’ (remember to select the APA system when using it), ‘Reference Me’, ‘Easy APA Referencing’.

5.4 Confidential material
Students are reminded of their ethical and legal responsibilities to respect confidentiality and maintain the anonymity of individuals and organisations within their assignments. Any audio/DVD that contains material from another person should be treated with respect (i.e. please ensure that it is always safely within your possession and do not leave it anywhere unattended). Apart from the course tutor this material will only be viewed by the External Examiner.

5.5 Cheating, plagiarism, collusion or re-presentation
Please refer to the information included in section 6.6 of the University Student Handbook for full definitions. The University uses an online Assessment Tool called Turnitin. A pseudo-Turnitin assignment will be set up using the School space on Blackboard to allow students to check as many drafts as the system allows before their final submission to the ‘official’ Turnitin assignment. Students are required to self-submit their own assignment on Turnitin and will be given access to the Originality Reports arising from each submission. In operating Turnitin, Schools must take steps to ensure that the University’s requirement for all summative assessment to be marked anonymously is not undermined and therefore Turnitin reports should either be anonymised or considered separately from marking. Turnitin may also be used to assist with plagiarism detection and collusion, where there is suspicion about individual piece(s) of work.

5.6 How do I know that my assessed work had been marked fairly?
Assessment is an integral part of the course. Module staff work closely together to design assessments, agree the marking criteria and approve final versions of assessments to ensure that these are appropriate. The criteria for assessment will be communicated to you clearly during the module teaching.

All module staff engage in development and training in assessment, marking and feedback. Once the assessments have been completed the module team will discuss the assessment methods and marking criteria, prior to starting to mark, so that there is a common understanding of what is expected of students. All assessed modules have moderation built into the marking process. Moderation involves sampling students’ assessed work to make sure that the learning outcomes and agreed marking criteria have been interpreted and
applied in the same way. This ensures that you and your fellow students are treated equitably and that the academic standards are applied consistently. During the marking process the module leader will co-ordinate moderation to ensure that at least 10% of assessed work (or a minimum of three pieces) has been reviewed by other markers and any concerns about consistency or accuracy addressed with the whole module team. Your work may or may not be part of this sample, but the processes for developing assessments and marking criteria as well as moderation mean that you can be confident that teaching staff are marking assessments to the same criteria. Module teams may then use feedback from moderation to improve clarity about the nature and purpose of future assessment, or to make changes if required.

Modules are also moderated externally. The module leader will arrange for the external examiner to receive a sample of work for review and comment. External examiners cannot change individual grades, but can act as ‘critical friends’ and confirm that marking standards are in line with other, similar courses in the sector. If, on reviewing the sample, external examiners feel that the marking criteria have not been applied consistently the work of the whole cohort will be reviewed.

6. Classification of Awards
The University publishes the principles underpinning the way in which awards and results are decided in Academic Regulations. Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations.

7. Student Feedback
You can play an important part in the process of improving the quality of this course through the feedback you give. In addition to the ongoing discussion with the course team throughout the year, there are a range of mechanisms for you to feedback about your experience of teaching and learning. We aim to respond to your feedback and let you know of our plans for improvement.

The Students’ Union can support you in voicing your opinion, provide on-going advice and support, and encourage your involvement in all feedback opportunities. They will be requesting that you complete the National Student Survey (during semester 2 for students in their final year of study) or the UCLan Student Survey (all other students).

The Students’ Union and University work closely together to ensure that the student voice is heard in all matters of student-life. We encourage students to provide constructive feedback throughout their time at university, through course reps, surveys and any other appropriate means,

The Union’s Student Affairs Committee (SAC), members of Students’ Council and School Presidents each have particular representative responsibilities, and are involved with decision making committees as high as the University Board. Therefore it is very important students engage with the democratic processes of the Students’ Union and elect the students they see as most able to represent them.

7.1 Student Staff Liaison Committee meetings (SSLCs)
Details of the Protocol for the operation of SSLCs is included in section 8.2 of the University Student Handbook.

The purpose of a SSLC meeting is to provide the opportunity for course representatives to feedback to staff about the course, the overall student experience and to inform
developments which will improve future courses. These meetings are normally scheduled once per semester.

Your Course Leader will facilitate the meetings using guidelines and provide a record of the meeting with any decisions and / or responses made and / or actions taken as a result of the discussions held. The meetings include discussion of items forwarded by course representatives, normally related to the following agenda items (dependent on time of year).

The course team encourage student feedback in all areas and recognise that additional items for discussion may also be raised at the meeting
- Update on actions completed since the last meeting
- Feedback about the previous year – discussion of external examiner’s report; outcomes of National /UCLan student surveys.
- Review of enrolment / induction experience;
- Course organisation and management (from each individual year group, and the course overall);
- Experience of modules - teaching, assessment, feedback;
- Experience of academic support which may include e.g. Personal Development Planning, personal tutoring arrangements and The Card;
- Other aspects of University life relevant to student experience e.g. learning resources, IT, library;
- Any other issues raised by students or staff.
8. Appendices

8.1 Programme Specification

UNIVERSITY OF CENTRAL LANCASHIRE

Programme Specification

This Programme 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 he/she takes full advantage of the learning opportunities that are provided.

Sources of information on the programme can be found in Section 17

<table>
<thead>
<tr>
<th>1. Awarding Institution / Body</th>
<th>University of Central Lancashire</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Teaching Institution and Location of Delivery</td>
<td>Preston Campus / Other localities if offered as a bespoke programme</td>
</tr>
<tr>
<td>3. University School/Centre</td>
<td>School of Community Health &amp; Midwifery</td>
</tr>
<tr>
<td>4. External Accreditation</td>
<td>None</td>
</tr>
<tr>
<td>5. Title of Final Award</td>
<td>Certificate Supervision of Counselling and Psychotherapy</td>
</tr>
<tr>
<td>6. Modes of Attendance offered</td>
<td>Part-time or Block delivery</td>
</tr>
<tr>
<td>7. UCAS Code</td>
<td>Not applicable</td>
</tr>
<tr>
<td>8. Relevant Subject Benchmarking Group(s)</td>
<td>Not applicable</td>
</tr>
<tr>
<td>9. Other external influences</td>
<td>Not applicable</td>
</tr>
<tr>
<td>10. Date of production/revision of this form</td>
<td>20th November 2012</td>
</tr>
</tbody>
</table>

11. Aims of the Programme

- To critically analyse and appraise current models of, and issues within, Supervision.
- To make informed ethical, practical and theoretical judgements within the context of Supervision.
- To demonstrate applied knowledge and practice of the processes involved in Supervision.
## 12. Learning Outcomes, Teaching, Learning and Assessment Methods

### A. Knowledge and Understanding

**A1.** Critically analyse and appraise current models of, and issues within, Supervision.

**Teaching and Learning Methods**

- Formal input & discussion groups.

**Assessment methods**

- Negotiated essay.

### B. Subject-specific skills

**B1.** Demonstrate applied knowledge and practice of the processes involved in Supervision.

**Teaching and Learning Methods**

- Use of triads and DVD to practice supervisory skills

**Assessment methods**

- 30 minute DVD of skills practice.

### C. Thinking Skills

**C1.** Make informed ethical, practical and theoretical judgements within the context of Supervision.

**Teaching and Learning Methods**

- Discussion of ethical dilemmas, study of research on professional practice, and formative evaluation of skills.

**Assessment methods**

- Evaluation of skills demonstrated on DVD.

### D. Other skills relevant to employability and personal development

**D1.** Development of reflexive practice and self-awareness.

**Teaching and Learning Methods**

- Kolb’s model of learning. Students are invited to experience something within the class environment, then to reflect on that, and then to connect it to theory and modify or develop practice.

**Assessment methods**

- Evaluation of skills demonstrated on DVD
- Personal Learning Journal
### 13. Programme Structures*

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Credit rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 7</td>
<td>HN4704</td>
<td>Supervision of Counselling and Psychotherapy</td>
<td>20 [L7]</td>
</tr>
</tbody>
</table>

**Certificate**
Requires 20 credits at Level 7.

### 14. Awards and Credits*

- **Certificate**

### 15. Personal Development Planning

As an integral part of this course students will be required to:
1. Develop skills of reflection on their academic, personal and professional development;
2. Increase own skills, qualities, attitudes and capabilities (by taking part in the experiential activities as well as academic assignments);
3. Improve their own learning and performance by taking responsibility for their own development and developing the necessary skills for independent learning (case discussions will encourage this and the case study or analysis);
4. Identify their own strengths, weaknesses and needs and direction for change (group process, experiential activities);
5. Set goals and plan action for developing, monitoring and reviewing their own progress (facilitation of group by a facilitator with extensive background in Supervision will encourage this and will be modelled throughout the course);
6. Complete their own records of learning experiences and achievement;
7. Plan realistically for their career progression and manage their own career development.

### 16. Admissions criteria

Programme Specifications include minimum entry requirements, including academic qualifications, together with appropriate experience and skills required for entry to study. These criteria may be expressed as a range rather than a specific grade. Amendments to entry requirements may have been made after these documents were published and you should consult the University’s website for the most up to date information.

Students will be informed of their personal minimum entry criteria in their offer letter.

- Professional qualification in Counselling or Psychotherapy
- Three years post-qualifying experience as a Counsellor and/or Psychotherapist
- Interview

### 17. Key sources of information about the programme

- UCLan website
## 18. Curriculum Skills Map

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Core (C), Compulsory (COMP) or Option (O)</th>
<th>Programme Learning Outcomes</th>
<th>Other skills relevant to employability and personal development</th>
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<tbody>
<tr>
<td>LEVEL 7</td>
<td>HN4704</td>
<td>Supervision of Counselling and Psychotherapy</td>
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**Note:** Mapping to other external frameworks, e.g. professional/statutory bodies, will be included within Student Course Handbooks