

Module specification

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Refer to the module guidance notes for completion of each section of the specification.

| | |
|---------------|------------------------|
| Module code | COU616 |
| Module title | Supervision (Practice) |
| Level | 6 |
| Credit value | 20 |
| Faculty | FSLS |
| Module Leader | Jackie Raven |
| HECoS Code | 100495 |
| Cost Code | GASC |

Programmes in which module to be offered

| | |
|--|---|
| Programme title | Is the module core or option for this programme |
| Standalone module aligned to DipHe Counselling for QAA purposes | Standalone |
| Glyndwr University Certificate of Continuing Education – Supervision | Standalone |

Pre-requisites

Applicants must be qualified in their field, the minimum qualification to qualify as a professional counsellor is Diploma Level.

The Supervision (Theory) module must be completed in conjunction with this module.

Breakdown of module hours

| | |
|--|--|
| Learning and teaching hours | 30 hrs |
| Placement tutor support | 0 hrs |
| Supervised learning e.g. practical classes, workshops | 0 hrs |
| Project supervision (level 6 projects and dissertation modules only) | 0 hrs |
| Total active learning and teaching hours | 30 hrs |
| Placement / work based learning | A minimum of 20 supervision sessions with a qualified supervisee(s). A minimum of 5 |

| | |
|--------------------------------------|---|
| Learning and teaching hours | 30 hrs |
| | supervisory sessions with a qualified supervisor |
| Guided independent study | 170 hrs |
| Module duration (total hours) | 200 hrs |

| | |
|------------------------------|-------------|
| For office use only | |
| Initial approval date | 17//06/2021 |
| With effect from date | 01/09/2021 |
| Date and details of revision | |
| Version number | 1 |

Module aims

The aim of this module is to enable qualified professionals to acquire the knowledge and competences required to practise as supervisors. To also enable participants to understand how to establish and maintain the supervisory relationship and to develop and enhance the skills necessary for supervisory practice. This module is designed to be undertaken with Supervision Theory. Together the two modules align with ethical guidelines for supervision.

Module Learning Outcomes - at the end of this module, students will be able to:

| | |
|---|--|
| 1 | Acquire an understanding of the importance of the supervisory relationship |
| 2 | Identify factors that can help to create an environment conducive to supervision |
| 3 | Attain- knowledge and understanding of managing a working supervisory relationship in line with ethical practice |
| 4 | Explore and practise supervision skills |
| 5 | Gain understanding and recognition of the supervisor's and supervisee's limitations of both knowledge and practical experience |

Assessment

Indicative Assessment Tasks:

This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.

The trainee supervisor will conduct a minimum of 20 x 1 hour (minimum) supervisory sessions with a professional in the same field as the student. Supervision in the profession generally

The trainee supervisor will have a minimum of 5 x 1 hour (minimum) supervision sessions with a qualified supervisor regarding their supervisory practice.

The above is in line with recommendations from the BACP for training supervisors.

1. Participants will produce a portfolio of evidence signed by the clinician, that supervises the practice of supervision.
2. Participants will produce a reflective report of the supervisory experience. (3000 words)

| Assessment number | Learning Outcomes to be met | Type of assessment | Weighting (%) |
|-------------------|-----------------------------|--------------------|---------------|
| 1 | 1,2,3,4,5 | Portfolio | Pass/Fail |
| 2 | 1,2,3,4,5 | Written Assignment | 100 |

Derogations

None

Learning and Teaching Strategies

Students will be required to complete the desired supervision hours required for the portfolio following completion of the training programme.

Lectures
 Experiential workshops
 Independent reading and reflection
 Practice journal
 Support activities as appropriate
 Clinical supervision
 Tutorials
 Use of VLE

Indicative Syllabus Outline

- Group discussions regarding practice experience of a supervisory relationships
- Understanding the developmental stages of a supervisee
- Tracking the supervisory process
- Using creative and experiential methods whilst working in supervision

Indicative Bibliography:

Please note the essential reads and other indicative reading are subject to annual review and update.

Essential Reads

Hawkins, P. and McMahon, A. (2020) Supervision in the Helping Professions. Open University Press. London

Other indicative reading

Driver, C. and Martin, E. (2002) Supervising psychotherapy: psychoanalytic and psychodynamic perspectives. London, Sage.

Falender, C.A. and Shafranske, E.P. (2009) Clinical supervision: a competency-based approach. Washington, APA.

Gilbert, M., and Evans, K. (2000) An integrative relational approach to psychotherapy supervision. Buckingham, Open University

P Holloway, E. (1995) Clinical supervision: a systems approach. London, Sage.

Inskipp, F. and Proctor, B. (1995) Becoming a supervisor. Twickenham, Cascade

Jenkins, P. (2007) Counselling, psychotherapy and the law. London, Sage.

Jones, C. et al (2001) Questions of ethics in counselling and therapy. Buckingham, Open University Press.

Kadushin, A. (1968) Games people play in supervision. Social Work USA, July, pp28–32.

King, G. (2008) Using supervision. In: Dryden, W. and Reeves, A. (eds) Key issues for counselling in action. 2nd edition. London, Sage.

Page, S. and Wosket, V. (2001) Supervising the counsellor: a cyclical model. 2nd edition. London, Brunner-Routledge.

Wheeler, S. and Richards, K. (2007) The impact of clinical supervision on counsellors and therapists, their practice and their clients: a systematic review of the literature. Lutterworth, BACP.

Employability skills – the Glyndŵr Graduate

Each module and programme is designed to cover core Glyndŵr Graduate Attributes with the aim that each Graduate will leave Glyndŵr having achieved key employability skills as part of their study. The following attributes will be covered within this module either through the content or as part of the assessment. The programme is designed to cover all attributes and each module may cover different areas. [Click here to read more about the Glyndwr Graduate attributes](#)

Core Attributes

Engaged
Enterprising
Creative
Ethical

Key Attitudes

Commitment
Curiosity
Resilience
Confidence

Practical Skillsets

Digital Fluency
Organisation
Leadership and Team working
Critical Thinking
Emotional Intelligence
Communication