

Module specification

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

Module code	COU617
Module title	Supervision (Theory)
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 (Practice) 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	Supported by Practice module
Guided independent study	170 hrs

Learning and teaching hours	30 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 develop the students' theoretical knowledge and understanding of how to work with different approaches to supervision. To make links between theory and practice and to develop and enhance the skills necessary for supervisory practice. This module is designed to be taken alongside COU6??_Supervision Practice. 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	Demonstrate the importance of the clarity of theoretical knowledge about their chosen mode of delivery in their professional field
2	Describe and identify implications of working at the supervisee's level of competence
3	Manage the role of the counselling supervisor
4	Identify and use professional ways of working to support the supervisee to present their work in supervision and the importance of reflection and feedback
5	Develop knowledge and understanding to identify and critique theoretical models of supervision

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.

Formative assessment – is necessary throughout this module and includes for example the keeping of a practical journal, clinical supervision

Summative assessment - 3000 word essay exploring supervisory concepts in the students field. The work will include critical appraisal of theoretical perspectives and ethical and professional considerations

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1,2,3,4,5	Written Assignment	100

Derogations

None

Learning and Teaching Strategies

By supporting a culture of active and engaged students, participants will be provided with varied opportunities for independent and student led learning within the programmes of study. Embedding professional development in learning and teaching is a routine feature of this course. Incorporating the principles of ALF (Active Learning Framework), it is hoped the course will be both on campus and on-line through a range of learning activities which will include :-

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

Indicative Syllabus Outline

- Theoretical concepts of Supervision
- Defining supervision, the benefits and drawbacks
- The impact of supervision on the supervisor
- Ethical and professional considerations

Indicative Bibliography:

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

Essential Reads

Feltham, C. (2010). *Developing Counsellor Supervision*. Sage Publications. 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
Adaptability

Practical Skillsets

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