

Level 7 Diploma in Therapeutic Counselling Supervision (Accredited by Aim Awards)



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Section 1: Qualification Overview

The Level 7 Diploma in Therapeutic Supervision enables learners to achieve generic personal and professional standards in both intellectual and practical skills, which are propounded by the leading professional bodies and standard-setting organisations for therapeutic counselling Supervisors. Therefore, in completing this qualification, learners can achieve all the training elements towards their individual professional recognition as a therapeutic counselling Supervisor, and work towards professional accreditation in this role through a professional body, e.g., British Association for Counselling and Psychotherapy (BACP) or National Counselling & Psychotherapy Society (NCPS). This qualification comprises four mandatory units; Counselling: The Developing Supervisor, Counselling: The Reflective Supervisor, Principles and Fundamentals of Therapeutic Supervision and Therapeutic Supervision Practicum.

The aims of the Level 7 Diploma in Counselling Supervision are to:

- enable learners to develop essential theoretical understanding of counselling Supervision
- to practise skills and techniques essential to Therapeutic Supervision
- to monitor and support learners in a formal practice setting, where they will be able to practise and develop skills necessary to complete the Level 7 Diploma in Therapeutic Supervision
- to locate these skills and theory within an established ethical framework, for example, BACP or NCPS.

On completion of the AIM Awards Level 7 Diploma in Therapeutic Supervision, learners will have acquired substantial conceptual knowledge and understanding of all aspects of the practice of contemporary and up-to-date Therapeutic Supervision. They will also have acquired much deeper insight into their own capacity, capability, and limitations to engage effectively in a wide range of complex therapeutic contexts with a range of Supervisees. This will assist in progressing towards successful accreditation for Supervisors with a professional body.

Learners may progress into:

- employment, with one of the many counselling services operating in the UK and Ireland
- self-employment, i.e., professional private practice
- voluntary service.

Qualification at a Glance

Level 7 Diploma in Therapeutic Counselling Supervision (Accredited by Aim Awards)

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|-----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Assessment | <p>This qualification is assessed through a range of assessment methods. These include:</p> <ul style="list-style-type: none"> A variety of internally assessed activities including essays, presentations, and research papers |
| Grading | <p>Assessment is competent / not competent. There is no grading</p> |
| Guided Learning Hours | 120 |
| Learner Age Range | 19+ |

Entry Guidance

It is a prerequisite that learners will be practising counsellors and have a minimum of at least:

- two year's post-qualification experience of working with clients under Supervision, combined with a Level 4 Diploma in Counselling Practice (RQF) or equivalent. The diploma must have been classroom based, and the candidate must have successfully completed a minimum of 100 hours of clinical placement as an integral part of their level 4 Diploma in Counselling. We cannot accept online training diplomas or qualifications.

Learners will have extensive knowledge of working within an ethical framework, and, will be a, member of a counselling/psychotherapy/psychological professional body.

Counselling Practicum

Learners studying towards the Level 7 Diploma in Therapeutic Counselling Supervision must complete at least 50 hours of counselling supervision practicum evidenced by one supervisor's report on completion of the 50 hours before they can be awarded the qualification.

Section 2

Structure and Content

- **Structure and Content**

| Unit Module Number | Unit Title | Assesments | Level | Guided Learning Hours (GLH) |
|--------------------|--------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|----------|-----------------------------|
| Unit One | Principles and fundamentals of Therapeutic Counselling Supervision | Research paper of 3000-3500 words | 7 | 30 |
| Unit Two | Therapeutic Counselling Supervision Practicum | <ol style="list-style-type: none"> 1. Presentation 2. Case Review 3. Supervisors report 4. Log | 7 | 30 |
| Unit Three | The Developing Supervisor | Research Paper 3000-3500 words | 7 | 30 |
| Unit Four | The Reflective Supervisor | <ol style="list-style-type: none"> 1. Research Paper 3000-3500 words 2. Presentation | 7 | 30 |

Level 7 Diploma in Clinical Counselling Supervision

Unit One Title: Principles and Fundamentals of Therapeutic Counselling Supervision

Unit Level: Seven

Unit Guided Learning Hours: 30

UNIT 1:

The aim of this unit is to enable learners to develop a critical knowledge and understanding of the purpose, process, and function of therapeutic counselling supervision. Learners will demonstrate extensive knowledge of the theoretical concepts of therapeutic counselling supervision. By using consideration of research evidence and applying it practically, learners will show the impact and efficacy of supervision on therapeutic counselling practice.

- This unit has 3 learning outcomes

| LEARNING OUTCOMES 1 | ASSESSMENT CRITERIA |
|---------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The learner will: | The learner can: |
| 1. Understand therapeutic counselling Supervision | <p>1.1. Discuss the ethical and legal dimensions of therapeutic counselling Supervision</p> <p>1.2. Critically evaluate the role of the Supervisor in maintaining the legal and ethical dimensions of practice</p> <p>1.3. Evaluate the research evidence for the Supervisory process in maintaining the standards of professional practice</p> <p>1.4. Demonstrate a critical appreciation of the role of the Supervisor in challenging counselling practice</p> |
| | |
| LEARNING OUTCOMES 2 | ASSESSMENT CRITERIA |
| The learner will: | The learner can: |
| 2. Understand the models of therapeutic | <p>2.1. Critically evaluate the different models of therapeutic counselling Supervision</p> <p>2.2. Demonstrate a critical appreciation of how the models of therapeutic counselling Supervision can influence the</p> |

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| counselling Supervision | process of Supervision 2.3. Demonstrate a critical appreciation of how the models of therapeutic counselling Supervision can influence the Supervisor-Supervisee relationship 2.4. Critically analyse how a model of therapeutic counselling Supervision can explain what is happening in the Supervisory relationship |
| LEARNING OUTCOMES 3 | ASSESSMENT CRITERIA |
| The learner will: | The learner can: |
| 3. Understand the process of counselling Supervision | 3.1. Analyse and assess elements of counselling Supervision 3.2. Analyse and assess how elements of counselling Supervision challenge practice 3.3. Critically analyse the evidence that therapeutic counselling Supervision impacts upon the counsellor-client relationship and its outcomes |

Assessment Guidance

This unit is assessed by:

- A research paper of 3000-3500 words demonstrating extensive knowledge and understanding as well as critically analyse the processes of clinical counselling supervision.

Reading List

Carroll, M.: *Counselling Supervision* (Counsellor Training and Supervision Series) Sage, 2001

Davys, A & Beddoe, L.: *Best Practice in Professional Supervision; A Guide for the Helping Professions*. Kingsley, 2010

Hawkins, P & Shohet, R.: *Supervision in the Helping Professions* (3rd Edition). Open University Press, 2007.

Holloway, E.L.: *Clinical Supervision- A Systems Approach*. Sage, 1995

Houston, G.: *Supervising the Counsellor*. Rochester Foundation, 1995

Inskipp, F & Proctor, B.: *Art, Craft and Tasks of Counselling Supervision: Making the Most of Supervision Pt. 1: Professional Development for Counsellors, Psychotherapists, Supervisors and Trainees*. Cascade Publications, 1993

Milne, D.: *Evidence-based Clinical Supervision: Principles and Practice*. Wiley-Blackwell, 2009

Omand, Lz.: *Supervision in Counselling and Psychotherapy*. Palgrave MacMillan, 2009

Page, S & Wosket, V.: *Supervising the Counsellor: A Cyclical Model*. Brunner-Routledge, 2001

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Unit Two Title: Therapeutic Counselling Supervision Practicum

Unit Level: Seven

Unit Guided Learning Hours: 30

Unit 2 Summary: In this unit, learners will undertake a placement and/or arrangement with a counselling organisation and provide Supervision to Supervisees on an individual or group basis.

Learners must complete a minimum of 50 hours of Supervision with Supervisees. The latter must not belong to the same learning group within the centre delivering the Diploma in Therapeutic Counselling Supervision programme. Throughout, learners must engage with their own personal Supervision, a minimum of 1.5 hours and maintain a log/record of these meetings. In addition, there will be a minimum of 50 taught guided learning hours offering knowledge and understanding of the subject areas necessary to meet the research work.

- **This unit has 4 learning outcomes:**

| LEARNING OUTCOMES | ASSESSMENT CRITERIA |
|-----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The learner will: | The learner can: |
| 1. Know how to identify the effectiveness of therapeutic counselling Supervision for counselling practice | 1.1. Analyse the ethical and legal dimensions of therapeutic counselling Supervision 1.2. Demonstrate ability to enable ethical practice which promotes competence 1.3. Demonstrate knowledge and understanding of Supervision processes to a level that enables counselling practice to be challenged 1.4. Evaluate the importance of both support and challenge within the Supervision process |
| | |
| LEARNING OUTCOMES | ASSESSMENT CRITERIA |
| The learner will: | The learner can: |
| 2. Be able to develop practical knowledge of the process of Supervision | 2.1. Research how the process of Supervision affects the counsellor-client relationship and outcomes 2.2. Demonstrate how knowledge of the Supervision process informs practice 2.3. Evaluate importance of 'contracts' to the Supervisor-Supervisee relationship 2.4. Demonstrate how Supervision can challenge boundaries within the counsellor-client relationship |

| LEARNING OUTCOMES | ASSESSMENT CRITERIA |
|-----------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The learner will: | The learner can: |
| 3. Understand the effectiveness of Therapeutic Supervision in maintaining professional counselling practice standards | <p>3.1. Critically evaluate the benefits and efficacy of therapeutic counselling Supervision with reference to fitness to practice</p> <p>3.2. Demonstrate ability to work within an ethical and legal framework for therapeutic counselling Supervision</p> |
| 4. Be able to complete a minimum of 50 hours of therapeutic counselling Supervision work with Supervisees | <p>4.1. Demonstrate how to establish and maintain the Supervisor-Supervisee relationship</p> <p>4.2. Complete extensive portfolio evidence of therapeutic counselling Supervision work with Supervisees</p> <p>4.3. Demonstrate how candidate's Supervision practice has been supported and challenged through personal counselling Supervision</p> |

• **Assessment Guidance**

This unit is assessed by:

- Presentation to the peer group, or lead a seminar on the importance of counselling Supervision to the counselling process, and its impact on the counsellor-client relationship.
- A reflective Supervisor-supervisee case review of no more than 3000 words.
- One Supervisors report after 50 hours of placement
- Log (authenticated by learner's supervisor), of personal supervision hours.

Evidence Requirements: Evidence of practical ability must be demonstrated.

Reading List:

Carroll, M.: *Counselling Supervision* (Counsellor Training and Supervision Series) Sage, 2001

Davys, A & Beddoe, L.: *Best Practice in Professional Supervision; A Guide for the Helping Professions*. Kingsley, 2010

Hawkins, P & Shohet, R.: *Supervision in the Helping Professions* (3rd Edition). Open University Press, 2007.

Holloway, E.L.: *Clinical Supervision- A Systems Approach*. Sage, 1995

Houston, G.: *Supervising the Counsellor*. Rochester Foundation, 1995

Inskipp, F & Proctor, B.: *Art, Craft and Tasks of Counselling Supervision: Making the Most of Supervision Pt. 1: Professional Development for Counsellors, Psychotherapists, Supervisors and Trainees*. Cascade Publications, 1993

Milne, D.: *Evidence-based Clinical Supervision: Principles and Practice*. Wiley-Blackwell, 2009

Omand, Lz.: *Supervision in Counselling and Psychotherapy*. Palgrave MacMillan, 2009

Page, S & Wosket, V.: *Supervising the Counsellor: A Cyclical Model*. Brunner-Routledge, 2001

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Unit Three Title: The Developing Supervisor

Unit Level: Seven

Unit Guided Learning Hours: 30

Unit Three Summary: The aim of this unit is to enable learners to demonstrate extensive knowledge and understanding of the three main theories of counselling and how they can underpin and influence the nature, process, and practice of therapeutic counselling Supervision. Learners will develop the essential knowledge and skills for establishing and maintaining an effective Supervisor/Supervisee relationship, and will develop and practise skills and techniques from the chosen theoretical approach as they relate to Supervision.

- **This unit has 4 learning outcomes**

| LEARNING OUTCOMES | ASSESSMENT CRITERIA |
|---------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The learner will: | The learner can: |
| 1. Understand the key concepts of the counselling theories in relation to therapeutic counselling Supervision | 1.1. Critically evaluate the key theoretical assumptions about the process of therapeutic counselling Supervision for each of the theoretical approaches 1.2. Discuss how the theoretical orientation of the Supervisor can influence the relationships between Supervisor-Supervisee and counsellor-client 1.3. Analyse how the theoretical orientation of the Supervisor may influence the outcome of counselling practice 1.4. Demonstrate typical Supervisory interventions related to each of the theories |
| 2. Understand the strengths and limitations of the counselling theories in relation to therapeutic counselling Supervision | 2.1. Critically evaluate the strengths and limitations of each of the main theories of counselling in relation to therapeutic counselling Supervision |
| 3. Understand the key features of the Supervisory relationship in each of the counselling theories | 3.1. Evaluate the skills required to establish the Supervisory relationship within each of the main theoretical approaches 3.2. Compare and contrast the elements of the Supervisory relationship in each of the main theoretical approaches 3.3. Critically analyse how the difference in theoretical orientation between the Supervisor and Supervisee may influence the process and outcome of the counselling relationship |
| 4. Understand the development of the working alliance between the Supervisor and Supervisee in relation to the theoretical approaches | 4.1. Demonstrate an ability to negotiate the working alliance; its extent and limits in the Supervisor-Supervisee relationship |

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| | <p>4.2. Evaluate the influence of the theoretical approach of the Supervisor on the development of the working alliance</p> <p>4.3. Critically analyse how the difference in theoretical orientation between the Supervisor and Supervisee may influence the establishment of working alliances</p> |
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Assessment Guidance

This unit is assessed by:

- A research paper of 3000-3500 words of the chosen theoretical approach and how it relates to the nature, process, and practise of therapeutic counselling Supervision.

Reading List

Personal and Professional. Radcliffe Publishing, 2005

Carroll, M.: *Counselling Supervision (Counsellor Training and Supervision Series)* Sage, 2001

Carroll, M(Ed), Tholstrup, M (Ed): *Integrative Approaches to Supervision*. Kingsley, 2001

Dryden, W(Ed) & Thorne, B (Ed): *Training and Supervision for Counselling in Action*. Sage, 1991

Feltham, C & Dryden, W.: *Developing Counselling Supervision*. Sage, 1994

Hawkins, P & Shohet, R.: *Supervision in the Helping Professions* (3rd Edition). Open University Press, 2007.

Inskipp, F & Proctor, B.: *Art, Craft and Tasks of Counselling Supervision: Making the Most of Supervision Pt. 1: Professional Development for Counsellors, Psychotherapists, Supervisors and Trainees*. Cascade Publications, 1993

Omand, Lz: *Supervision in Counselling and Psychotherapy*. Palgrave MacMillan, 2009

Page, S & Wosket, V.: *Supervising the Counsellor: A Cyclical Model*. Brunner-Routledge, 2001

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Unit four Title: Counselling: The Reflective Supervisor

Unit Level: Seven

Unit Guided Learning Hours: 30

Unit four Summary

This action research unit enables learners to conduct a formal descriptive enquiry into their own core theory of Supervision practice and client work. Learners will learn about the methods of enquiry used in therapeutic counselling Supervision research to assess and evaluate practice.

| LEARNING OUTCOMES | ASSESSMENT CRITERIA |
|------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The learner will: | The learner can: |
| 1. Be able to develop research methods to be able to conduct a meaningful enquiry into own supervision practice | 1.1 Critically evaluate research methods that would provide meaningful data in the context of own Supervision practice 1.2. Defend and explain the choice of research methods 1.3. Differentiate and discuss the projected outcomes of the studies 1.4. Draw conclusions which demonstrate an ability to critically reflect on praxis |
| 2. Know how to use research to develop understanding of the chosen core theoretical approach and its application to Supervision practice | 2.1. Critically evaluate recent research studies, and their application to Supervision within the chosen core theoretical approach 2.2. Critically evaluate the outcomes to Supervision practice in general |
| 3. Be able to evaluate the demands of the Supervision placement | 3.1. Assess the professional issues in regard to own Supervision placement 3.2. Acknowledge and evaluate emotional reactions of both Supervisor-Supervisee to client material in the promotion of effective counselling practice 3.3. Analyse the impact of self-disclosure in the process and practise of a Supervisory relationship 3.4. Evaluate potential areas of conflict between the candidate and the Supervision placement/Supervisee(s) |
| | 4.1. Demonstrate an awareness of ethical issues, and an ability to work with them 4.2. Justify and explain an ethical problem- |

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| <p>4. Understand the effectiveness of therapeutic counselling Supervision in maintaining professional counselling practice standards and outcomes</p> | <p>solving strategy employed in the candidates' practice</p> <p>4.3. Analyse the efficacy of therapeutic counselling Supervision with reference to maintaining fitness to practise</p> <p>4.4. Demonstrate an ability to support Supervisees' growth in skills, theory and self-awareness</p> |
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This unit is assessed by:

1. A research project of 3000-3500 words presenting findings which analyse the learners' Supervision practice in terms of problems and issues arising from their core theoretical approach.
2. A presentation to peers in the form of seminar or group discussion describing and analysing the effectiveness of therapeutic counselling Supervision in maintaining practice standards.

Evidence Requirements

Evidence of practical ability must be demonstrated.

Recommended Reading

Carroll, M.: *Counselling Supervision* (Counsellor Training and Supervision Series) Sage, 2001

Carroll, M & Holloway, E.L.: *Counselling Supervision in Context*. Sage, 1998

Copeland, S.: *Counselling Supervision in Organisations*. Routledge, 2005

Davys, A & Beddoe, L: *Best Practice in Professional Supervision; A Guide for the Helping Professions*. Kingsley, 2010

Hawkins, P & Shohet, R : *Supervision in the Helping Professions* (3rd Edition). Open University Press, 2007.

Holloway, E.L.: *Clinical Supervision- A Systems Approach*. Sage, 1995

Holloway, E.L. & Grant, C: *The Counselling Supervisee*. Sage, 2010

Houston, G.: *Supervising the Counsellor*. Rochester Foundation, 1995

Milne, D.: *Evidence-based Clinical Supervision: Principles and Practice*. Wiley-Blackwell, 2009

Page, S & Wosket, V. : *Supervising the Counsellor: A Cyclical Model*. Brunner-Routledge, 2001

Wheeler, S & King, D.: *Supervising Counsellors – Issues of Responsibility*. Sage, 2001

Level Descriptors for Level 7

| Level | Summary | Knowledge and understanding | Application and Action | Autonomy and Accountability |
|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Level 7 | Achievement at level 7 reflects the ability to reformulate and use relevant understanding, methodologies, and approaches to address problematic situations that involve many interacting factors. It includes taking responsibility for planning and developing courses of action that initiate or underpin substantial change or development, as well as exercising broad autonomy and judgement. It also reflects an understanding of relevant theoretical and methodological perspectives, and how they affect their area of study or work. | <p>Reformulate and use practical, conceptual or technological understanding to create ways forward in contexts where there are many interacting factors</p> <p>Critically analyse, interpret, and evaluate complex information, concepts and theories to produce modified conceptions</p> <p>Understand the wider contexts in which the area of study or work is located</p> <p>Understand current developments in the area of study or work</p> <p>Understand different theoretical and methodological perspectives and how they affect the area of study or work</p> <p>Understand different perspectives, approaches or schools of thought and the theories that underpin them</p> | <p>Conceptualise and address problematic situations that involve many interacting factors</p> <p>Determine and use appropriate methodologies and approaches</p> <p>Design and undertake research, development, or strategic activities to inform the area of work or study, or produce organisational or professional change</p> <p>Critically evaluate actions, methods, and results and their short- and long-term implications</p> | <p>Take responsibility for planning and developing courses of action that initiate or underpin substantial changes or developments</p> <p>Exercise broad autonomy and judgement across a significant area of work or study</p> <p>Initiate and lead complex tasks and processes, taking responsibility, where relevant, for the work and roles of others</p> |

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