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# **COSCA COUNSELLING SUPERVISION SKILLS CERTIFICATE & COSCA COUNSELLING SUPERVISION CERTIFICATE**

## **OUTLINE OF COURSES**

## COSCA Counselling Supervision Skills Certificate and the COSCA Counselling Supervision Certificate

### INTRODUCTION

The COSCA Counselling Supervision Skills Certificate and the COSCA Counselling Supervision Certificate are credit-rated and levelled by Edinburgh Napier University. These courses are also mapped on to the Scottish Credit and Qualification Framework (SCQF).

The credits and levels awarded to the above courses are as follows:

- **COSCA's Counselling Supervision Skills Certificate** has been awarded 10 SCQF credits at SCQF level 9.
- **COSCA's Counselling Supervision Certificate** has been awarded 15 SCQF credits at SCQF level 9 (note: this includes the 10 SCQF credits at SCQF level 9 allocated to the Counselling Supervision Skills Certificate Course).

The SCQF is a way of understanding and comparing qualifications in Scotland. It makes the relationship between qualifications clearer, and progression and transfer between qualifications easier. In the SCQF, level is a measure of how demanding a qualification is; credit is a measure of the volume of outcomes at a particular level. The credits and levels of the COSCA qualifications can be compared to others by using the framework on SCQF's website. [www.scqf.org.uk](http://www.scqf.org.uk)

The benefits of COSCA's courses having SCQF credits and levels are:

- Organisations validated by COSCA to deliver the above courses can include the SCQF logo (available from COSCA) on their promotional and other materials, and describe the courses in terms of their SCQF credits and levels.
- Participants who have successfully completed the above courses can use this to show the credits and level of them. This can be extremely useful when applying for further courses and for jobs that demand that applicants have met certain educational standards.
- The public, employers and other stakeholders can seek information about the SCQF credit and level of COSCA courses by contacting SCQF on 0845 279 1000 or via its website.

## OUTLINE OF COURSES

The COSCA Counselling Supervision Certificate Course for Supervisors and Supervisees is delivered in two parts:

- Part (1), the Certificate in Counselling Supervision Skills, is designed for those who complete the 12 Units of the course
- Part (2), the Certificate in Counselling Supervision, is designed for those who complete the 12 Units of the course and additional elements including a case study based on working as a supervisor.

The course is aimed at counselling practitioners or counselling skills users with no less than the successful completion of the COSCA Counselling Skills Certificate as their training. It is designed to stimulate the less experienced practitioner into a better understanding and use of supervision, as well as to provide a significant first step for the longer training and more experienced practitioner in their role as supervisors.

**This information leaflet covers the following areas of the course:**

### ➤ **Aims**

These provide the key principles of the course and describe what the course aims to achieve.

### ➤ **Learning Outcomes: Knowledge and Competencies**

The Learning Outcomes are defined both in terms of underpinning knowledge and competence. They provide the participant with a perspective on what the course offers and what he/she can reasonably be expected to achieve from the course. They also provide the key to assessment. The leaflet contains a summary of them under the heading of Essential Skills of a Supervisor.

### ➤ **Content**

An outline of the content of the course is given separately for both Part (I) and Part (ii) of the course.

### ➤ **Learning and Teaching Assessment**

The course includes the use of formative and summative kinds of assessment. These are outlined separately for both Part (1) and Part (2) of the course.

The Aims, Learning Outcomes and Ranges of the COSCA Counselling Supervision Certificate Course are drawn together in this information leaflet.

## **AIMS**

The Aims of this Course are:

1. To introduce participants to essential **theoretical concepts** of counselling supervision
2. To introduce practice **skills** essential to supervision
3. To provide participants with an **opportunity to practise** these skills in a safe and supportive environment
4. To set these skills and the theory within **an ethical framework**
5. To increase **personal growth** and **self-awareness** as pertinent to counselling supervision
6. To provide a suitable **foundation for possible further training** in supervision.

## **LEARNING OUTCOMES AND COMPETENCIES**

### **Part 1.**

#### **Essential Skills of a Supervisor**

At the end of the Course participants will have the **Essential Skills of a Supervisor** and will be able to:

1. Demonstrate an ability to negotiate the working agreement to include the responsibilities and their limits of both supervisor and supervisee in this relationship
2. Demonstrate an ability to negotiate and identify the supervisee's needs and agree focus/agenda for the individual session
3. Demonstrate listening and appropriate allowance of space for the supervisee to reach discoveries and insights
4. Use support and challenge effectively
5. Demonstrate understanding of non-verbal or unconscious forms of communication, e.g. transference issues, the parallel process and an ability to use them
6. Acknowledge, accommodate and make use of the supervisee's emotional reaction to clients
7. Acknowledge, accommodate and make use of their own emotional reaction to supervisee in service of the client
8. Use self-disclosure and examples from their own work appropriately and effectively

9. Refer to theoretical frames; in particular, to models of supervision in analysing and reflecting upon what is happening in the supervision session
10. Support supervisee's growth in areas of skills, theory (conceptualising problem) and self-awareness in the process
11. Demonstrate awareness of ethical issues and ability to work with them
12. Bring the session to an end sensitively and supportively (summarising).
13. Be able to give feedback to supervisees
14. Use these 13 skills to participate more fully and effectively as supervisees in using supervision as counsellors or skills users.

This list shows the criteria against which participants will be assessed. Understanding of the concepts listed and an ability to begin to incorporate their use in practice sessions must be demonstrated at some point in the Course in order to gain the Certificate.

## **Part 2.**

**At the end of Part 2, participants will be able to demonstrate an ability to:**

1. draw on previous diploma studies in counselling and apply them in the new context of working with a counsellor as a supervisee rather than a client
2. transfer and assimilate the learning in Part 1 of the course into a counselling supervision relationship and unite this with their learning on previous diploma studies in counselling
3. know and apply a range of theoretical models in counselling supervision
4. define the aims of the counselling supervision process
5. ethically develop, maintain and end when appropriate a counselling supervision relationship
6. discuss and clarify the emerging themes in the counselling supervisory relationships and their relationships to each other
7. understand the significance of non-spoken and/or hidden communication in the counselling supervisory relationships
8. change position from counsellor to counselling supervisor in a real life context rather than in the training room, and be able to reflect on and understand its significance
9. use supervisory feedback related specifically to their role as counselling supervisors.

# **Part (1): COSCA Counselling Supervision Skills Course**

## **CONTENTS**

The course begins with introductions and then goes on to provide a structure for applying the essential skills of a counselling supervisor to a supervision session. It then introduces participants to two models of supervision.

Over the next two units it deepens participants' understanding of hidden communications and highlights the role and function of transference and counter-transference in both supervision and therapy. How to work as a supervisor within ethical statements and frameworks is explored over the next two units.

Contracts between counsellor and supervisor are discussed and sample working agreements are offered to participants.

With reference to channels of information other than verbal communication, participants are provided with opportunities to develop creative approaches to supervision.

The course ends with participants engaging in integrated skills practice and self-evaluation in relation to the learning outcomes of the course.

## **LEARNING TEACHING ASSESSMENT**

Formative assessment of participants is undertaken throughout the Course as part of the teaching so that discernment and support are part of the same process.

Trainers encourage discussion and input of various kinds from the students during presentations and are present among the practice triads, staying long enough to witness and provide feedback for the person in the supervisor's role.

The trainer uses the list of The Essential Skills of a Supervisor (see p. 15 of Course Handbook) to assess participants and whether they have met the criteria for successful completion of the Course. Every intervention of the trainer is informed by these criteria, which also serve the purpose of modelling styles of communication appropriate in supervision.

The written assignments and the transcript/analysis provide the focus for the summative assessment. Here the student needs to demonstrate: skills and theoretical understanding; the ability to self-reflect and be sensitive to unconscious communications; and knowledge of the course reading.

## **Part (2): COSCA Counselling Supervision Certificate Course**

### **CONTENTS**

The course begins with introductions and then goes on to provide a structure for applying the essential skills of a counselling supervisor to a supervision session. It then introduces participants to two models of supervision.

Over the next two units it deepens participants' understanding of hidden communications and highlights the role and function of transference and counter-transference in both supervision and therapy. How to work as a supervisor within ethical statements and frameworks is explored over the next two units.

Contracts between counsellor and supervisor are discussed and sample working agreements are offered to participants.

With reference to channels of information other than verbal communication, participants are provided with opportunities to develop creative approaches to supervision.

Part (i) of the course ends with participants engaging in integrated skills practice and self-evaluation in relation to the learning outcomes of the course.

Part (ii) of the course involves participants in completing a minimum of 12 hours working as supervisors and having supervision at a ratio of 1:6. It also includes the completion of a case study based on one supervisee.

### **LEARNING TEACHING ASSESSMENT**

Formative assessment of participants is undertaken throughout the Course as part of the teaching so that discernment and support are part of the same process.

Trainers encourage discussion and input of various kinds from the students during presentations and are present among the practice triads, staying long enough to witness and provide feedback for the person in the supervisor's role.

The trainer uses the list of The Essential Skills of a Supervisor (see p. 15 of Course Handbook) to assess participants and whether they have met the criteria for successful completion of the Course. Every intervention of the trainer is informed by these criteria, which also serve the purpose of modelling styles of communication appropriate in supervision.

The case study (2000 – 2500 words) provides the focus for the summative assessment. Here the student needs to demonstrate: skills and theoretical understanding; the ability to self-reflect and be sensitive to unconscious communications; and knowledge of the course reading.