



# Higher National Unit Specification

## General information

**Unit title:** Counselling: Supervisory Practice (SCQF level 11)

**Unit code:** J3HL 38

**Superclass:** AF

**Publication date:** November 2019

**Source:** Scottish Qualifications Authority

**Version:** 02 (August 2024)

## Unit purpose

The aim of this practice-based unit is to develop and enhance a model for good practice in counselling supervision. It also aims to develop skills in successful assessment of knowledge and competence to be capable of identifying and analysing the attainment of standards, to reinforce the significance of sensitivity within the supervisory relationship and the ability to act upon concerns about a supervisee's practice where they arise.

This unit contains a minimum requirement of 20 hours logged counselling supervision practice, with a minimum of one-hour consultative supervision per month.

The content of this unit is underpinned by the British Association of Counselling and Psychotherapy (BACP) Ethical Framework for the Counselling Professions and aligned with the BACP Curriculum Framework for Counselling Supervisor Training.

## Outcomes

On successful completion of the unit, the learner will be able to:

- 1 Demonstrate good practice in supervision.
- 2 Assess competency of supervisees in supervision.
- 3 Critically analyse attainment of standards.
- 4 Demonstrate sensitivity within the supervisory relationship.

# Higher National Unit Specification: General information (continued)

**Unit title:** Counselling: Supervisory Practice (SCQF level 11)

## Credit points and level

2 Higher National Unit credits at Scottish Credit and Qualifications Framework (SCQF) level 11: (16 SCQF credit points at SCQF level 11).

## Recommended entry to the unit

Entry is at the discretion of the centre.

Learners should have already completed the units Counselling Supervision: Introduction at SCQF level 10 and Counselling: Theoretical Models and Approaches in Professional Clinical Supervision at SCQF level 11.

In addition, all applicants must:

- have significant experience in counselling / psychotherapy practice (with a minimum of 450 client hours).
- have as a minimum, two years' post-qualifying experience
- be BACP Registered Member or equivalent member of a professional body who adheres to an ethical framework or code of ethics.
- have appropriate supervision arrangements in place, with access to a minimum of two supervisees.
- be able to demonstrate knowledge of a range of media used for remote supervision, including audio, text, email and blended approaches.

## Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the support notes for this unit specification.

There is no automatic certification of Core Skills or Core Skill components in this unit.

## Context for delivery

If this unit is delivered as part of a group award, it is recommended that it should be taught and assessed within the subject area of the group award to which it contributes. This is a mandatory unit in the PDA in Counselling Supervision at SCQF level 11.

## **Higher National Unit Specification: General information (continued)**

**Unit title:** Counselling: Supervisory Practice (SCQF level 11)

### **Equality and inclusion**

This unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website:

[SQA Assessment Arrangements](http://www.sqa.org.uk/assessmentarrangements) (www.sqa.org.uk/assessmentarrangements).

# Higher National Unit Specification: Statement of standards

**Unit title:** Counselling: Supervisory Practice (SCQF level 11)

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

Where evidence for outcomes is assessed on a sample basis, the whole of the content listed in the knowledge and / or skills section must be taught and available for assessment. Learners should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

## Outcome 1

Demonstrate good practice in supervision.

### Knowledge and / or skills

- Knowledge and demonstration of ethical, professional and legal practice
- Working positively with difference and valuing equality, diversity and inclusion
- Understanding of organisational context and governance

## Outcome 2

Assess competency of supervisees in supervision.

### Knowledge and / or skills

- Assessing the competence of supervisees
- Recognising and addressing own bias and limitations
- Value of consultancy

## Outcome 3

Critically analyse attainment of standards.

### Knowledge and / or skills

- Methods of monitoring the supervisees' counselling practice
- Responsibilities and application of standards
- Effective work with supervisees

# Higher National Unit Specification: Statement of standards (continued)

**Unit title:** Counselling: Supervisory Practice (SCQF level 11)

## Outcome 4

Demonstrate sensitivity within the supervisory relationship.

### Knowledge and / or skills

- Work within competency of supervisee
- Assess supervisees abilities
- Manage serious concerns

### Evidence requirements for this unit

Given the nature of this unit, the importance of maintaining confidentiality and responsibilities relating to disclosure on issues emerging should be stressed to learners.

Learners will need to provide evidence to demonstrate their knowledge and / or skills across all outcomes by showing that they can:

### Outcome 1

- consolidate knowledge and demonstration of ethical practice.
- analyse processes of working positively with difference.
- critically review organisational context and governance.

### Outcome 2

- assess competence of supervisees.
- conceptualise and address own bias and limitations within the supervisory relationship.
- recognising the 'out of awareness' process of the supervisee.
- evaluate the value of consultancy.

### Outcome 3

- propose and evaluate methods of monitoring the supervisees' counselling practice.
- critically analyse responsibilities and application of standards.
- work effectively with supervisees (20 hours experience).

### Outcome 4

- work within the competency of supervisee.
- identify and rationalise methods for assessing supervisees' abilities.
- manage serious concerns.



## Higher National Unit Support Notes

**Unit title:** Counselling: Supervisory Practice (SCQF level 11)

Unit support notes are offered as guidance and are not mandatory. However, as the BACP ethical framework and guidance for clinical supervision should be adhered to throughout, it is expected that centres treat the information in the following sections as mandatory.

While the exact time allocated to this unit is at the discretion of the centre, the notional design length is 80 hours.

80% attendance by learners is mandatory. (Some funding bodies require 90% attendance; please refer to delivering centre for further information). Centres should have a process in place to monitor attendance.

### Guidance on the content and context for this unit

#### Outcome 1

Outcome 1 provides the learners with a model for good practice in counselling supervision and to develop and enhance the skills necessary for supervisory practice. Learners will engage in practice and be contracting with supervisees in addition to making use of their own consultant supervision.

Learners should demonstrate the ability to agree and review contracts for supervision which meet supervisees' needs. The contracting needs when working with remote supervision differ from when working 'in the room' and learners must demonstrate the ability to agree and maintain a clear contract for online and phone supervision.

**Note:** Supervision consultancy sessions must be separate to supervision sessions for client work and should mirror the mode of delivery of the learners' supervision practice, for example in-person, online or telephone.

Supervisors must be experienced and competent in delivering OPT before supervising OPT work.

# Higher National Unit Support Notes (continued)

**Unit title:** Counselling: Supervisory Practice (SCQF level 11)

## **Outcome 1 (continued)**

The following aspects should be included within the context of demonstrating safe and competent practice:

- Understanding the role of the supervisor with regard to ethics.
- Understanding the importance of current research about counselling and supervision practice. This knowledge will help to update both the supervisor and the supervisee and ensure that practice is evidence based.
- Knowledge of relevant ethical and professional codes of practice.
- Knowledge of the BACP Ethical Framework for Good Practice in Counselling and Psychotherapy.
- Understanding the principles of ethical decision-making.
- Monitoring clinical practice to identify and discuss emerging ethical dilemmas.
- Understanding personal and professional boundaries including contracting and confidentiality.
- Understanding the potential problems relating to dual role relationships, for example when a supervisor is also a line manager.
- Responding to the needs of the supervisee in terms of equality, diversity and inclusion.
- Working with issues of difference and integrating awareness into a supervisor's practice, for example ensuring that issues of difference are a routine part of discussion in supervision; an awareness of why this is an important topic.
- Analysing the key aspects and processes of working positively with difference.
- Drawing the supervisee's attention to relevant national and local service policies relating to difference.
- Working within the supervisee's organisational context and the implications of this for practice, for example report writing, contracts and arrangements for governance, enabling a supervisee to understand how their working context shapes their practice.
- Working with a supervisee to enable them to adapt their practice to their clinical governance context, for example working with outcome measure.

# Higher National Unit Support Notes (continued)

**Unit title:** Counselling: Supervisory Practice (SCQF level 11)

## Outcome 2

The aim of this outcome is to equip the participants to gauge their own and their supervisee's level of knowledge and competence in practice and to develop and enhance the skills necessary for supervisory practice. Aspects to be covered include:

- Developing criteria for appraising competence that relates to assessment criteria for professional bodies.
- Methods to gauge competence, for example observation, self-reporting, feedback from professional colleagues.
- Using objective measures with a supervisee to gauge competence and help to prioritise workload.
- Recognising the 'out of awareness' process of the supervisee.
- Understanding evaluation bias, for example drawing on knowledge that judgments of competence may be influenced by the difficulty of the supervisee's caseload or knowledge that supervisors tend to evaluate supervisees they like more positively than those they dislike.
- Understanding our own limitations as a supervisor, for example limiting supervision to the approaches that the supervisor has been trained in, acting on any limitations in training that could affect supervision quality. It is important for supervisors to know the limits of their knowledge with practice and ethical issues.
- Importance of ongoing CPD for supervisors.

## Outcome 3

During this outcome, learners will develop their capacity to identify and monitor practice standards and to develop and enhance the skills necessary for supervisory practice:

- Using audio / video recordings: knowledge of the potential advantages and the impact of recording, helping the supervisee to manage their concerns about recording, confidentiality and recording, storage, and the requirements under the General Data Protection Regulation (GDPR) / Data Protection Act.
- Working with recordings in supervision: stopping the recording regularly to focus on specific areas, using appropriate question styles to help the supervisee to reflect on their actions and those of the client, helping the supervisee to make links between theory and practice and helping the supervisee to identify the focus of the learning with their recording.
- Using in-session direct observation.
- Knowledge of expected standards of professional conduct.
- Knowledge of relevant professional and statutory codes of conduct that set out expected standards for pre- and post-qualification practice.

# Higher National Unit Support Notes (continued)

**Unit title:** Counselling: Supervisory Practice (SCQF level 11)

## **Outcome 3 (continued)**

- Knowledge of standards of clinical practice as defined both by relevant training organisations and local arrangements for clinical governance.
- Gatekeeping with supervisees who are at prequalification level: knowledge of relevant criteria for passing or failing the work being undertaken by the supervisee.
- Gatekeeping with supervisees at prequalification level: establishing a context for gatekeeping — ensuring (from the outset) that the supervisee is aware of any relevant gatekeeping roles held by the supervisor.
- Gatekeeping with supervisees at prequalification level: identifying the significance of areas of poor performance and distinguishing between different forms of unsatisfactory performance; clinical errors that reflect the supervisee's current level of experience; poor practice (for example failure to apply learning); reduced capacity to practice due to personal distress or mental health issues; negligence or malpractice (that is, practice that breaches acceptable standards).
- Gatekeeping with supervisees at prequalification level: giving feedback about areas of concern; ensuring that comments about areas of concern can be verified by specific information; expressing concerns with the supervisee in a manner which is direct but non-confrontational, and which also clearly specifies areas of concern.
- Gatekeeping with supervisees at prequalification level: failing the supervisee; ensuring that the supervisee has been alerted to areas likely to lead to failure, and been given an opportunity to rectify any relevant problems.
- Holding to this judgment despite the personal and interpersonal difficulties that arise in such circumstances.
- Maintenance of standards with supervisees who are qualified practitioners — identify practice that falls below the standards expected of a qualified practitioner, in particular unethical or incompetent practice, or poor practice that reflects personal difficulties impinging on the supervisee's capacity to work effectively.
- Generating and negotiating a suitable plan of action to respond to deficiencies in practice.

# Higher National Unit Support Notes (continued)

**Unit title:** Counselling: Supervisory Practice (SCQF level 11)

## Outcome 4

The aim of this outcome is to raise the participant's awareness about working sensitively in supervision and to equip them to act upon concerns about a supervisee's practice and to develop and enhance the skills necessary for supervisory practice. Learning will include:

- Adapting the process and content of supervision — considering the supervisee's stage of development, identifying gaps in the knowledge, using professional judgment to monitor the supervisee's learning and emotional needs, balancing attention to process issues with the need to advance the supervisee's learning, using professional judgment to adapt supervision in response to feedback.
- Giving feedback — balancing positive and negative feedback, prioritising areas for feedback.
- Managing concerns about the supervisee's ability to use supervision.
- Managing serious concerns about practice — using professional judgment to take appropriate action when the supervisee's clinical practice raises serious concerns, managing the possible adverse effects of this on the supervisory relationship, balancing the focus on the supervisee's educational needs with identifying practice that is harmful to clients.
- Supervision of low-intensity work — recognising the values and integrity of this work, understanding the distinctive role and contribution of the low intensity worker.

## Guidance on approaches to delivery of this unit

In addition to structured classroom delivery, learners must log and engage in a minimum 20 hours experiential work with supervisees and a minimum of 1 hour supervisor consultancy per month.

## Higher National Unit Support Notes (continued)

**Unit title:** Counselling: Supervisory Practice (SCQF level 11)

Session	Session Content
<b>Session 1</b>	<ul style="list-style-type: none"> <li>• Understanding the role of the supervisor with regard to ethical challenges.</li> <li>• Understanding the importance of having a knowledge of current research about counselling and supervision practice. This knowledge will help to update both the supervisor and the supervisee and ensure that practice is evidence based.</li> <li>• Knowledge of relevant ethical and professional codes of practice.</li> <li>• Knowledge of the BACP Ethical Framework for Good Practice in Counselling and Psychotherapy.</li> <li>• Understanding the principles of ethical decision-making.</li> <li>• Monitoring clinical practice to identify and discuss emerging ethical dilemmas.</li> <li>• Confidentiality.</li> </ul>
<b>Session 2</b>	<ul style="list-style-type: none"> <li>• Understanding the potential problems relating to dual role relationships, for example when a supervisor is also a line manager.</li> <li>• Responding to the needs of the supervisee in terms of equality, diversity and inclusion.</li> <li>• Working positively with issues of difference and integrating awareness into a supervisor's practice, for example ensuring that issues of difference are a routine part of discussion in supervision; an awareness of why this is an important topic.</li> <li>• Drawing the supervisee's attention to relevant national and local service policies relating to difference Analysis of the key aspects and processes of working positively with difference.</li> <li>• Self-awareness; own responses and reactions in the supervision relationship and process.</li> </ul>
<b>Session 3</b>	<ul style="list-style-type: none"> <li>• Working within the supervisee's organisational context and the implications of this for practice, for example report writing, contracts and arrangements for governance, enabling a supervisee to understand how their working context shapes their practice.</li> <li>• Working with a supervisee to enable them to adapt their practice to their clinical governance context, for example working with outcome measures.</li> </ul>

Session	Session Content
<b>Session 4</b>	<ul style="list-style-type: none"> <li>• Developing criteria for appraising competence that relates to assessment criteria for professional bodies.</li> <li>• Methods to gauge competence, for example observation, self-report, feedback from professional colleagues</li> <li>• Using objective measures with a supervisee to gauge competence and help to prioritise workload.</li> <li>• Understanding evaluation bias, for example drawing on knowledge that judgments of competence may be influenced by the difficulty of the supervisee's caseload, knowledge that supervisors tend to evaluate supervisees they like more positively than those they dislike.</li> </ul>
<b>Session 5</b>	<ul style="list-style-type: none"> <li>• Understanding our own limitations as a supervisor, for example limiting supervision to the approaches that the supervisor has been trained in, acting on any limitations in training that could affect supervision quality. It is important for supervisors to know the limits of their knowledge with practice and ethical issues.</li> <li>• Updating with CPD for supervisors.</li> </ul>
<b>Session 6</b>	<ul style="list-style-type: none"> <li>• Using audio / video recordings: knowledge of the potential advantages and the impact of recording, helping the supervisee to manage their concerns about recording, confidentiality and recording, storage, and the GDPR / Data Protection requirements.</li> <li>• Working with recordings in supervision: stopping the recording regularly to focus on specific areas, using appropriate question styles to help the supervisee to reflect on their actions and those of the client, helping the supervisee to make links between theory and practice. Helping the supervisee to identify the focus of the learning with their recording.</li> <li>• Using in-session direct observation.</li> </ul>
<b>Session 7</b>	<ul style="list-style-type: none"> <li>• Knowledge of expected standards of professional conduct.</li> <li>• Knowledge of relevant professional and statutory codes of conduct that set out expected standards for pre- and post-qualification practice.</li> <li>• Knowledge of standards of clinical practice as defined both by relevant training organisations and local arrangements for clinical governance.</li> </ul>

Session	Session Content
<b>Session 8</b>	<ul style="list-style-type: none"> <li>• Gatekeeping with supervisees who are at prequalification level: knowledge of relevant criteria for passing or failing the work being undertaken by the supervisee.</li> <li>• Gatekeeping with supervisees at prequalification level: establishing a context for gatekeeping — ensuring (from the outset) that the supervisee is aware of any relevant gatekeeping roles held by the supervisor.</li> <li>• Gatekeeping with supervisees at prequalification level: identifying the significance of areas of poor performance and distinguishing between different forms of unsatisfactory performance; clinical errors that reflect the supervisee’s current level of experience; poor practice (for example failure to apply learning); reduced capacity to practice due to personal distress or mental health issues; negligence or malpractice (that is, practice that breaches acceptable standards).</li> <li>• Gatekeeping with supervisees at prequalification level: giving feedback about areas of concern; ensuring that comments about areas of concern can be verified by specific information; expressing concerns with the supervisee in a manner which is direct but non-confrontational, and which also clearly specifies areas of concern.</li> <li>• Gatekeeping with supervisees at prequalification level: failing the supervisee; ensuring that the supervisee has been alerted to areas likely to lead to failure, and been given an opportunity to rectify any relevant problems.</li> <li>• Holding to this judgment despite the personal and interpersonal difficulties that arise in such circumstances.</li> </ul>
<b>Session 9</b>	<ul style="list-style-type: none"> <li>• Maintenance of standards with supervisees who are qualified practitioners — identify practice that falls below the standards expected of a qualified practitioner, in particular unethical or incompetent practice, or poor practice that reflects personal difficulties impinging on the supervisee’s capacity to work effectively.</li> <li>• Generating and negotiating a suitable plan of action to respond to deficiencies in practice.</li> </ul>
<b>Session 10</b>	<ul style="list-style-type: none"> <li>• Adapting the process and content of supervision — considering the supervisee’s stage of development, identifying gaps in the knowledge, using professional judgment to monitor the supervisee’s learning and emotional needs, balancing attention to process issues with the need to advance the supervisee’s learning, using professional judgment to adapt supervision in response to feedback.</li> <li>• Giving feedback — balancing positive and negative feedback, prioritising areas for feedback.</li> </ul>

Session	Session Content
<b>Session 11</b>	<ul style="list-style-type: none"> <li>• Managing concerns about the supervisee’s ability to use supervision.</li> <li>• Managing serious concerns about practice — using professional judgment to take appropriate action when the supervisee’s clinical practice raises serious concerns, managing the possible adverse effects of this on the supervisory relationship, balancing the focus on the supervisee’s educational needs with identifying practice that is harmful to clients.</li> <li>• Supervision of low-intensity work — recognising the values and integrity of this work, understanding the distinctive role and contribution of the low intensity worker.</li> </ul>
<b>Session 12</b>	<ul style="list-style-type: none"> <li>• Group work, reflection and evaluation.</li> </ul>

### **Guidance on approaches to assessment of this unit**

Evidence can be generated using different types of assessment.

There are mandatory requirements for assessing this unit.

- 1 Learner portfolio totalling no fewer than 2,500 words. Information may be gathered in open-book conditions at appropriate points throughout the unit.
- 2 A minimum of 20 hours clinical practice as a supervisor supporting supervisees.
- 3 A minimum of 1 hour per month consultative supervision.

Evidence for all skills-based elements must be assessed via:

- (a) group contribution.
- (b) demonstration incorporating teacher / lecturer / supervisor and peer feedback.
- (c) engagement in an external clinical supervisory relationship.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

## Higher National Unit Support Notes (continued)

**Unit title:** Counselling: Supervisory Practice (SCQF level 11)

### Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the evidence requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at [SQA e-Assessment](http://www.sqa.org.uk/SQA_e-Assessment). ([www.sqa.org.uk/Guide to best practice.pdf](http://www.sqa.org.uk/Guide%20to%20best%20practice.pdf)).

### Opportunities for developing Core and other essential skills

There are opportunities to develop the Core Skills of Working with Others, Information and Communication Technology (ICT), Communication (Oral and Written), Numeracy and Problem Solving throughout the unit.

## History of changes to unit

Version	Description of change	Date
02	<p>'Tutor' changed to 'teacher / lecturer / supervisor' throughout unit specification.</p> <p><b>Page 1:</b> Change to number of practice hours.</p> <p><b>Page 2:</b> Change to entry requirements.</p> <p><b>Page 3:</b> Removal of outdated information.</p> <p><b>Page 4:</b> Addition of paragraph before outcome 1. Addition of 'professional and legal' at bullet 1, outcome 1. Addition of 'and valuing equality, diversity and inclusion' at bullet 2, outcome 1. Addition of 'own' at bullet 2, outcome 2.</p> <p><b>Page 5:</b> Addition of first paragraph at 'Evidence requirements for the unit'. Addition of 'own' at bullet 2, outcome 2. Addition of bullet 3, outcome 2. Change from 40 hours to 20 hours practice, outcome 3. Removal of '10 minutes transcribed practice with process comments)' at bullet 1, outcome 4.</p> <p><b>Page 6:</b> Amendment to paragraph 1. Addition of 'Centres should have a process in place to monitor attendance.' At paragraph 3. Addition of three new paragraphs in outcome 1.</p> <p><b>Page 7:</b> Removal of 'of having knowledge of'. Addition of 'Understanding personal and professional boundaries including contracting and confidentiality. Addition of 'Responding to the needs of the supervisee in terms of equality, diversity and inclusion'. Addition of 'Analysing the key aspects and processes of working positively with difference.</p> <p><b>Page 8:</b> Addition of bullet 'Recognising the 'out of awareness' process of the supervisee' outcome 2. Addition of GPDR outcome 3.</p>	August 2024

## History of changes to unit (continued)

Version	Description of change	Date
02 (continued)	<b>Page 10:</b> Addition of paragraph relating to practice hours.	August 2024
	<b>Page 11:</b> Addition of 'challenges' at first bullet session 1. At session 2 addition of bullet 2 'Responding to the needs of the supervisee in terms of equality, diversity and inclusion.' At session 2 addition of 'positively' at bullet 3. At session 2 addition of 'Analysis of the key aspects and processes of working positively with difference.' At session 2 addition of 'Self-awareness; own responses and reactions in the supervision relationship and process'	
	<b>Page 14:</b> Removal of bullets at end of table (under session 12). Change to introduction paragraph at 'Guidance on approaches to assessment of this unit'. Changes to number of hours practice (Point 2 and 3).	
	<b>Page 18:</b> Change to number of hours practice (paragraph 3). Change to number of hour practice (last paragraph).	

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Unit template: February 2024

# General information for learners

**Unit title:** Counselling: Supervisory Practice (SCQF level 11)

This section will help you decide whether this is the unit for you by explaining what the unit is about, what you should know or be able to do before you start, what you will need to do during the unit and opportunities for further learning and employment.

This 80-hour unit is designed for counsellors wishing to practise as clinical supervisors. It builds upon the knowledge and skills developed while completing the units Counselling Supervision: Introduction at SCQF level 10 and Counselling: Theoretical Models and Approaches in Professional Clinical Supervision at SCQF level 11.

You will undertake 20 hours of practice in the supervisory role, developing and enhancing a model for good practice in counselling supervision. You will learn about methods for successful assessment of knowledge and competence. In addition, you will engage in a minimum of 1 hours consultative supervision per month.

Upon completion of the unit, you will be capable of identifying and analysing the attainment of standards, reinforcing the significance of sensitivity within the supervisory relationship and applying appropriate methods to act upon concerns about a supervisee's practice.

The content of this unit is underpinned by the British Association of Counselling and Psychotherapy (BACP) Ethical Framework for the Counselling Professions and aligned with the BACP Curriculum Framework for Counselling Supervisor Training.

You will complete four outcomes to achieve the unit.

- 1 Demonstrate good practice in supervision.
- 2 Assess competency of supervisees in supervision.
- 3 Critically analyse attainment of standards.
- 4 Demonstrate sensitivity within the supervisory relationship.

Assessment for theory-based content is by one holistic portfolio whilst skills-based elements are assessed by your practice in a supervisory role.

Practice will be a minimum of 20 hours experiential work with supervisees, and a minimum of 1 hour supervisor consultancy per month, as well as a reflective journal.