



## **Group Award Specification for:**

**Professional Development Award in Counselling  
Supervision at SCQF 11**

**Group Award Code: GR0F 51**

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# 1 Introduction

The purpose of this document is to:

- Assist centres to implement, deliver and manage the qualification.
- Provide a guide for new staff involved in offering the qualification.
- Inform course managers teaching staff, assessors, learners, employers and higher education institutes (HEIs) of the aims and purpose of the qualification.
- Provide details of the range of learners the qualification is suitable for and progression opportunities.

In June 2017 SQA validated the HN Diploma in Counselling at SCQF level 8, a professional qualification that enables learners to qualify as counsellors and to seek registration with the British Association for Counsellors and Psychotherapists (BACP).

At that time it was recognised that with an increase in qualified counsellors beginning independent practice there would naturally be an increased sectoral demand for appropriately qualified supervisors.

As clinical supervision of practice is an ethical requirement to maintain counselling registration it was recognised that the creation of the new counsellor roles would add to the demand for a relevant counselling supervision course in further education.

This new Professional Development Award (PDA) in Counselling Supervision which is jointly awarded with the British Association for Counsellors and Psychotherapists (BACP) aims to help meet that need by providing a nationally certificated and quality assured qualification for experienced counsellors who wish to expand their knowledge and skills beyond their clinical practice.

This PDA will complement the existing SQA qualifications for this sector.

## **National introductory level units:**

Counselling: Introduction at SCQF level 5  
Counselling: Theory for Practice at SCQF level 6

## **Group awards:**

HNC in Counselling at SCQF level 7  
PDA in Online and Telephone Counselling at SCQF level 8\*  
HND in Counselling at SCQF level 8\*  
PDA in Addiction Counselling at SCQF level 8  
PDA in Setting up a Counselling Practice at SCQF level 8  
PDA in Counselling Children and Young People (10 to 18) at SCQF level 11\*

(\*jointly awarded with the BACP)

Supervision in counselling is when a counsellor uses the services of another counsellor or psychotherapist to review the way they work with their clients.

Supervision in counselling forms part of the counsellor's professional and personal development and ensures they work in a safe and ethical way.

## 2 Qualification structure

This advanced PDA is comprised of three mandatory HN units providing 4 SQA credit points; 16 SCQF credit points at SCQF level 10 and 16 SCQF credit points at SCQF level 11, thereby meeting the design principles.

### 2.1 Structure

#### Mandatory units:

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
J3HJ	37	Counselling Supervision: Introduction	1	8	10
J3HK	37	Counselling: Theoretical Models and Approaches in Professional Clinical Supervision	1	8	10
J3HL	38	Counselling Supervision: Practice	2	16	11

The content of the PDA in Counselling Supervision has been written to align with the British Association for Counsellors and Psychotherapists (BACP) Counselling Supervision Training Curriculum and validated at SCQF level 11.

This level recognises the additional responsibility, professionalism, leadership and management skills required of those working in a clinical supervisory role.

The assigned level reflects the SCQF level 11 characteristics that successful learners will achieve:

- Knowledge that covers and integrates most, if not all, of the main areas of a subject discipline — including their features, boundaries, terminology and conventions.
- A critical understanding of a range of specialised theories, principles and concepts.
- A critical awareness of current issues in a subject / discipline and one or more specialisms.
- Use of a range of specialised skills, techniques, practices and / or materials which are at the forefront of, or informed by, forefront developments.
- Practice in a wide and often unpredictable variety of professional level contexts.
- Apply a range of standard and specialised research or equivalent instruments and techniques of enquiry.
- Apply critical analysis, evaluation and synthesis to issues which are at the forefront of, or informed by, developments at the forefront of a subject / discipline.
- Develop original or creative responses to problems and issues.
- Critically review, consolidate and extend knowledge, skills practices and thinking in a subject discipline.
- Deal with complex issues and make informed judgements in situations in the absence of complete or consistent data / information.

## **3 Aims of the qualification**

The principal aim of this qualification is to provide a consistent minimum standard to which Counselling Supervisors are trained.

### **3.1 General aims of the qualification**

Professional Development Awards (PDAs) are aimed at developing the skills of those already in professional employment, in this case as counsellors. They are principally designed for those already in a career or vocation who wish to extend or broaden their skills base.

All PDAs aim to allow learners to:

- 1 Develop transferable skills, including Core Skills.
- 2 Demonstrate interpersonal skills and the ability to work with others.
- 3 Develop personal effectiveness.
- 4 Develop critical thinking skills.
- 5 Progress within the SCQF framework and where possible into further or higher education.
- 6 Provide opportunities for career progression.

### **3.2 Specific aims of the qualification**

The specific aims of this PDA are to allow learners to:

- 1 Understand the facilitative role and responsibilities of the supervisor, practicing ethically and working sensitively within the competency of the supervisee.
- 2 Understand the importance of effective preparation and the structure and process of supervision groups.
- 3 Develop the leadership and management skills required in group supervision.
- 4 Recognise the importance of case load management.
- 5 Demonstrate skills underpinned by a deep understanding of theoretical approaches.
- 6 Understand the role of the supervisory stance.
- 7 Understand the concepts and principles of therapeutic work.
- 8 Recognise the impact of specific psychological content to supervisory work.
- 9 Recognise the value of consultancy.
- 10 Effectively assess the competence of supervisees.
- 11 Critically analyse attainment of required standards and manage serious concerns.

## 4 Recommended entry to the qualification

Entry to this qualification is at the discretion of the centre. The following information on prior knowledge, skills, experience or qualifications that provide suitable preparation for this qualification has been provided by the Qualification Design Team (QDT) as guidance only.

Learners may benefit from having previously completed the HN Units Counselling: Supervised Practice and / or Counselling: Supervision, which provide a perspective of supervision from the viewpoint of the supervisee.

The following five entry criteria are mandatory.

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 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.

## 4.1 Core Skills entry profile

The Core Skill entry profile provides a summary of the associated assessment activities that exemplify why a particular level has been recommended for this qualification. The information would be used to identify if additional learning support needs to be put in place for learners whose Core Skills profile is below the recommended entry level or whether learners should be encouraged to do an alternative level or learning programme.

<b>Core Skill</b>	<b>Recommended SCQF entry profile</b>	<b>Associated assessment activities</b>
Communication	6	High level verbal engagement with supervisees and advanced report writing skills.
Numeracy	6	Numeracy will be developed during planning, monitoring and reporting activities.
Information and Communication Technology (ICT)	6	ICT will be developed through the use of desktop packages, research analysis and report writing.
Problem Solving	6	Critical analysis of standards, and managing and responding to serious concerns.
Working with Others	6	Developing relationships with supervisees / value of consultancy, working in an organisational context.



## **5 Additional benefits of the qualification in meeting employer needs**

This qualification was designed to meet a specific purpose and what follows are details on how that purpose has been met through mapping of the units to the aims of the qualification. Through meeting the aims, additional value has been achieved by linking the unit standards with those defined in BACP Counselling Supervision Competence Framework and Training Curriculum. In addition, significant opportunities exist for learners to develop the more generic skill, known as Core Skills through doing this qualification.

## 5.1 Mapping of qualification aims to units

### General aims:

Code	Unit title	Aim 1	Aim 2	Aim 3	Aim 4	Aim 5	Aim 6
J3HJ 37	Counselling Supervision: Introduction	X	X	X	X	X	X
J3HK 37	Counselling: Theoretical Models and Approaches in Professional Clinical Supervision	X	X	X	X	X	X
J3HL 38	Counselling Supervision: Practice	X	X	X	X	X	X

### Specific aims:

Code	Unit title	Aim 1	Aim 2	Aim 3	Aim 4	Aim 5	Aim 6	Aim 7	Aim 8	Aim 9	Aim 10	Aim 11
J3HJ 37	Counselling Supervision: Introduction	X	X	X	X		X	X	X	X		
J3HK 37	Counselling: Theoretical Models and Approaches in Professional Clinical Supervision	X	X	X	X	X	X	X	X	X	X	X
J3HL 38	Counselling Supervision: Practice	X	X	X	X	X	X	X	X	X	X	X

## 5.2 Mapping of BACP standards

The content of the PDA in Counselling Supervision has been developed to map with the British Association for Counsellors and Psychotherapists (BACP) Counselling Supervision Competence Framework and Training Curriculum.

[BACP Counselling Supervision Competence Framework](#)

## 5.3 Mapping of Core Skills development opportunities across the qualifications

### Communication

Unit code	Unit title	Written (Reading)	Written (Writing)	Oral
J3HJ 37	Counselling Supervision: Introduction	X	X	X
J3HK 37	Counselling: Theoretical Models and Approaches in Professional Clinical Supervision	X	X	X
J3HL 38	Counselling Supervision: Practice	X	X	X

### Numeracy

Unit code	Unit title	Using Number	Using Graphical Information
J3HJ 37	Counselling Supervision: Introduction		
J3HK 37	Counselling: Theoretical Models and Approaches in Professional Clinical Supervision	X	
J3HL 38	Counselling Supervision: Practice	X	X

### Information and Communication Technology (ICT)

Unit code	Unit title	Accessing Information	Providing / Creating Information
J3HJ 37	Counselling Supervision: Introduction	X	X
J3HK 37	Counselling: Theoretical Models and Approaches in Professional Clinical Supervision	X	X
J3HL 38	Counselling Supervision: Practice	X	X

## Problem Solving

Unit code	Unit title	Critical Thinking	Planning and Organising	Reviewing and Evaluating
J3HJ 37	Counselling Supervision: Introduction	X	X	X
J3HK 37	Counselling: Theoretical Models and Approaches in Professional Clinical Supervision	X	X	X
J3HL 38	Counselling Supervision: Practice	X	X	X

## Working with Others

Unit code	Unit title	Working Co-operatively with Others	Reviewing Co-operative Contribution
J3HJ 37	Counselling Supervision: Introduction	X	X
J3HK 37	Counselling: Theoretical Models and Approaches in Professional Clinical Supervision	X	X
J3HL 38	Counselling Supervision: Practice	X	X

## 5.4 Assessment strategy for the qualification

The following table sets out the recommended holistic assessment methods. This strategy aligns with the BACP post-qualification Diploma assessment requirements. It must be noted that a minimum of 80% learner attendance is mandatory for this course. (some funding bodies stipulate a minimum of 90%, refer to the delivering centre for further information).

Unit	Assessment: Outcome 1	Assessment: Outcome 2	Assessment: Outcome 3	Assessment: Outcome 4
Counselling Supervision: Introduction	Portfolio of a minimum 2,500 words supported by a reflective journal.	Portfolio of a minimum 2,500 words supported by a reflective journal.	Peer group-work and reflection.	
Counselling: Theoretical Models and Approaches in Professional Clinical Supervision	Portfolio of a minimum 2,500 words supported by a reflective journal.	Portfolio of a minimum 2,500 words supported by a reflective journal.	Peer group-work and reflection.	
Counselling Supervision: Practice	Continuation of the learner portfolio and reflective journal. In addition, a minimum of 20 hours logged counselling supervision practice; and a minimum of 1 hour consultative supervision per month.	Continuation of the learner portfolio and reflective journal. In addition, a minimum of 20 hours logged counselling supervision practice; and a minimum of 1 hour consultative supervision per month.	Continuation of the learner portfolio and reflective journal. In addition, a minimum of 20 hours logged counselling supervision practice; and a minimum of 1-hour consultative supervision per month.	Continuation of the learner portfolio and reflective journal. In addition, a minimum of 20 hours logged counselling supervision practice; and a minimum of 1 hour consultative supervision per month.

## 6 Guidance on approaches to delivery and assessment

The following additional information is provided to support delivery of the course.

### **Clinical supervision in the counselling context**

Supervision involves a counsellor discussing their clinical work formally with an experienced colleague, and receiving constructive feedback on how they are doing and is essential to how practitioners sustain good practice throughout their working life. Supervision provides practitioners with regular and ongoing opportunities to reflect in depth about all aspects of their practice in order to work as effectively, safely and ethically as possible.

Each unit specification contains the essential knowledge, understanding and skills that are required to be covered within the delivery and assessment of this PDA. The following additional information is provided to support delivery of the course.

#### 1 Fitness for purpose:

- Centres should employ teaching and learning methods that are consistent with the supervision approaches (or models) being taught.
- Supervision is career-long, not just for trainees / newly qualified. It a learning journey for both parties.
- Supervision will change over time — what works for trainees / newly qualified will differ from the needs of experienced practitioners.
- Supervision must be 'safe'.
- Experienced practitioners need a more collegiate, non-hierarchical approach based on the core conditions, trust and equality — a meeting of equals / 'supervision alliance'.

#### 2 The power differential (power play / power dynamics):

- Importance of recognising roles and responsibilities and nature of the relationship.
- Accountability and safeguarding — 'duty of care'? What are the boundaries?
- Importance of the relationship and the core conditions is unequivocally linked to safety.
- Needs to be an acknowledgement of where is supervisee 'is', that is, trainee / newly qualified / experienced.
- Supervisor will have a more educative role with trainees / newly qualified.
- There can be such a thing as 'harmful supervision' — abusive supervision exists but often goes unacknowledged and can be deeply damaging for the supervisee. This can have a variety of manifestations:
  - Manner of the supervisor — aggressive / dismissive vs supportive / engaging
  - Personal presentation — for example inappropriate clothing / hygiene

- Physical environment — could be as simple as the layout of seating arrangements creating barriers to something more serious causing a feeling of being trapped in the space by the supervisor.
- In extreme cases, bullying or coercion to seeing things the way the supervisor perceives them with no acknowledgement of the views of the supervisee.
- Supervisees need enabling to 'walk away' and find a new supervisor where necessary — some feel trapped / unable to seek change seeing it as a 'failure' on their part rather than an unhelpful dynamic. Some also have supervisor allocated by employing organisation so feel unable to question the choice.
- Unhelpful / harmful supervision can lead to loss of trust and lack of respect.

### 3 Nature of supervision:

- Supervision is not necessarily developmental, particularly where experienced practitioners are concerned. There can be a perception that the 'supervisor knows more / best' but while this may be true for trainees / newly qualified, this is not always the case.
- Needs of experienced practitioners will differ and a more collegiate approach should be sought.
- Definitely not 'policing'.
- Should be supportive; inclusive; enabling.
- Ethical tensions need to be recognised and acknowledged by both parties in an open and transparent manner.
- Supervision should be restorative — practitioners need a reflective space; to be able to unburden themselves and relieve stresses.
- Recognition of at what point does supervision become personal therapy.
- Supervision should promote best practice and above all support and protect clients.

### **Additional notes for Remote supervision**

Contracting for remote supervision has different requirements from 'in the room' work. The learner must be able to demonstrate the ability to establish and maintain supervisory relationships using online and telephone platforms.

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

To meet the needs of the supervisee a supervisor should be able to demonstrate knowledge in a range of media used for remote supervision, including video, audio, text, email and blended approaches. The supervisor must be able to assist the supervisee in their OPT development and should therefore align themselves with supervisees using a media type they are very familiar with.

Teaching should also include discussions on the appropriate use and safe use of online technology. In addition, learners must adhere to data protection policies and GDPR legislation in relation to remote supervision practice.



Learners should be made aware OTP counselling supervision brings its own challenges to practitioner well-being and must be made aware of the importance of identifying, developing and using professional support networks when engaging in remote counselling practice as part of their own self-care.

It will be beneficial if teaching also includes discussions on appropriately and safely utilising online technology, for example telephone, skype, text and video-conferencing.

It is considered ethically desirable to receive at least some elements of regular supervision by the same method of communication that is used with clients, in order to gain direct experience of the strengths and limitations of the chosen way of working.

Changing the method of communication with clients introduces new challenges and opportunities that can be greatly assisted by appropriate training. Good practice requires that anyone making significant differences in their practice should give careful consideration to what will be involved and have taken adequate steps to be competent in the new ways of working before offering services to clients.

To ensure compliance with data protection and GDPR regulations, in relation to OPT practice It is recommended that learners are signposted to the following factsheet:

- Working Online in the Counselling Professions; BACP Good Practice in Action 047 Fact Sheet

## **Delivery**

A variety of teaching approaches is encouraged as this helps learners engage with the course content, for example lectures, working in pairs, group-work and visits by experienced counselling supervisors can be supplemented by using presentations and hand-outs. The centre should provide a recommended reading list which will benefit learners in their self-directed learning.

Practical sessions with peers, perhaps using simulation / case studies, is essential as this allows the learner to demonstrate the application of theories and knowledge to their practice.

A minimum of 80% learner attendance is a requirement of this PDA. Some funding bodies require 90% attendance. The delivering centre must ensure learners are aware of requirements around attendance and have processes in place to monitor attendance.

Centres are required to give course participants opportunities to evaluate their training experience and give feedback on the qualification.

## 6.1 Sequencing / integration of units

The units should be delivered in the order presented:

Unit 1: Counselling Supervision: Introduction.

Unit 2: Counselling: Theoretical Models and Approaches in Professional Clinical Supervision.

Unit 3: Counselling Supervision: Practice.

There are opportunities for centres to integrate delivery of Counselling Supervision: Introduction and Counselling: Theoretical Models and Approaches in Professional Clinical Supervision and for skills practice in class groups to take place.

Counselling Supervision: Practice is practice-based and embeds the mandatory client work (20 hours logged counselling supervision practice; with at least two supervisees and a minimum of 1 hours consultative supervision per month) so should not be accessed until the underpinning knowledge skills and competences covered in Counselling Supervision: Introduction and Counselling: Theoretical Models and Approaches in Professional Clinical Supervision have been achieved.

Detailed suggested session timetables have been included within the unit specifications. Holistic assessment is recommended.

## 6.2 Recognition of prior learning

SQA recognises that learners gain knowledge and skills acquired through formal, non-formal and informal learning contexts.

In some instances, a full group award may be achieved through the recognition of prior learning. However, it is unlikely that a learner would have the appropriate prior learning and experience to meet all the requirements of a full group award.

The recognition of prior learning may **not** be used as a method of assessing in the following types of units and assessments:

- HN Graded Units.
- Course and / or external assessments.
- Other integrative assessment units (which may or not be graded).
- Certain types of assessment instruments where the standard may be compromised by not using the same assessment method outlined in the unit.
- Where there is an existing requirement for a licence to practice.
- Where there are specific health and safety requirements.
- Where there are regulatory, professional or other statutory requirements.
- Where otherwise specified in an assessment strategy.

More information and guidance on the *Recognition of Prior Learning* (RPL) may be found on our website [www.sqa.org.uk](http://www.sqa.org.uk).

The following sub-sections outline how existing SQA units may contribute to this group award. Additionally, they also outline how this group award may be recognised for professional and articulation purposes.

### **6.2.1 Articulation and / or progression**

There are currently no articulation agreements in place.

### **6.2.2 Professional recognition**

This PDA is jointly awarded by the British Association for Counselling and Psychotherapy (BACP). BACP is the professional association for members of the counselling professions in the UK.

## **6.3 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 wishing 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 [www.sqa.org.uk/e-assessment](http://www.sqa.org.uk/e-assessment).

## **6.4 Resource requirements**

Staff involved in the delivery and assessment of the units contained in the PDA should be registered counsellors who have been in practice for a minimum of two years and must have experience as a practicing supervisor in the age group they will be supervising / delivering / assessing. In addition, supervisors must be experienced in delivering OPT before supervising OPT work.

Information on staff qualifications and experience will be scrutinised at the qualification approval stage using the checklist shown below. Please note that the checklist covers Tutors, Lecturers, Assessors and Supervisors (of Supervision).

When applying for approval to deliver the PDA in Counselling Supervision the following additional course-specific approval information should be provided by the centre and checked during the initial approval visit and at subsequent external verification visits.

**Key: M = Mandatory, O = Optional**

<b>Criteria for staff involved in delivery Tutors / Lecturers / Assessors / Supervisors</b>	<b>Evidence provided by centre</b>
Are qualified counselling / psychotherapy practitioners (M)	
Have experience as counselling supervisors of individuals or groups (M)	
Should ideally have completed a counselling / psychotherapy training qualification (O)	
Have experience in delivering experiential practitioner training (M)	
Must be covered by indemnity insurance for their training and practice (M)	
Are current Registered Accredited Members of BACP (or fulfil the requirement for Accreditation), or an equivalent registered / accredited member of a professional counselling / psychotherapy membership body (M)	
Comply with BACP's Ethical Framework, or an equivalent ethical framework / code (M)	
Must refer to the BACP Supervision competence framework and training curriculum before delivering the course. (M)	
Where the course includes online and telephone supervision - are experienced in online and phone counselling and supervision (M)	

<b>Additional criteria for centres seeking approval Centres</b>	<b>Evidence provided by centre</b>
Must have a detailed student entry / selection process in place in line with the requirements set out in the Qualification GAS (M)	
Should provide a course leaflet for students  (or link to web-based course information) (M)	
Must have formal procedures in place to terminate the training of course participants unable to meet the requirements of the qualification (M)	
When utilising online training delivery, must have the appropriate technology, software, and information technology (IT) support for online teaching delivery to take place without unnecessary interruption and there must be adequate data security in place (M)	
Must have a policy for online teaching that includes: student attendance (for example fully present with cameras on; using a private space to attend online teaching sessions) (M)	

# 7 General information for centres

## Equality and inclusion

The unit specifications making up this group award have been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners will be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. Further advice can be found on our website [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements).

## Internal and external verification

All assessments used within these qualifications should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in SQA's *Guide to Assessment* ([www.sqa.org.uk/GuideToAssessment](http://www.sqa.org.uk/GuideToAssessment)).

## 8 Glossary of terms

**Embedded Core Skills** is where the assessment evidence for the unit also includes full evidence for complete Core Skill or Core Skill components. A learner successfully completing the unit will be automatically certificated for the Core Skill. (This depends on the unit having been successfully audited and validated for Core Skills certification.)

**Finish date:** The end of a group award's lapsing period is known as the finish date. After the finish date, the group award will no longer be live and the following applies:

- ◆ candidates may not be entered for the group award.
- ◆ the group award will continue to exist only as an archive record on the Awards Processing System (APS).

**Lapsing date:** When a group award is entered into its lapsing period, the following will apply:

- ◆ the group award will be deleted from the relevant catalogue.
- ◆ the group award specification will remain until the qualification reaches its finish date at which point it will be removed from SQA's website and archived.
- ◆ no new centres may be approved to offer the group award.
- ◆ centres should only enter candidates whom they expect to complete the group award during the defined lapsing period.

**SQA credit value:** The credit value allocated to a unit gives an indication of the contribution the unit makes to an SQA group award. An SQA credit value of 1 given to an SQA unit represents approximately 40 hours of programmed learning, teaching and assessment.

**SCQF:** The Scottish Credit and Qualification Framework (SCQF) provides the national common framework for describing all relevant programmes of learning and qualifications in Scotland. SCQF terminology is used throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at [www.scqf.org.uk](http://www.scqf.org.uk).

**SCQF credit points:** SCQF credit points provide a means of describing and comparing the amount of learning that is required to complete a qualification at a given level of the Framework. One National Unit credit is equivalent to 6 SCQF credit points. One National Unit credit at Advanced Higher and one Higher National Unit credit (irrespective of level) is equivalent to 8 SCQF credit points.

**SCQF levels:** The level a qualification is assigned within the framework is an indication of how hard it is to achieve. The SCQF covers 12 levels of learning. HNCs and HNDs are available at SCQF levels 7 and 8 respectively. Higher National Units will normally be at levels 6–9 and graded units will be at level 7 and 8. National Qualification Group Awards are available at SCQF levels 2–6 and will normally be made up of National Units which are available from SCQF levels 2–7.

**Subject unit:** Subject units contain vocational / subject content and are designed to test a specific set of knowledge and skills.

**Signposted Core Skills:** Refers to opportunities to develop Core Skills arise in learning and teaching but are not automatically certificated.

## History of changes

It is anticipated that changes will take place during the life of the qualification and this section will record these changes. This document is the latest version and incorporates the changes summarised below. Centres are advised to check SQA's APS Navigator to confirm they are using the up-to-date qualification structure.

**NOTE:** Where a unit is revised by another unit:

- ◆ No new centres may be approved to offer the unit which has been revised.
- ◆ Centres should only enter candidates for the unit which has been revised where they are expected to complete the unit before its finish date.

Version number	Description	Date
02	<b>Section 1:</b> <ul style="list-style-type: none"><li>– Removal of out-of-date background information.</li><li>– Added information about complimentary SQA Qualifications</li><li>– Added joint awarding with BACP statement</li><li>– Removal of non-accessible table</li></ul>	August 2024
02	<b>Section 2:</b> <ul style="list-style-type: none"><li>– Added information regarding credit points</li></ul>	August 2024
02	<b>Section 3:</b> <ul style="list-style-type: none"><li>– Removal of mapping table at 3.3</li></ul>	August 2024
02	<b>Section 4:</b> <ul style="list-style-type: none"><li>– Update to entry criteria in line with BACP requirements</li></ul>	August 2024
02	<b>Section 5:</b> <ul style="list-style-type: none"><li>– 5.1 Removal of National generic competencies for Counselling Supervision</li><li>– 5.2 Addition of reference to BACP competencies and weblink to BACP competencies</li><li>– 5.3 Change to layout of core skills mapping</li><li>– 5.4 addition of attendance percentages required</li><li>– 5.4 Change to layout and content of Assessment Strategy.</li><li>– 5.4 Removal of out-of-date information.</li></ul>	August 2024



Version number	Description	Date
02	<p><b>Section 6:</b></p> <ul style="list-style-type: none"> <li>• Addition of bullet point 1 and removal of last bullet at 'Fitness for Purpose'</li> <li>• Addition of 'Supervision is' at bullet point 1 at 'Nature of supervision'</li> <li>• Addition of notes relating to remote supervision</li> <li>• Addition of line regarding GDPR/data protection relating to remote supervision</li> <li>• Addition of information regarding reading list at 'Delivery'</li> <li>• Clarification regarding attendance percentages and centre responsibilities</li> <li>• Addition of centres need for participants to be given the opportunity to give feedback</li> <li>• 6.1 change to number of hours practice (from 40 hours to 20 hours) with a minimum of 1-hour consultative supervision) with at least two supervisees, to bring in line with updated BACP counselling supervision competencies.</li> <li>• 6.2.2 addition of joint awarding statement</li> <li>• Removal of 6.4 (statement about ASPs)</li> <li>• 6.5 addition of 'In addition supervisors must be experienced in delivering OPT before supervising OPT'</li> <li>• Addition of centre approval checklist</li> </ul> <p>Addition of acknowledgement to BACP on page 23.</p> <p><b>Section 9:</b></p> <ul style="list-style-type: none"> <li>• Change to wording of Second paragraph.</li> <li>• Addition of SCQF in third paragraph</li> <li>• Change to entry requirements</li> <li>• Change to wording of last paragraph including clarity on attendance percentages</li> </ul>	August 2024

## Acknowledgement

SQA acknowledges the valuable contribution made by BACP to the development of this qualification.

Template version: March 2024

## 9 General information for learners

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

The content of the PDA in Counselling Supervision has been mapped to the British Association for Counsellors and Psychotherapists (BACP) Counselling Supervision Training Curriculum and validated at SCQF level 11. It is focused on adult counselling supervision.

This SCQF level recognises the additional responsibility, professionalism, leadership and management skills required of those working in a clinical supervisory role (who will already be post-qualified experienced counselling practitioners).

Entry to this qualification is at the discretion of the centre. The following information on prior knowledge, skills, experience or qualifications that provide suitable preparation for this qualification has been provided by the Qualification Design Team.

Prospective learners would benefit from having previously completed the HN Units Counselling: Supervised Practice and / or Counselling: Supervision, which provide a perspective of supervision from the viewpoint of the supervisee.

The following five entry criteria are mandatory.

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 a 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 at least two supervisees.
- be able to demonstrate knowledge of a range of media used for remote supervision, including audio, text, email and blended approaches.

There are three units to complete:

- 1 Counselling Supervision: Introduction.
- 2 Counselling: Theoretical Models and Approaches in Professional Clinical Supervision.
- 3 Counselling Supervision: Practice.

The content explicitly sets out the role of the counselling supervisor and the underpinning theoretical models used to help you develop and consolidate the skills necessary to facilitate supervisory practice.

Throughout the course you will learn how to establish and maintain an effective supervisory relationship and acquire the understanding and the skills needed to sensitively support supervisees and enable them to make successful use of supervision.

There is a minimum 80%\* attendance requirement to achieve this PDA, with a minimum of 20 hours logged counselling supervision practice with a minimum of 1 hour supervisor consultancy per month.

\*Some funding bodies have a 90% minimum attendance requirement. Centres should have processes in place to monitor attendance.