

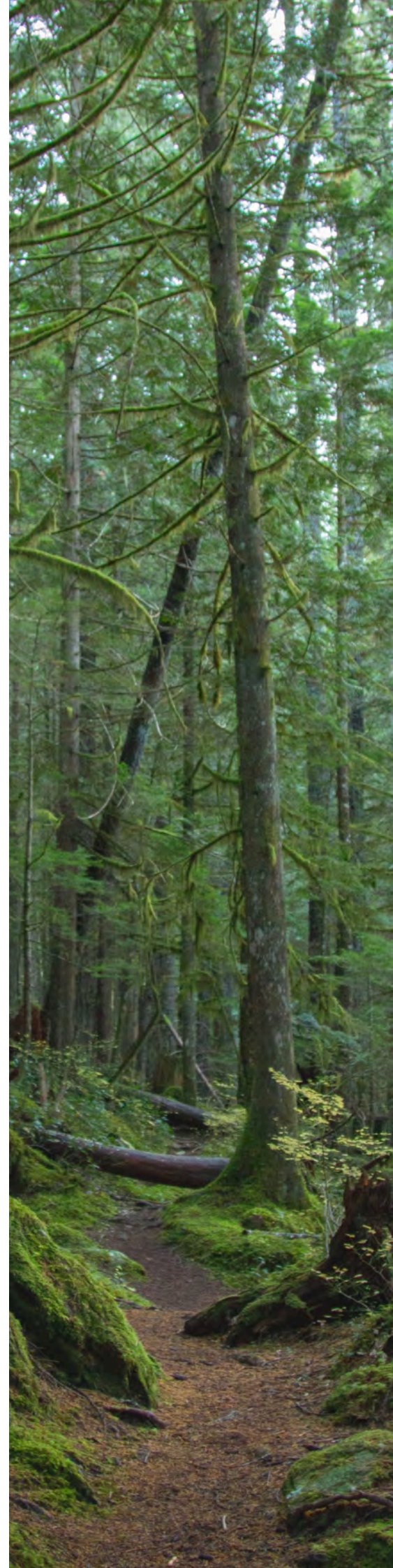


# **Diploma in Coaching Supervision**

**Apr 2024 – Mar 2025**

# CONTENTS

<b>Welcome to the Programme</b>	<b>3</b>
<b>Course Overview</b>	<b>4</b>
<b>The Bigger Picture</b>	<b>5</b>
<b>Foundations of Supervision</b>	<b>6</b>
<b>Functions of Supervision</b>	<b>7</b>
<b>The Relational Approach</b>	<b>8</b>
<b>Supervising Groups</b>	<b>9</b>
<b>Your Supervision Approach</b>	<b>10</b>
<b>Supervision in Action</b>	<b>11</b>
<b>Course Completion</b>	<b>12</b>
<b>Certification and Accreditation</b>	<b>13</b>
<b>Online Learning Platform</b>	<b>14</b>
<b>Faculty</b>	<b>15</b>





# WELCOME TO THE PROGRAMME

## Programme Purpose

The purpose of this programme is to train, qualify and accredit coach supervisors.

## Audience

The course has been developed for experienced coaches, operating at the level of Senior Practitioner (with EMCC Global or AC), PCC (with ICF), Level 5 (with ILM) or any other equivalent accreditation status.

## Accreditation

Successful completion of the programme includes meeting all the EMCC Global training requirements for individual accreditation as a supervisor.

If they have accumulated sufficient practice hours, graduates will obtain the internationally recognised ESIA supervisor accreditation with EMCC Global.

The course fee includes the cost of accreditation.

## Process

We apply an experiential learning approach combining taught input, reflection and dialogue, practice in a safe environment, detailed feedback, and experimentation with live clients.

# COURSE OVERVIEW

## Course Timings

We have designed this programme to align well with the life of a busy professional. Training sessions are short and well-spaced over 12 months. We have chosen dates to avoid school holidays.

## Course Components

The programme is focused around 20 live, virtual training modules.

In addition to their ongoing practice, participants will maintain a learning journal, attend four facilitated reflective learning group sessions, submit and receive feedback on two recorded supervision sessions, participate in the online group discussion, write a 2000-word essay, review the essays of their learning group members, and carry out a final self-assessment exercise.

Learners will also begin and end the course with a 1:1 tutorial with course faculty.

## THE COURSE AT A GLANCE



**20 live training modules**



**2 x Feedback on a Recorded Session**



**4 facilitated learning sets**



**Ongoing Reflective Journal**



**1:1 & Group Supervision Practice**



**2000-word assignment**













**Online Learning Environment**



**Assessment and Accreditation**

# THE BIGGER PICTURE

All Sessions Run on Wednesday Afternoons, 2pm - 4.30pm, UK-time				
Module	Date	Session	Course Work	
Foundations of Supervision	24 Apr 24	1. Programme Introduction		
	8 May 24	2. Supervision Competences and Capacities		
	22 May 24	3. Supervision Process - The 7-Eyed Model		
	5 Jun 24	4. The Supervision Alliance: Contracting		
19 Jun 24	5. Normative: Reflective Practice			
Functions of Supervision	3 Jul 24	6. Formative: Developmental Interventions		
	17 Jul 24	7. Restorative: Resourcing Interventions		
	4 Sep 24	8. Parallel Process		
Relational Approach	18 Sep 24	9. Psychodynamic Approach		
	2 Oct 24	10. Relational Lens		
	16 Oct 24	11. Working with Groups - Practicalities		
Supervising Groups	30 Oct 24	12. Working with Groups - Group Dynamics		
	13 Nov 24	13. Working with Groups - Practice		
	27 Nov 24	14. Creative Approaches to Supervision 1		
Your Supervision Approach	11 Dec 24	15. Creative Approaches to Supervision 2		
	16 Jan 25	16. Personal Supervision Model		
	29 Jan 25	17. Ethics - Dilemmas and Maturity		
12 Feb 25	18. Maintaining a Professional Practice			
26 Feb 25	19. Presentation: Your Supervision Model			
12 Mar 25	20. Graduation - Sharing your Learning			

20 Module Quizzes and Reflective Journals

40 hrs Individual Supervision Practice

10 hrs Group Supervision Practice

# MODULE 1. APR – JUN 2024

## FOUNDATIONS OF SUPERVISION

Learners will discover the basics of supervision. Learning groups will be established and will meet for the first time. Individuals will also pair up with each other to form practice supervision pairs and will start supervising each other in their own time. Reflective Journals will start and learners will contribute to the online community discussion forum.

APR  
**24**  
2024

### Session 1

#### Programme Introduction

Overview. What to expect. Introductions. Course contract. Learning Platform.

MAY  
**8**  
2024

### Session 2

#### Supervision Competences and Capacities

Defining Supervision. Working with the Supervision Competence Framework.

MAY  
**22**  
2024

### Session 3

#### Working with the 7-Eyed Model

Demonstration. Applying the 7-Eyed supervision model. Introduction to Parallel Process.

JUN  
**5**  
2024

### Session 4

#### Supervision Alliance - Contracting

Establishing a working alliance between supervisor and supervisee.

**S**upervision is safe space for reflective dialogue supporting the coach's practice, development, and well-being.

# MODULE 2. JUN – JUL 2024

## FUNCTIONS OF SUPERVISION

This module contains three sessions and a recorded supervision exercise. We introduce Proctor's three functions of supervision: Normative, Formative and Restorative. The intention is to establish and embed essential supervision skills by the end of the first term, so that learners are set up for success.

JUN  
19  
2024

### Session 5 Normative: the Qualitative Function

We explore what it means to be an effective reflective (and reflexive) practitioner.

JUL  
3  
2024

### Session 6 Formative: the Developmental Function

How the supervisor supports the supervisee to improve their competence as a coach.

JUL  
17  
2024

### Session 7 Restorative – the Supportive Function

How the supervisor supports the supervisee to resource themselves, remaining fit to practice.



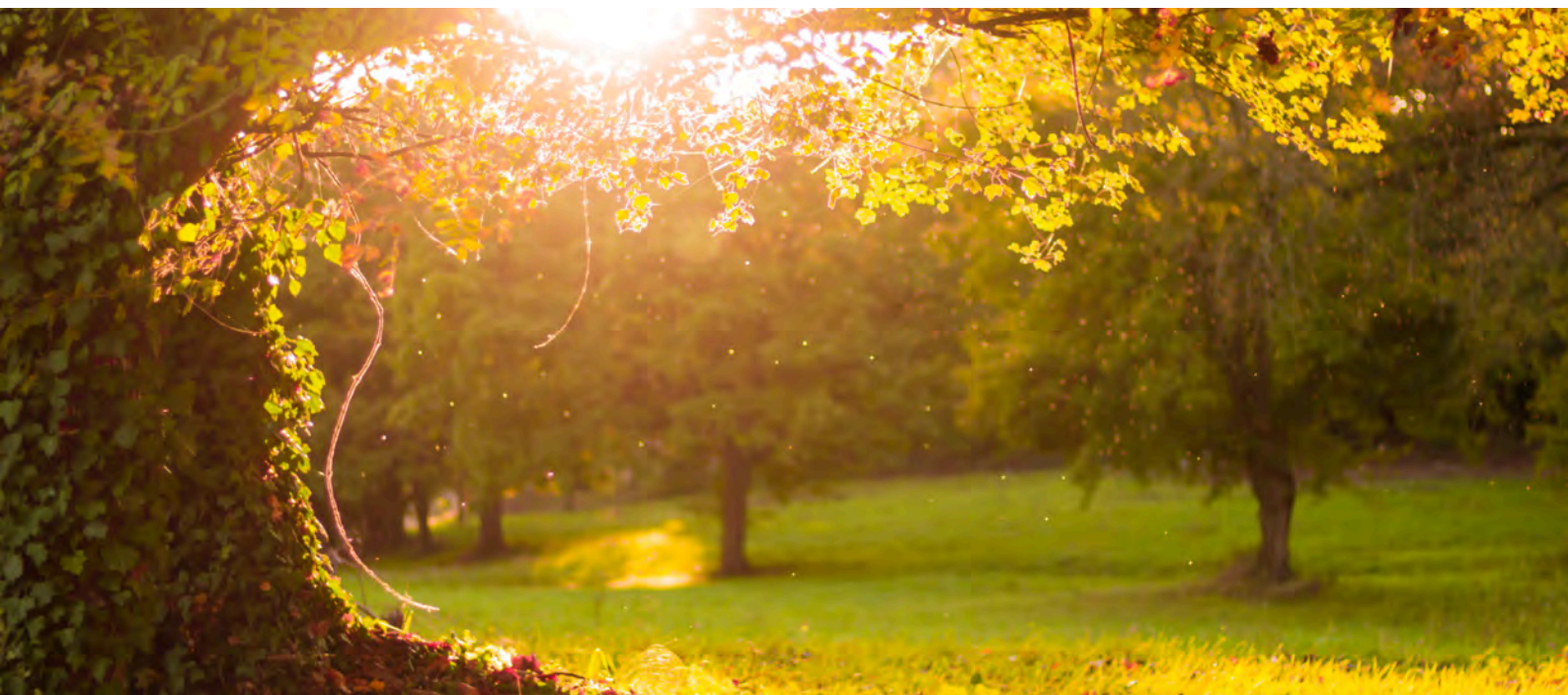
### Recorded Session

Between July and August learners will record one of their supervision sessions.

Learners will provide feedback to each other on their recorded sessions.

Written feedback will be provided by a member of faculty.

Learners will collect feedback and use this to inform their ongoing learning objectives .



# MODULE 3. SEP - OCT 2024

## THE RELATIONAL APPROACH

Having established basic supervision skills, we take a deeper dive into the psychological dimension of our work as supervisors. Our practice is rooted in the 'relational approach', drawing on psychodynamic theory and humanism. These sessions introduce essential knowledge for competent practitioners of supervision, and provide opportunities to apply it.

SEP  
4  
2024

### Session 8 Parallel Process

Noticing, understanding and working explicitly with 'parallel process'.

SEP  
18  
2024

### Session 9 Psychodynamic Approach

Defence mechanisms, transference, counter-transference, projection, projective identification.

OCT  
2  
2024

### Session 10 The Relational Lens

Understanding Social Constructionism and a narrative interpretation of the self.



### 2000 Word Assignment

At the end of this module we introduce the 2000 word essay. This is a reflective exercise in which learners consider their supervision journey so far and consolidate their thoughts.

Social learning is an important aspect of this course. Learners will meet informally, in small groups to present and discuss their work.



# MODULE 4. OCT - NOV 2024

## SUPERVISING GROUPS

We dedicate an entire module to the practice of supervising groups. This is a more sophisticated and complex practice requiring skills that go beyond supervision.

We provide opportunities for learners to explore a role that combines pure supervision, facilitation of group dynamics, managing a process, and harnessing the collective intelligence of the members of the group.

OCT  
16  
2024

### Session 11

#### Groups: Practicalities

Creating the container and holding the space for groups of supervisees.

OCT  
30  
2024

### Session 12

#### Groups: Interpersonal Dynamics

Managing complex group dynamics and ensuring all group members benefit equally.

NOV  
13  
2024

### Session 13

#### Groups: Practice and Feedback

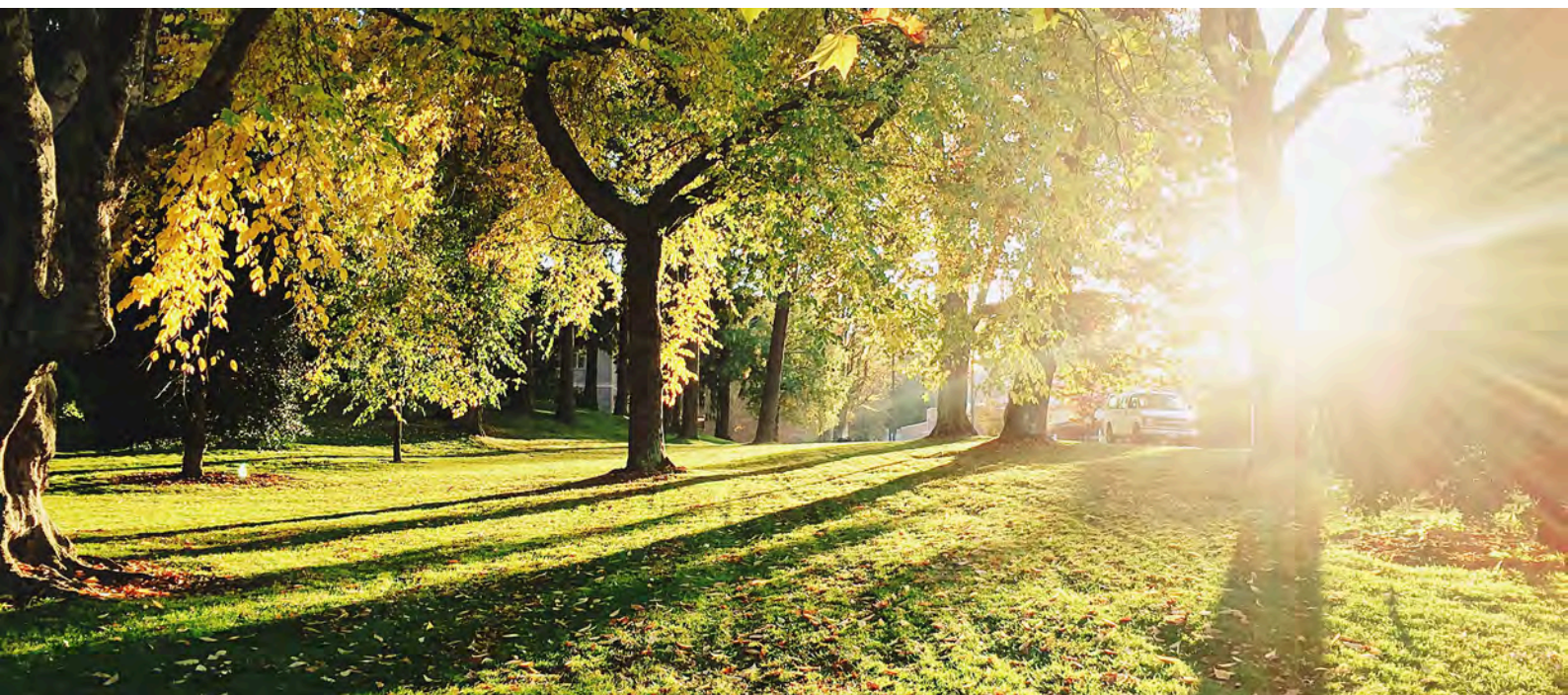
Taking risks, listening, valuing different perspectives, having real conversations.

### Progress Update

Since Session 1, learners have accumulated at least twenty hours of 1:1 supervision experience and are developing their personal style.

They have completed two facilitated reflective learning group meetings, provided feedback to each other on a recorded supervision session and are working on their 2000 word consolidation essays.

Learners have also submitted 10 reflective journal entries and participated in the online discussion forum.





## MODULE 5. NOV – JAN 2025

# YOUR SUPERVISION APPROACH

At this stage in the programme, learners are encouraged to experiment and stretch the boundaries of their practice as supervisors. We introduce creative approaches to supervision and invite learners to identify ways of working that are authentic and unique to them. They may discuss this in their third reflective learning group, which takes place now.

NOV  
27  
2024

### Session 14

#### Creative Approaches to Supervision 1

An enquiry into freedom, stuckness, spontaneity and not-knowing. Working 'live'.

DEC  
11  
2024

### Session 15

#### Creative Approaches to Supervision 2

Practicing and experimenting with working in a creative way. Working 'live'.

JAN  
16  
2025

### Session 16

#### Your Supervision Model

Developing an individualised model of supervision and applying it authentically.

“The programme has taught me that supervision is a profession, just like coaching is. One cannot simply switch from practicing as a coach to working as an coach supervisor.

“It has been fantastic to train with and learn from such experienced professionals.

— Course Participant

# MODULE 6. JAN - MAR 2025

## SUPERVISION IN ACTION

During the final module learners will be preparing for graduation and their future practice as qualified supervisors. Learners will start collecting feedback from their supervisees and complete a process of personal self-assessment against the learning outcomes, with reference to the EMCC Supervision Competence Framework.

Learners will also complete their fourth and final reflective learning group session during this period.

JAN  
29  
2025

### Session 17

#### Ethical Dilemmas in Supervision

Exploring ethical dilemmas and developing ethical maturity as practitioners. Practical Exercise.

FEB  
12  
2025

### Session 18

#### Maintaining a Professional Practice

Best practice for CPD, supervision, reflective practice, ethics, record keeping and more.

FEB  
26  
2025

### Session 19

#### Presentation of Personal Supervision Models

Learners will share their personal supervision models with other cohort members.

MAR  
12  
2025

### Session 20

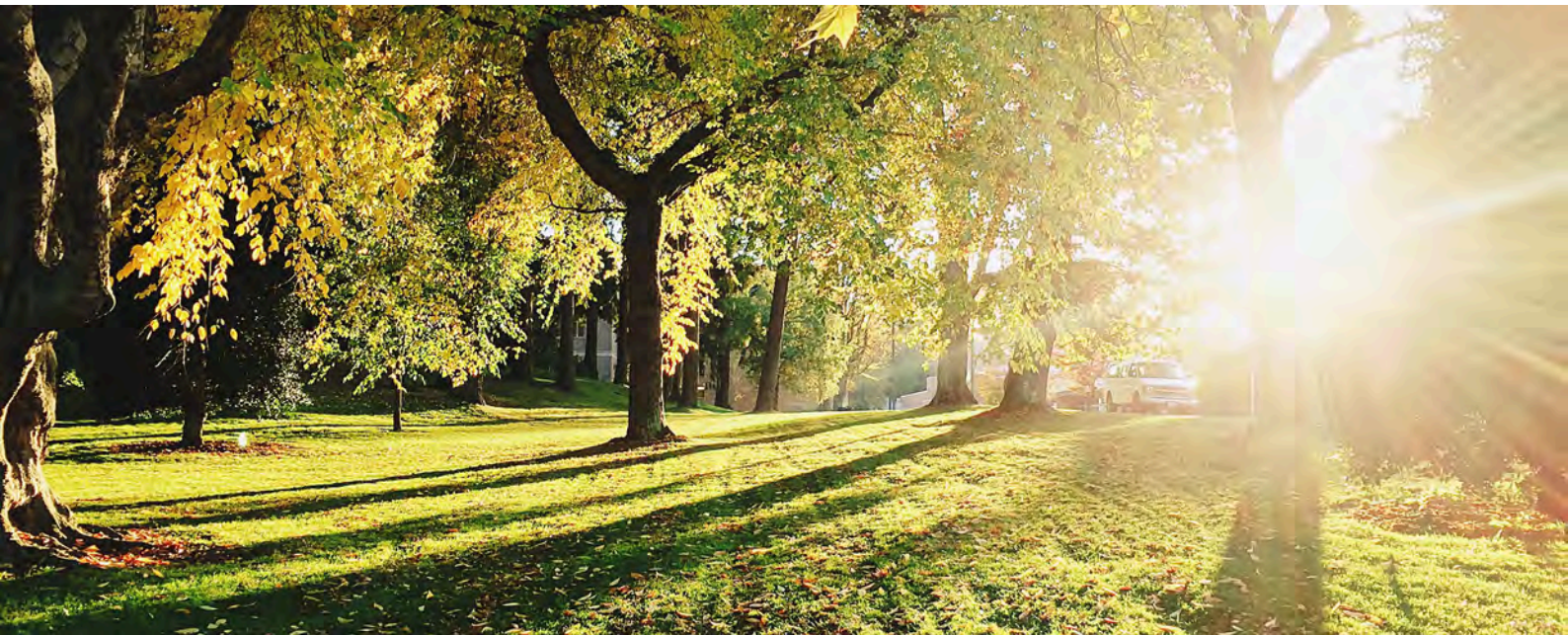
#### Graduation

Sharing overall learning and personal outcomes from 12-month journey.

### Recorded Session 2

Between Jan and Feb, learners will record another supervision session.

This will be reviewed by faculty and will play a part in the overall assessment of candidates, resulting in their graduation from the programme, and accreditation with EMCC Global.



# COURSE COMPLETION

## Assessment

Assessment is not based on a simple pass or fail approach. We support learners throughout the programme to develop, at their own pace and in their own way to achieve a successful outcome.

## Attendance

It is essential that learners attend a minimum of 80% of all sessions. Missed taught input sessions must be made up by watching the recording and undertaking agreed catch-up homework.

## Total Qualification Time:

We estimate that this programme will take a minimum of 150 hours of learner time. Individuals may choose to spend longer than this, exploring areas of interest, or collecting additional practice hours.

### 150 hours (estimated)

20 x 2.5hr Zoom Modules	50 hours
1:1 Supervision Practice	40 hours
Group Supervision Practice	10 hours
Homework	50 hours
<b>Total (maximum estimate)</b>	<b>150 hours</b>

# CERTIFICATION AND ACCREDITATION

## Certification



On successful completion, learners will be awarded the Diploma in Coaching Supervision and, if they meet the accreditation criteria, will be referred to EMCC Global for individual accreditation: ESIA.

## Accreditation Criteria

- Successful completion of the programme
- Membership of EMCC Global (c.150 Euros/year)
- Minimum of 120 supervision practice hours
- Minimum of 10 Supervisees

## Prior Experience

Candidates may include prior experience as a supervisor towards their total practice hours.

Graduates without 120 hours practice experience may return within twelve months with their completed log books and we will facilitate their accreditation (if they have continued to receive supervision and attend CPD).

EMCC Global  
Supervision  
Individual Award



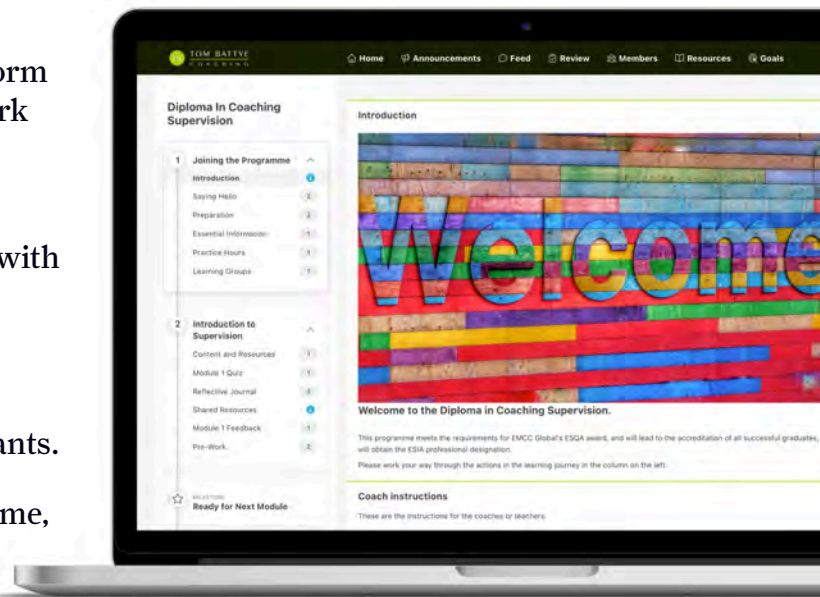
# ONLINE LEARNING PLATFORM

We use world-class online learning platform which acts as a secure base for all the work that we do over the 12-month period.

All the handouts contained within the programme will be available here, along with homework assignments and space for community discussion.

The platform acts as a container for the learning journey undertaken by participants.

Each module gets unlocked at the right time, and all learner requirements are made clear and visible.



Progress is indicated visually, and overdue tasks are highlighted.

Each module has a Community Discussion area where participants will share resources and reflections. Sessions are also followed up with a mini quiz.

The reflective journal activity is an important part of the process: during the second half of the programme, we encourage social learning by partnering participants with each other to review each other's reflections.

## Supervision:

...a working alliance between two professionals, where the supervisee offers an account of his/her work, reflects on it and receives feedback and guidance, if appropriate.

The object of this alliance is to enable the supervisee to gain in ethical competency, confidence and creativity, so as to give the best possible service to clients.

Inskipp and Proctor

# FACULTY

The programme is led by Tom Battye and Jane Meyler. Tom and Jane are supported by a team of faculty members, all of whom are highly experienced coaches, supervisors and educators in this field.



## Tom Battye

Tom is an award-winning supervisor who has been active in the coaching profession for over 20 years. He led the development of the EMCC Global supervision framework and has played a key role setting supervision standards.

He began supervising in 2007 and has maintained an active supervision portfolio since then – working with internal coaches in private and public sector organisations, as well as supporting consultants in professional service firms.



## Jane Meyler

Jane worked in business for 15 years with 10 years as a Board Director, and moved to work as a management consultant before becoming a business coach. Jane has a good working knowledge of Psychosynthesis and Gestalt in coaching and is a Chartered Member of the Institute of Personnel and Development (CMIPD).

Jane is accredited as a coach by the Association of Professional Coaches and Supervisors (APECS) and Strathclyde University. She qualified as a Coaching Supervisor with the Bath Consultancy Group.

## Further Information and Booking

For further information about booking onto this programme please contact [support@governmentcampus.co.uk](mailto:support@governmentcampus.co.uk)

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