



## Programme Specification

**A statement of the knowledge, understanding and skills that underpin a taught programme of study leading to an award from The University of Sheffield**

1	<b>Programme Title</b>	Clinical Supervision
2	<b>Programme Code</b>	PSYT33
3	<b>JACS Code</b>	C810
4	<b>Level of Study</b>	Postgraduate
5a	<b>Final Qualification</b>	Postgraduate Certificate in Clinical Supervision
5b	<b>QAA FHEQ Level</b>	7
6a	<b>Intermediate Qualification(s)</b>	None
6b	<b>QAA FHEQ Level</b>	Not applicable
7	<b>Teaching Institution (if not Sheffield)</b>	Not applicable
8	<b>Faculty</b>	Faculty of Science
9	<b>Department</b>	Psychology
10	<b>Other Departments providing credit bearing modules for the programme</b>	None
11	<b>Mode(s) of Attendance</b>	Face to face Part-time
12	<b>Duration of the Programme</b>	1 year
13	<b>Accrediting Professional or Statutory Body</b>	Not applicable
14	<b>Date of production/revision</b>	January 2020, Revised August 2023

### 15. Background to the programme and subject area

Clinical supervision is an essential component in ensuring safe and accountable practice in mental health services and settings and is identified as a mandatory professional skill across all the mental health professions.

The Postgraduate Certificate in Clinical Supervision has been created to develop competency in supervising the Education Mental Health Workforce (EMHW) with an up-to-date theoretically informed academic accreditation to drive the on-going development of the quality driven, outcomes informed MHST.

The Certificate integrates academic theory and practitioner knowledge of supervisory process with the challenges and dilemmas of delivering effective supervision of low intensity cognitive behavioural interventions and whole school approaches to mental health in educational settings.

The Certificate also makes use of a variety of teaching and learning methods better meet the adult learning needs of applicants.

### 16. Programme aims

This course is run with the emphasis on applied adult learning, tailored to meet the academic and clinical needs of the EMH workforce. The Certificate fits within the strategic plan of the Department through the development of an innovative teaching and learning qualification aimed at meeting the learning needs (in the first instance) of a local workforce. This new programme runs alongside the University's strategic mission that aims to integrate and apply academic knowledge to achieve real benefit to individuals and society.

The aims are:

1. To develop competencies in supervising EMHP evidence-based interventions set out in the EMHP curriculum
2. To develop competencies as effective, self-reflective and safe supervisors.
3. To offer a critical knowledge of the theoretical, research and implementation literature that underpins the supervision of trainees on the EMHP programme.
4. To enable supervisors to develop sustainable skills in supervising EMHP

To inform and promote self-reflective and self-critical learning as an underpinning of effective clinical supervision.

### 17. Programme learning outcomes

**Knowledge and understanding: On successful completion of this programme students will have knowledge and understanding of:**

Candidates for the PG Certificate will have knowledge and understanding of:

<b>K1</b>	The aims, objectives and structure of Mental Health Support Teams (MHST).
<b>K2</b>	How to create a safe learning environment for supervisees and self and be aware of ethical principles and issues in clinical supervision.
<b>K3</b>	A number of frameworks for understanding and managing the supervisory process within MHSTs.
<b>K4</b>	The supervision competencies outlined by Roth and Pilling (2007).
<b>K5</b>	Issues of difference and diversity in supervision.

**Skills and other attributes: On successful completion of this programme students will be able to:**

<b>S1</b>	Create a safe learning environment for supervisees and attend to the emotional needs of supervisees.
<b>S2</b>	Negotiate and keep under review a contract for the supervision that appropriately involves all of the relevant stakeholders.
<b>S3</b>	Constructively challenge, evaluate and provide formative feedback to supervisees.
<b>S4</b>	Critically and flexibly adapt the supervision knowledge base as required within MHSTs.

### 18. Teaching, learning and assessment

**Development of the learning outcomes is promoted through the following teaching and learning methods:**

Teaching materials will include self-directed learning based on activities outlined in the materials supplied to candidates which will include specially written Units, recorded audio and visual material and directed readings. Learning will be supported by a variety of methods -online tutorials via MOLE or Skype or telephone tutorials. The mode of tutorial support will be determined by the needs of the course participant.

Students will be required to attend two 3-day periods of study at the University of Sheffield, one at the beginning of each of the two semesters. These will involve both knowledge and skill-based workshops and practical sessions which have a number of aims:

- for course participants to meet their tutors and tutorial group and therefore begin the learning relationship;
- to introduce the curriculum for the semester and the course materials;
- to introduce the assessment method;
- to introduce e-learning tools, access and use.

Tutorials will provide further space for critical discussion of the links between the academic literature and practice.

**Opportunities to demonstrate achievement of the learning outcomes are provided through the following assessment methods:**

Candidates will complete one coursework assignment for each module of the programme, this will amount to two assessed submissions. Each submission will draw upon the specific learning materials of the module.

Submission 1 is a recording of a session of low intensity supervision accompanied by a written evaluation of the session against a selected theoretical framework. This will demonstrate the candidate's capability to establish a working relationship with a supervisee through the supervisory contracting process and the creation of a supportive learning context.

Submission 2 is a 5000 word MHST implementation project, which outlines a whole school approach and the

supervisory skills and support provided to the EMHP. Learning outcomes.

In addition, a supervision portfolio that details the supervision given and received the evidence of meeting supervision competencies, including a report by the training supervisor will be submitted at the end of Module 1 and completed and resubmitted at the end of Module 2.

## 19. Reference points

**The learning outcomes have been developed to reflect the following points of reference:**

HM government (2011) No health without mental health: A cross government mental health outcomes strategy for people of all ages.

British Psychological Society Division of Clinical Psychology, Continued Supervision Policy Document (July 2006); available at [http://dcp.bps.org.uk//document-download-area/document-download\\$.cfm?restart=true&file\\_uid=D4CE2C2B-1143-DFD0-7E8C-C0F57E9231AA](http://dcp.bps.org.uk//document-download-area/document-download$.cfm?restart=true&file_uid=D4CE2C2B-1143-DFD0-7E8C-C0F57E9231AA)

HEE Curriculum for supervisor training for EMHPs.

## 20. Programme structure and regulations

The course is taught over a year in two interlinked modules. Each Module will be worth 30 credits. Any student completing any of the modules but not completing the course will receive an appropriate short course certificate.

A candidate shall take:

1. The principles of supervision (30 credits)
2. Supervising EMHP Practice (30 credits)

A candidate who has been awarded 60 credits in respect of the units listed above shall be eligible for the award of the PG Certificate in Clinical Supervision

Detailed information about the structure of programmes, regulations concerning assessment and progression and descriptions of individual modules are published in the University Calendar available on-line at <http://www.sheffield.ac.uk/calendar/>.

## 21. Student development over the course of study

Candidates will complete one coursework assignment for each module of the course. Students are entitled to up to an average of half an hour a week of input from their personal/academic tutor throughout the course either through online or face-to-face tutorials/Skype or telephone contact. Development is also acquired through the reflective exercises and practical tasks detailed in the self-directed course materials.

The Postgraduate Certificate emphasises the value of life-long learning and professional adaptability through the development of critical and self – reflective learning skills.

## 22. Criteria for admission to the programme

Detailed information regarding admission to programmes is available from the University's On-Line Prospectus at <http://www.shef.ac.uk/courses/>.

## 23. Additional information

This specification represents a concise statement about the main features of the programme and should be considered alongside other sources of information provided by the teaching department(s) and the University. In addition to programme specific information, further information about studying at The University of Sheffield can be accessed via our Student Services web site at <http://www.shef.ac.uk/ssid>.