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# Crossfields Institute

Qualification Specification

Level 6 Certificate in Clinical Therapeutic Supervision



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## Key Facts

<b>Qualification Title</b>	CFI Level 6 Certificate in Clinical Therapeutic Supervision
<b>Qualification Number (QAN)</b>	610/3245/1
<b>Qualification Type</b>	VRQ
<b>Sector</b>	1.3 Health and Social Care
<b>Level</b>	6
<b>Rules of Combination</b>	All units are compulsory.
<b>Total Qualification Time</b>	125 hours
<b>Guided Learning Hours</b>	30 hours
<b>Minimum age of learners</b>	18
<b>Assessment Methods</b>	Portfolio of evidence
<b>Grading system</b>	Pass/Fail
<b>How long will it take to complete?</b>	1 year
<b>Developed by</b>	The qualification has been developed by Crossfields Institute with subject specific expertise provided by Brighter Learning Ltd.

## Section 1: About this Qualification

### 1.1 Aims and objectives of the qualification

This qualification is designed for people who are counsellors and wish to progress to the role of counselling supervisor.

This objective of this Crossfields Institute Level 6 Certificate in Clinical Therapeutic Supervision is to:

- Prepare you for employment in a supervisory role in counselling
- Support your role as a counselling supervisor in the workplace

Following successful completion of the qualification you could:

- seek employment as a counselling supervisor
- further your studies in psychotherapeutic counselling

### 1.2 What are the entry requirements?

To study on this qualification you need to demonstrate to the centre that you have:

- A minimum of 2 years' experience as a counsellor
- Evidence of a counselling qualification, either at Level 4 or 5 which is Ofqual regulated
- Evidence that the required 450 hours of counselling practice has been completed
- Evidence from your supervisor which confirms completion of practice and your suitability to become a supervisor
- If English is not the first language, proof of spoken and written English at a level equivalent to IELTS 6 will be required

### 1.3 What are the assessment methods?

You will create a portfolio of evidence throughout your time working towards this qualification. This may include:

- observation of practice by experienced tutors
- written assignments
- reflective practice. e.g. a learning journal or self-reflective journals
- peer observation or feedback as witness testimony
- artefacts

The portfolio must be your own work and centres will be responsible for verifying that work has been authenticated. Crossfields Institute takes any reports of suspected plagiarism or other forms of malpractice seriously and will investigate any such reports via the Malpractice Policy which is available on our website.

**Note: Plagiarism.** Plagiarism means claiming work to be your own which has been copied from someone or somewhere else. All the work you submit must be your own and not copied

from anyone else unless you clearly reference the source of your information. If there is evidence that your work is copied from elsewhere, it will not be accepted and you may be subject to a disciplinary procedure

**Buying and selling assignments** Offering to buy or sell assignments is not allowed. This includes using sites such as eBay. If this happens we reserve the right not to accept future entries from you

## Section 2: Units/Modules

### 2.1 Unit List

<b>Unit title</b>	<b>Ofqual ref</b>	<b>Guided Learning Hours (GLH)</b>	<b>Total qualification time (TQT)</b>	<b>Credits</b>
1. Supervisory models, roles and responsibilities	F/650/8460	10	30	3
2. Supervisory practice	H/650/8461	10	65	7
3. Reflective practitioner	J/650/8462	10	30	3
<b>Total</b>		30	125	13

## Unit 1 - Supervisory models, roles and responsibilities

**Unit code** F/650/8460 **Guided Learning Hours (GLH)** 10

**Unit level** 6 **Total Qualification Time (TQT)** 30

**Unit aim** In this unit, learners will understand the models of supervision used in counselling, and the roles and responsibilities of the supervisor. They will also explore the potential issues that can arise during supervision.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Understand models of supervision	1.1 Critically compare two different models of supervision
	1.2 Explain the importance of using a recognised model of supervision
	1.3 Evaluate the impact of not following a model of supervision
	1.4 Critically evaluate own model(s) of supervision
2. Understand the roles and responsibilities of a supervisor	2.1 Explain the role of the supervisor
	2.2 Evaluate the importance of understanding your own limitations as a supervisor
	2.3 Analyse the difference between the role of the supervisor and the supervisee within the relationship



Learning outcomes	Assessment criteria
The learner will:	The learner can:
	2.4 Critically compare the differences between individual and group supervision
	2.5 Analyse how differences in intersections can impact the supervisory relationship and work of the supervisee
	2.6 Explain how to work with supervisees about issues of power imbalance arising in the relationship
3. Understand the potential issues that can arise during supervision	3.1 Analyse ethical dilemmas, complaints and safeguarding issues that may arise when working with supervisees
	3.2 Explain the potential issues with supervisors holding dual roles and relationships with a supervisory role

## Unit 2 - Supervisory practice

**Unit code** H/650/8461 **Guided Learning Hours (GLH)** 10

**Unit level** 6 **Total Qualification Time (TQT)** 65

**Unit aim** In this unit, learners will conduct supervisory practice under the guidance of their own supervisor. They will evaluate their own practice and the support given to supervisees, as well as considering their own learning and development as a supervisor.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Be able to conduct supervisory practice	1.1 Work within an ethical framework for supervision
	1.2 Maintain supervisee records upholding privacy and confidentiality, following key legislation.
	1.3 Establish the boundaries for the supervisor and supervisee relationship
	1.4 Evaluate the effectiveness of the supervisor and supervisee contract and interactions
2. Be able to evaluate own supervisory models	2.1 Evaluate your model(s) of supervision with 2 different supervisees  <i>Must include:</i> <ul style="list-style-type: none"> <li>• Working with client's common daily problems</li> <li>• Working with common mental problems</li> <li>• Managing any ethical dilemma and any referrals</li> <li>• Managing your own welfare</li> </ul>

Learning outcomes	Assessment criteria
The learner will:	The learner can:
	2.2 Evaluate ethical practice within your supervisee's work for the 2 supervisees in 2.1  <i>Must include:</i> <ul style="list-style-type: none"> <li>• <i>Boundaries</i></li> <li>• <i>Confidentiality</i></li> <li>• <i>Ethical decision making</i></li> <li>• <i>Autonomy</i></li> <li>• <i>Personal moral qualities</i></li> <li>• <i>Beneficence</i></li> <li>• <i>Non-maleficence</i></li> </ul>
	2.3 Analyse potential diversity issues that may occur with a supervisee(s)
	2.4 Explain, with examples, how equality, diversity and inclusion have been embedded in your own practice of counselling supervision
3. Be able to evaluate supervisee support	3.1 Evaluate the support given to the supervisee to identify their own strengths and areas of development in counselling practice  3.2 Evaluate the importance of supporting supervisees to maintain a healthy balance between personal and professional life
4. Be able to evaluate own supervisory practice	4.1 Analyse the learning and self-awareness gained from interactions with supervisees
	4.2 Produce a plan for own continued professional development as a supervisor
	4.4 Evaluate learning and insight gained from your supervision
	4.5 Explain how you have integrated learning into your own supervision practice

### **Additional Requirements for Delivery**

Learners must complete 40 hours of practice, working as an allocated supervisee. Learners must complete 1.5 hours of supervision with a maximum of 4 supervisees over 7 months. Learners must start working with supervisees once the tutor permits them. Learners must keep a record of their supervisee's attendance including date, initials of supervisee, duration, how many clients discussed and total of hours.

While working with supervisees, learners must enter into a supervisory supervision relationship.

**A report from the learner's supervisor must be submitted as part of the evidence for this unit once all hours have been completed.**

Supervisees will be given the report from their tutor towards the end of the course. All supervisors logs need to be signed of by the supervisory supervisor. Each supervisee should keep a log of their supervision of supervisors (SOS). This must include the supervisee's attendance including date, initials of supervisee, duration, how many clients discussed and total of hours.

## Unit 3 - Reflective practitioner

<b>Unit code</b>	J/650/8462	<b>Guided Learning Hours (GLH)</b>	10
<b>Unit level</b>	6	<b>Total Qualification Time (TQT)</b>	30
<b>Unit aim</b>	In this unit, learners will evaluate their journey from a counselling practitioner to a clinical counselling supervisor.		

Learning outcomes	Assessment criteria
<b>The learner will:</b>	<b>The learner can:</b>
1. Be able to evaluate the transition from counsellor to supervisor	1.1. Evaluate the difference between supervisor and counsellor, considering skills, ethics, roles and self-awareness
	1.2 Evaluate the changes to contract from clients to supervisees
	1.3 Critically evaluate your own blocks to becoming a supervisor

### Additional Requirements for Delivery

Learners must complete a reflective Journal titled "Transitioning from Counsellor to Supervisor".

The reflective journal should be around 1500 - 2000 words.

## Section 3: Delivering this qualification

### 3.1 Requirements for Centres

Centres must be approved by Crossfields Institute. In order to be approved to offer this qualification, centres must have:

- Staff who are appropriately qualified and experienced in integrative therapeutic counselling
- A learning environment that allows for work place activity and supervision requirements for this qualification to be met
- A virtual learning environment that allows learners to participate fully in workshops, discussions or tutorials

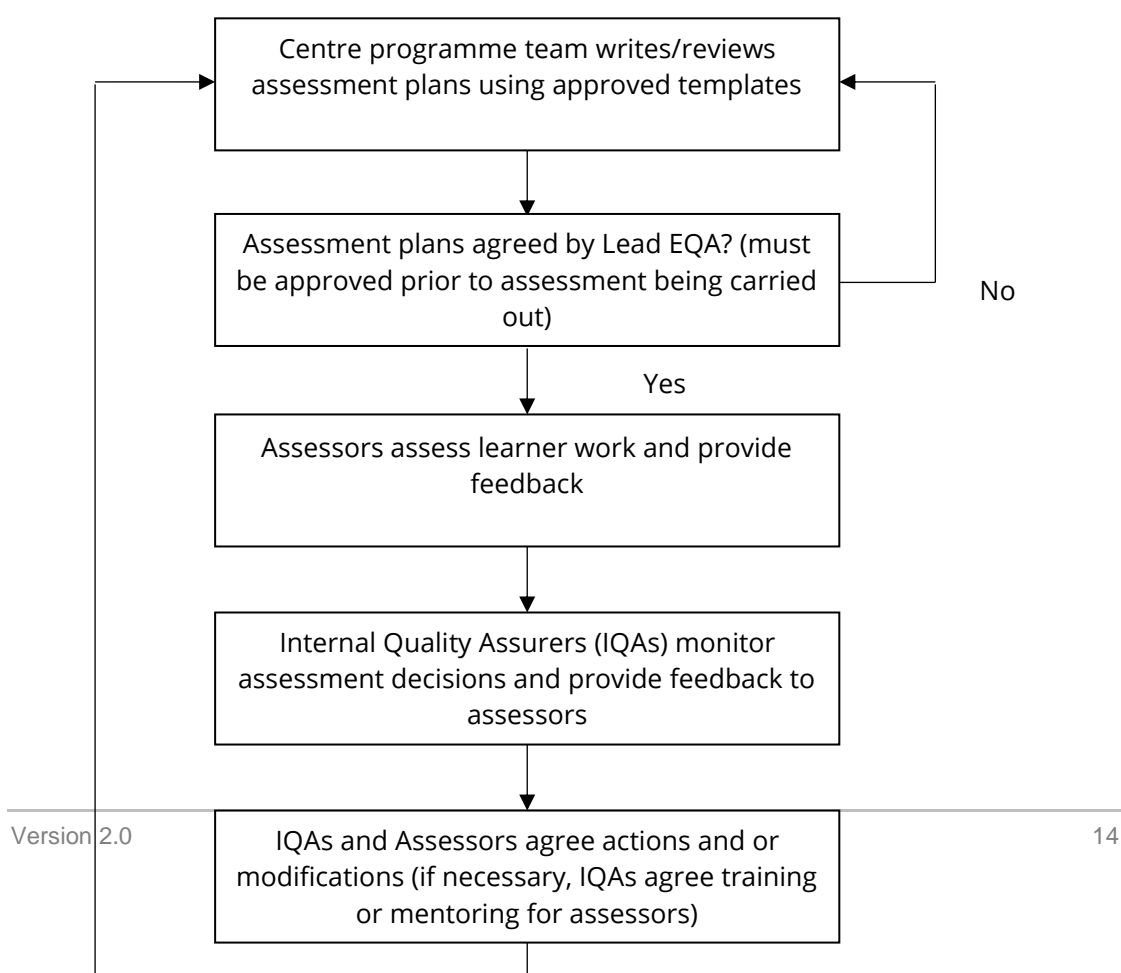
For more information about the process of becoming a centre, please contact us or refer to our Centre Handbook ([www.crossfieldsinstitute.com/resources](http://www.crossfieldsinstitute.com/resources)).

### 3.2 Quality Assurance

The Crossfields Institute approach to quality assurance is underpinned by educational values which address the development and transformation of the whole human being. In this qualification teaching, learning and assessment should be interconnected in order to support each individual to reach his or her full potential.

The primary aim of the Crossfields Institute Quality Team is to support centres in delivering the best possible learning experience and high levels of achievement for learners. Centres will be allocated an External Quality Assurer (EQA) by the Crossfields Institute Quality Team. The Lead EQA for this curriculum area will also be involved in reviewing assessment plans.

Centres delivering this qualification are required to follow this Crossfields Institute Quality Assurance process:



### 3.3 Assessment Planning Guidance

This qualification uses a centre devised approach to assessment. In planning their assessments, centres should ensure that assessment activities:

- are fit for purpose
- can be delivered efficiently
- meet the assessment criteria
- permit Reasonable Adjustments to be made, while minimising the need for them
- allow each learner to generate evidence which can be authenticated
- allow the specified level of attainment detailed in this specification to be reached by a learner who has attained the required level of knowledge, skills and understanding
- allow assessors to be able to differentiate accurately and consistently between a range of attainments by learners

They should also ensure that:

- sufficient time is allowed for assessment planning
- assessment tasks do not produce unreasonably adverse outcomes for learners who share a common attribute
- methods of assessment are in line with the assessment requirements in this specification
- reasonable timescales for assessment and feedback are given to learners
- a timely quality assurance process is conducted

### 3.4 Training and Support

To support centres in carrying out high quality assessment and quality assurance practice, the following training and support measures have been put in place for this qualification:

- All centre assessors and quality assurance staff for this qualification are required to meet National Occupational Standards for assessors and IQAs. National qualifications (NVQs) are available for these roles. Crossfields Institute can also provide customised assessor and IQA education as well as review of assessor and IQA practice.
- Assessors and IQAs must keep an up to date CPD log and be able to demonstrate the relevance of their CPD to this qualification and their role.
- Handbooks, exemplars and templates are available from the Crossfields Institute Quality Team.
- Where required, a customised Quality Assurance Action and Development Plan will be provided by Crossfields Institute for centres.

Please note: there may be a charge for training and resources provided by Crossfields Institute.

### 3.5 Policies and Procedures

Each centre is required to work in partnership with Crossfields Institute to ensure that all learners have the best possible experience whilst taking this qualification and are treated

fairly. Our commitment to this is supported by our Centre Handbook, which all centres should become familiar with.

Crossfields Institute has policies and procedures in place to support centres and learners. All centres must also implement their own policies, which comply with Crossfields Institute's requirements – these will be checked during centre approval and in subsequent centre monitoring activities. It is the centre's responsibility to make relevant policies available to learners.

Relevant policies include:

- Learner Complaints and Appeals Policy: which allows learners to take action if they feel they have been treated unfairly.
- Reasonable Adjustments and Special Considerations Policy: which allows centres to make any necessary adjustments to assessments in the light of learners' individual circumstances.
- Malpractice and Maladministration Policy: which gives a framework through which concerns about the delivery and assessment of the qualification can be addressed.
- Equality and Diversity Policies: which ensures centres treat learners fairly and without any bias.

Crossfields Institute Policies, and other key documents, are available on our website at [www.crossfieldsinstitute.com/resources](http://www.crossfieldsinstitute.com/resources)



## Appendix 1: Resource and book list

### Recommended Reading

Name	Title
Amis, Kirsten	Boundaries, Power and Ethical Responsibility in Counselling and Psychotherapy (SAGE Publications 2017)
Budd, Kelly; McKeever, Sandra; Postings, Traci; Price, Heather	A Student's Guide to Therapeutic Counselling (SAGE Publications, 2019)
Hough, Margaret	Counselling Skills and Theory 5 <sup>th</sup> Edition (Hachette UK, 2021)
Jenkins, Peter	Legal Issues in Counselling & Psychotherapy (SAGE Publications, 2002)
McLeod, John	Case Study Research in Counselling and Psychotherapy (SAGE Publications, 2010)
McLeod, John	An Introduction to Research in Counselling and Psychotherapy (SAGE Publications, 2013)
Midgley, Nick; Hayes, Jacqueline; Cooper, Mick	Essential Research Findings in Child and Adolescent Counselling and Psychotherapy (SAGE Publications, 2017)
Mitchels, Barbara; Bond, Tom	Confidentiality & Record Keeping in Counselling & Psychotherapy (SAGE Publications, 2021)
Romero, Mary	Introducing Intersectionality (John Wiley & Sons 2017)
Turner, Dwight	Intersections of Privilege and Otherness in Counselling and Psychotherapy (Routledge, 2021)
Woske, Val	Egan's Skilled Helper Model Developments and Implications in Counselling (Routledge 2006)