

IIP EXTERNAL MODERATION – Cambridge Supervision Training – Diploma Course



No of students on Register: 9	No of portfolios submitted: 3 (30% or 3, whichever is greater)	Date of Moderation: 4-16 May 2016
Assessor/Tutors: Anthea Millar, Sarah Parkin		
Assessment Methods Sampled	Comments	
Personal Learning Contract & SMART objectives for learning	The personal learning contracts and SMART objectives for learning, contained within and referred to throughout the candidate, peer and tutor commentaries helped candidates focus, refocus and track their learning and development as supervisors. Candidates' objectives expanded and deepened as they developed confidence and competence as supervisors, with greater understanding of the complexities of supervision, and the varied and intensive learning opportunities, i.e. the sessions facilitated by internal and external trainers, Supervision of Supervision (SoS) groups, and regular, encouraging and supportively challenging commentaries from and to peers and from tutors.	
Reflection on Course Criteria	This element of the course, which required candidates to further assess their learning needs, for 2 of the 3 candidates, provided a mirror of the supervisor's need to reflect upon the course criteria of counsellor trainees they supervise, e.g. with regard to whether they are a good fit with a trainee's learning needs, and whether the trainee is learning and developing the knowledge and skills necessary to meet their own course criteria.	
Reflective Commentary on training sessions, Supervision of Supervision (SoS) sessions, and other candidates' presentations	The three Reflective Commentaries submitted for moderation offer persuasive evidence of the profound effect of starting from a personal learning contract regarding a candidate's existing and aspiring supervisory knowledge, skills and practice and moving through processes of reflection in action and on action, and learning from and contributing to each training and SoS session. Profound learning was palpable as candidates processed running feedback from on peer, gave running feedback to another peer and received running feedback from their tutor, both as a candidate and as a peer engaged in supervisory- style encouragement and supportive challenge. From the 3 sample commentaries, candidate presentations added considerably to the learning and to belief in themselves and their colleagues as consummate professionals and supervisors.	
Peer Commentary	The three examples of each candidate's ongoing and embedded commentary on a candidate-peer's learning commentary are additional evidence of the effectiveness of the Course processes in creating an emotionally containing, safe, sensitive and empathic, as well as challenging, learning environment for reflecting upon, sharing and extending candidates' experiences and capacities.	
Candidate's Final Learning Statement	The three Final Learning Statements in which the candidates reflected on their learning journeys and evaluated their learning and the extent to which they met their individual learning objectives provide summary evidence of the fact that all learned more – and in more depth – than they imagined they would, but they also expressed their commitment to go on learning and sharing their development as supervisors with others, including for 2, continuing to meet in SoS groups.	

Candidates' Course Evaluations

- 1) Training Content – Uniformly appreciated, with minor suggestions for changes, e.g. more on vicarious trauma.
 - 2) Guest presentation training days – Enthusiastic appreciation was expressed for each of the training days, but one or two participants liked one more than the other.
 - 3) SoS group process & facilitation – One of the most highly valued element of the course, where much of the learning was consolidated.
 - 4) Assignments & assessments – Most participants highly valued the assignments and assessments by tutor and peer, some found these challenging as well, candidate not liking and ignoring commentary on reflective commentary.
 - 5) Tutor input & support – The other most highly praised aspects of the course – experienced and very professional, model of warm, supportive and kind authority, which was appropriately challenging
 - 6) Overall structure – Variety and coherence highly valued; one noted 2-day weekend was demanding.
 - 7) Venue – Valued by all, but with one writing ‘...this very professional training takes place in a village hall...downgrades it a bit? ...advantages of being accessible, having parking ... in a beautiful spot ... Perhaps it even adds to the warmth and acceptance of the course.
 - 8) Administration – Uniformly appreciated as excellent and applauded for being clear, reliable, friendly, informative, a motivation to apply
 - 9) Cost – Fair, excellent value for money by all but one, who appreciated the cost being spread out.
 - 10) Issues of diversity – Highly praised, but one participant from an organisational context found the course too counselling-oriented
- Other comments: Excellent, transformative e.g. ‘...the best I have done in nearly 30 years in the profession!’

Moderation Feedback:

I have thoroughly enjoyed acting as External Moderator for the CST Diploma Course for a third time. This is an intensive course that effectively offers multi-layered and personalised learning opportunities for supervisors with Adlerian or other counselling / psychotherapy training backgrounds, as well as those supervising in non-counselling workplace contexts. Again, candidates differed in levels of experience and stages in their development as supervisors. This is evident because candidates assess their own learning needs and objectives and engage in a series of experiential and reflective learning processes. Candidates' own accounts of their learning are filled with excitement and gratitude as they find themselves developing in awareness, sensitivity and authority as supervisors who feel better able to trust, as well as to encourage and challenge, themselves, their peers, their tutors and their supervisees. There is considerable rigour required in meeting explicit pre-set criteria, which are set out clearly, along with assessment processes, in the Handbook. Further rigour is required of candidates in attending, and applying material from, training sessions and in researching and presenting aspects of supervision practice.

Recommendations/Action Required:

Anthea and Sarah are to be congratulated on refreshing the course and expertly tutoring participants in this third offering of the CST Supervision Diploma Course. The Course remains a feather in the cap of training accredited and monitored by the ASIIP, providing a unique opportunity for supervisors from a range of backgrounds and situations to develop and extend their practice of supervision. Long may it flourish!

Signature of Moderator:

Date: 16 May 2016