

Accreditation framework for supervisor skills training

Course design

Course Design	Details	Suggestions	Curriculum Recommendations
<p>Professional and organisational profiles of course facilitators and those who have advised on planning and content</p>	<p>Professional roles, experience and educational capabilities</p>	<p>Course facilitators should be able to demonstrate:</p> <ul style="list-style-type: none"> a practitioner level accreditation in coaching (e.g., ILM, ICF, EMCC) or be able to demonstrate relevant coaching skills a coaching supervision accreditation or a supervision qualification (e.g., ILM, ICF, EMCC) experience of providing coaching and other relevant professional practice and education within the last two years 	<p>Professional practice in current good standing with appropriate regulatory bodies. Well-established and accredited organisational support.</p> <p>PCI Curriculum Page 11: Course delivery: High quality facilitation – appropriately qualified and experienced trainers from varied professional backgrounds, with authentic and ongoing experience in the field.</p>
<p>Target Audience</p>	<p>Professional roles and identified learning needs</p>	<p>Single or multi-professional participation should be supported by the methodology</p>	<p>Builds appropriately on existing capabilities of participants.</p>
<p>Eligibility criteria for participants</p>	<p>Experience and qualifications</p>	<p>For example:</p> <ul style="list-style-type: none"> Record of participation in individual and group supervision Log of practical experience - skills level and length of service Formal assessment outcomes / accredited qualifications 	<p>Core Capabilities Level 2 + Level 3 components as relevant</p>

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<p>How will the course be structured?</p>	<p>Face to face / virtual / mixed. Overall duration and time sub-divided into components / modules.</p>	<p>The rationale for the chosen structure should be provided</p>	
<p>Number of participants</p>	<p>Optimum, minimum or maximum according to method of delivery</p>	<p>Provide rationale for anticipated number of places</p>	
<p>Delivery: How does the course design support a capabilities-based approach?</p>	<p>Methodology orientated towards application of learning to practice. Blended learning approaches. Multi-professional contributors</p>	<p>For example. Observed study in the workplace, peer groups, simulation, discussion groups, online learning, cross-specialty supervision.</p>	<p>A varied and justified approach that enables and supports experiential learning-</p> <p>Practical – based on experiential learning with practical demonstrations and opportunities to participate, discuss and reflect.</p> <p>Additionally: PCI curriculum reference: Level 3: 'Methods of Learning' Page 8.</p>

Course Content

How do the course Learning Outcomes address:	Details	Suggestions	Curriculum Recommendations
<p>Alignment to PCI curriculum capabilities</p>	<p>How are the supervisory skills applied in the context of the PCI curriculum and reflect a tiered approach.</p>	<p>Alignment to the level of experience of the supervisee and their scope of practice.</p>	<p>Core Capabilities Level 2 + Level 3 components as relevant.</p>
<p>Creating and maintaining an environment for learning for those being supervised</p>	<p>Ensuring a safe and appropriate workplace in which to learn</p>	<p>How can supervisors support good practice for EDI, cultural safety, and mitigate any risks of disadvantage for learners. Ethical and safe practice. Safeguarding.</p>	<p>PCI Curriculum. Page 11: Course deliver: Sufficiently challenging content in a safe space environment. Equality, diversity and inclusion are at the heart of the values of the Personalised Care Institute. Truly Personalised Care is inclusive, values people for who and what they are and seeks to understand their cultural context.</p>
<p>Teaching and facilitating learning - examples</p>	<p>Adult learning principles / pedagogy</p>	<p>A basic understanding of adult educational models</p>	

Course Content

How do the course Learning Outcomes address:	Details	Suggestions	Curriculum Recommendations
Teaching and facilitating learning - examples	Learner-centred approaches	Skills to elicit, assess and support the learning needs of the individual being supervised	
	Educational tools and resources	Constructively aligning course materials including digital tools	
	Profession-specific capabilities	Additional levels of expertise in professional practice required by the supervisor	PCI Curriculum Levels 2 +3
	Individual supervision and mentoring	Establishing professional relationships based on mutual respect and trust. Supporting health and wellbeing. Understanding basics of occupational health requirements.	
	Small group facilitation - peer support, action learning sets	Understanding and enhancing group dynamics for learning, and addressing dysfunction	

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How do the course Learning Outcomes address:	Details	Suggestions	Curriculum Recommendations
<p>Teaching and facilitating learning - examples</p>	<p>Large group and networks</p>	<p>Supervising and support large groups e.g. across geographies or organisations</p>	
<p>Enhancing learning through supervised reflective practice</p>	<p>Reflective logs, significant events, attendance at structured learning events</p>	<p>Optimising learning through practice and engagement</p>	
	<p>Providing supportive challenge and formative feedback</p>	<p>Good practice and pitfalls in providing feedback to practitioners. Recognising and acting on issues of concern.</p>	
	<p>PDPs, targeted and prioritised learning activities</p>	<p>How to use naturally occurring evidence to support progression</p>	

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How do the course Learning Outcomes address:	Details	Suggestions	Curriculum Recommendations
<p>Guiding and supporting professional practice</p>	<p>Assessment of learning for practitioners</p>	<p>Upholds and promotes high standards of compliance with regulatory requirements of professional practice</p> <p>Establishes and complies with a mutually agreed working contract for supervision and progression monitoring</p> <p>Provides opportunities and supports facilitated reflection by supervisees</p> <p>Enables supervisees to process their professional experiences by acting as their mentor or coach</p> <p>Demonstrates capabilities in group facilitation and supervision</p> <p>Maintains their own professional development as a supervisor</p> <p>Works constructively within dynamic systems</p>	<ul style="list-style-type: none"> • Assessments of integrating and applying knowledge and skills into practice e.g. observation, role play, case discussions. • Workplace based assessment to provide evidence of learning from real experiences in the relevant context of their practice. This will normally be underpinned by naturally occurring evidence in day to day work, satisfaction questionnaires or feedback from 'patients' and colleagues, reflective practice, supervision and mentorship. • Assessment of advanced practice might include quality Improvement projects and evidence of leadership capabilities.
	<p>Performance review, appraisal and career development</p>	<p>360 degree colleague feedback and patient / client feedback</p>	

Course Evaluation

Evaluation	Details	Suggestions	Curriculum Recommendations
<p>How will you measure the effectiveness of the supervision training?</p>	<p>Pre and post course analysis</p>	<p>TBC</p>	<p>Attendance and recording systems are to be established for both participants commencing and finishing the training program. The evaluation process includes:</p> <ul style="list-style-type: none"> • Conducting peer and independent reviews to assess the quality of the training. • Soliciting feedback and promptly integrating the acquired knowledge into future training enhancements. • Disseminating knowledge across the broader health network. • Ensuring alignment with the designated principles of design and delivery. <p>Moreover, impact evaluation involves:</p> <ul style="list-style-type: none"> • Collecting feedback on immediate and intermediate outcomes, along with tangible evidence of the implementation of training practices.
	<p>Participant feedback</p>	<p>Immediate and interval feedback</p>	
	<p>QA and outcome data</p>	<p>TBC</p>	
	<p>Value for money</p>	<p>cost benefit analysis of course components where relevant</p>	
	<p>Academic accreditation</p>	<p>Any HEI accreditation for the course</p>	

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Course Evaluation

Evaluation	Details	Suggestions	Curriculum Recommendations
<p>How will you measure the effectiveness of the supervisor training?</p>	<p>Future course development</p>	<p>How might the course evolve and be developed for the future workforce and NHS? How will learning be cascaded to a wider audience?</p>	<p>Sustainability</p> <ul style="list-style-type: none"> • Developing local capacity, local champions and train the trainer programmes. • Cascading learning resources. • Developing leadership and connecting to existing systems and wider networks. • Securing ongoing funding and sharing data. • Ensuring course content is kept up to date.

Course Declarations

Declaration	Details	Suggestions	Curriculum Recommendations
<p>Potential conflicts of interest or funding</p>			<p>Affiliations should be declared and a transparent approach sources of finance</p>