**Diploma in Coach-mentoring Supervision**

Overview

**Number of learning hours:** 150

**Accreditation:** EMCC European Supervision Quality Award at Practitioner Level (Oct 2018)

**Delivery format:** online distance learning

**Cost:** £4,000 + VAT

Rationale and philosophy of the programme

The OCM has been a thought leader in coach mentoring supervision for business and public sector clients and independent practitioners since 2009. Our supervision team continues to shape the bench mark for good practice in the UK and internationally. The OCM has a reputation for rigour and quality across all their EQA, ESQA and CPD range. We evolve our delivery formats and approaches to keep coaches and mentors on their learning edge.

In supervision ‘one size does not fit all’.

The OCM builds on the best of what works from supervision in other disciplines to create practical and contextually relevant content. Our conceptual basis has Integrated ‘good enough’ and ‘fit for purpose’ supervision informed by good practice research (Hawkins and Schenk, 2006) to achieve ESQA in 2012 with the OCM situational and pragmatic approach into the FIELD of Practice concept in 2018. FIELD of Practice provides the backbone for the ESQA renewal, an accreditation first awarded to the OCM programme in 2012.

The OCM believe that the main purpose of interactive coaching and mentoring supervision is to help practitioners take control and responsibility for the quality and value-add of their practice, build personal and professional capacity and adapt to the changing needs of clients and context.

OCM qualification programmes require self-managed learning (SML) with individuals encouraged to manage their own learning journey. This includes taking responsibility for decisions about what, how, when, where and – most fundamentally – why they learn.

The programme is underpinned by The OCM’s robust and efficient assessment processes, which ensures that candidates both meet and exceed the most up-to-date professional standards within the coaching profession and on which our reputation depends.

Target Audience

The programme is concerned with the development of individuals who wish to gain practical and relevant competence in coaching and mentoring supervision including:

* Experienced Lead Coach or Mentor developing coaching or mentoring in their organisation and wishing to provide supervision to internal coaches or mentors
* OD, HR or L&D Managers who wish to increase organisational learning and change
* EQA holding coaches or reflective mentors wishing to extend their skills and work portfolio
* Independent supervisors

Scope and Level

The programme aims to give candidates the knowledge, awareness and skills to adapt to contextual and individual needs:

* provide timely support
* challenge thinking, bias and ‘taken for granted’ paradigms and behaviour;
* identify unhelpful or unethical practice;
* help coaches and mentors develop capacity
* make a real difference to clients and the wider provision of coaching and mentoring

The qualification is Level 5, EMCC Practitioner.

A potential candidate will demonstrate relevant and current coaching or mentoring experience to EMCC EIA Practitioner or equivalent as a minimum. The programme is guided by the capability indicators in the EMCC Supervision Competence Framework, the Global Code of Ethics and EMCC Diversity Statement as well as taking a wider and evolving approach to develop robust, skilful and effective supervisors in business, public and third sectors.

The programme provides the structure, momentum and encouragement to go on to apply for ESIA accreditation with the EMCC.

Learning Outcomes

The Programme’s learning outcomes include the OCM iterative concept of FIELD of Practice and references the EMCC’s Supervision Competence Framework which broadly describes capability indicators associated with good practice in supervision.

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| Competence | Learning Outcomes  By the end of the programme you will be able to: |
| 1. **Manages the Supervision Contract and**  **Process** - Establishes and reviews the contract collaboratively with relevant parties addressing practical, professional and psychological aspects; explains the purpose and practice of supervision and the philosophy that informs own practice; structures and adapts sessions and approaches to need and preference | Agree and review the **FRAME** for coaching and mentoring practice, the purpose, expectations, needs, responsibilities and boundaries of the supervision contract (practical, professional and psychological) with clients and sponsors. |
| 2. **Facilitates Development** - Enables improvement in standards of practice, skills, attributes, knowledge and behaviours through reflective practice and modelling; increases awareness of unconscious bias and assists development of the ‘internal supervisor’; matches interventions with development stage; facilitates application of learning to practice | Increase self-awareness, understanding and **INSIGHT.** Explore bias and socio/economic/cultural influences with sensitivity and respect. Share narratives and relevant resources, explore and evaluate supervision tools and approaches. Model different levels of reflective practice. |
| 3. **Promotes Professional Standards** – Supports professional standards and adherence to ethical codes of practice; is aware of own competence limits and adheres to legal requirements; regularly reflects on and evaluates own practice, authenticity and ability to work with difference, through supervision on supervision | Assist and challenge supervisees to take responsibility for evaluating their professional practice/s with reference to professional and context specific practice codes. Demonstrate increasing **ETHICAL** sensitivity and be developing own authentic approach to supervision |
| 4. **Provides Support** - Offers balanced and appropriate levels of support to ensure clients prioritise their wellbeing; develops confidence through encouragement and draws attention to issues which may impact on effective practice | Create a relationship of respect, trust, curiosity and openness. Use reflection and feedback to embed **LEARNING,** build confidence, credibility, wellbeing and autonomy. |
| 5. **Relationship Awareness** -Understands and works with multiple layers of relationships in the supervisor, using the whole self, different perspectives, uncertainty and non-conscious psychological processes while maintaining a supervisory relationship of equals | Use intrapersonal, interpersonal and systemic perspectives to make a lasting **DIFFERENCE.** Know how to create safe space for vulnerability and creativity. Adapt your relationships to support valued outcomes for client and stakeholders. |
| 6. **Working with Groups** –Skilfully facilitates group dynamics; understanding and adapting to the stages in group and coach mentor development or learning preference; encouraging individual contribution to ensure all present benefit from supervision | Agree and review the **FRAME** to effectively facilitate different group formats, manage and draw awareness to confidentiality, boundaries, power and group dynamics. Change approach and pace, working creatively and for all to add value through supervision to coaching and mentoring. |

Programme overview

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|  | Programme events and actions | Hands on Practice | On Line Learning & Self-assessments | Books/Articles | Reflection |
| Pre Course  Start  Short Module  Month  1 -2 | Self-Assessment ‘what coaches and mentors need to know about supervision’ to meet their needs.  ‘Introduction to Supervision’  In house workshop or webinar  **FIELD of Practice & Contracting**  Including introduction to online blended learning resources for supported self-development  **Individual tele-supervision session with Coach-Mentor Supervisor (CMS)** | Contracting sessions with volunteer supervisees  Supervision sessions with volunteer supervisees  Action Learning  AL | Personal Learning Plan for programme | Online Learning Resources:  **PLUS**  Book 1:  Practical Supervision, Henderson, Holloway and Millar | **Begin Learning Journal**  **Reflection Note on total learning at the initial briefing, and in Month 1-2** |
| Month 3\* | 3 hour webinar  Psychological insights and uses of creativity in supervision | AL Triad/  Group Supervision | Ethics | Online Learning Resources  Book 2:  Reflective Practice in Supervision, Hewson & Carroll | **Learning Journal** |
| Months  4-5 | **Individual tele-supervision session with CMS**  **Webinar Dialogue & Organisational Learns**  **Themed Skype Action Learning Set/Triad** | Supervision sessions with 4 x supervisees  Action Learning |  | Online Learning Resources  Book 3:  Inspiring Creative Supervision, Schuck and Wood | Reflection Note on total learning in Months 3-5 |
| Month 6 | Webinar – Group Supervision  Taped or Observed Practice  **Individual tele-supervision session with CMS** | Supervision sessions with 4 x supervisees  AL Triad  **PLUS**  1 x Group Supervision session |  | Online Learning Resources  Optional reading with CMS & Triad suggestions | Learning Journal  Reflection Note on total learning for Months 6-9 |
| Month 7-9 | **Individual tele-supervision**  **session with CMS**  **Webinar Power, Voice & Inclusion in Mentoring**  180 feedback benchmarking report  Webinar  **Supervision Practice Statement** | Supervision sessions with 4 x supervisees  AL Triad  Peer Review & Self-Assessment  180 feedback benchmarking exercise | Re visit Coach/Mentor as Supervisor  Review Personal Learning Plan for programme | **Submission file date: end of Month 9**  **Registration expires at end of Month 12** | Reflection Note on 180 feedback benchmarking and total learning  Reflection Note on feedback from taped/observed supervision practice |

Books

***\*This shaded section in Months 1-3 can be delivered as a self-contained short course – cost £1,500 + VAT***

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| Books to develop understanding and explore the application of theory to practice |
| **Book 1**  **Practical Supervision, Penny Henderson, Jim Holloway and Anthea Millar**  Effective Supervision for the Helping Professions by Michael Carroll  Being Supervised, Erik de Haan and Willemine Regouin  Supervision in Coaching edited by Jonathan Passmore |
| **Book 2**  **Reflective Practice in Supervision Hewson and Carroll**  Coaching and Mentoring Supervision: Theory and Practice, edited by Bachkirova, Jackson and Clutterbuck  Group Supervision, Brigid Proctor  Reflective Practice & Supervision for Coaches, Julie Hay |
| **Book 3**  **Inspiring Creative Supervision, Caroline Schuck and Jane Wood**  Supervision in Action, Erik De Haan  Ethical Maturity for the Helping Professions, Maxine Shaw and Michael Carroll  Full Spectrum Model, edited by Murdoch & Arnold |