

ADVANCED PROFESSIONAL DIPLOMA • ACCREDITED • 200 CPD CREDITS



**Advanced Professional Diploma**  
*in*  
**Clinical Supervision**  
**Across Professions**

**The Institute for Counselling & Psychotherapy Studies**  
*ICPS College, Dublin*

**Commencement Date: 9th January 2027**  
**For Qualified Practitioners Only**



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# Welcome to ICPS College

Welcome to the Institute for Counselling & Psychotherapy Studies, known as ICPS College, and to the prospectus for our Advanced Professional Diploma in Clinical Supervision Across Professions. This brochure has been prepared for qualified practitioners who are considering progression into supervisory practice and who require a programme of study that is academically rigorous, ethically anchored, and grounded in contemporary supervision scholarship (Hawkins & McMahon, 2020). At ICPS College we believe that the formation of a clinical supervisor is a deliberate professional undertaking, distinct from the formation of a counsellor or psychotherapist, and our curriculum is designed to honour that distinction (Bernard & Goodyear, 2019).

ICPS College operates from Suite 11264, 77 Sir John Rogerson's Quay, Dublin 2, in the heart of the Republic of Ireland's capital city. We deliver a portfolio of accredited Professional Diplomas, Certificates, and Continuing Professional Development programmes spanning counselling, psychotherapy, psychology, psychoanalysis, and supervisory practice (Irish Counselling and Psychotherapy Association [ICPA], 2024). Our programmes are accredited by the CPD Standards Office under Provider Number PDCD1110 and recognised under the Provider of Training Excellence framework operated by the Professional Development Consortium (CPD Standards Office, 2024).

Clinical supervision occupies a distinctive place in the architecture of the helping professions. It is at once a relational practice, an ethical safeguard, an educational intervention, and a quality-assurance mechanism (Falender & Shafranske, 2021). The supervisor is asked to hold complexity: to attend to the supervisee's developmental trajectory, to the welfare of the client, to the regulatory expectations of professional bodies, and to the broader cultural context in which therapeutic work unfolds (Carroll, 2014). The Advanced



Professional Diploma at ICPS College is constructed to prepare practitioners for the breadth and depth of that responsibility.

Whether you are progressing from accredited counselling or psychotherapy practice, transitioning from a senior role in nursing, social work, psychology, or allied health, or extending an existing supervisory portfolio, we welcome your interest. The pages that follow describe the programme in detail, set out the entry requirements and assessment architecture, locate the diploma within the contemporary supervision literature, and explain the student-support infrastructure that surrounds every learner at ICPS College (Watkins, 2020).

# Programme at a Glance



## Key Information

<b>Award</b>	Advanced Accredited Professional Diploma
<b>Format</b>	Live-online lecturer-led classes via Zoom virtual classroom
<b>Duration</b>	1 day every 2nd week • 13 days total • 10:00 – 17:30
<b>Live Online Attendance</b>	110 hours
<b>Self-Directed Learning</b>	90 hours
<b>Total Programme</b>	200 hours • 200 CPD credits
<b>Commencement Date</b>	9th January 2027
<b>Entry Requirements</b>	Qualified practitioners only
<b>Delivery Language</b>	English
<b>Award Issued By</b>	ICPS College, accredited by the CPD Standards Office

## Course Accreditation

- Professional Development Consortium
- Provider of Training Excellence
- CPD Standards Office (Provider Number PDCD1110)
- Irish Counselling & Psychotherapy Association (ICPA) alignment

Each of the accreditation frameworks listed above represents an independent verification of the College's commitment to quality, ethics, and academic integrity (CPD Standards Office, 2024). The dual recognition as a CPD Provider and a Provider of Training Excellence reflects a sustained pattern of





curriculum design, learner support, and quality assurance that goes beyond the baseline requirements of CPD accreditation (Professional Development Consortium [PDC], 2024). Together these frameworks situate the Advanced Professional Diploma within an externally validated educational architecture that learners, employers, and accrediting professional bodies can rely upon (Higher Education Authority [HEA], 2023).

## Why Clinical Supervision Matters

Clinical supervision is widely understood as a foundational pillar of safe, ethical, and developmentally responsive professional practice across the counselling, psychotherapy, psychology, psychoanalytic, and allied health professions (Hawkins & McMahon, 2020). It is the structured space in which practitioners reflect on their work, examine their assumptions, develop their skills, and account for the welfare of the people they serve (Bernard & Goodyear, 2019). The contemporary literature consistently identifies supervision as a determinant of clinical effectiveness, ethical behaviour, and practitioner wellbeing, and as a primary mechanism through which the values and standards of a profession are transmitted from one generation to the next (Falender & Shafranske, 2021).

The protective function of supervision is well established. Supervision provides a structured opportunity to identify ethical risk, recognise emerging difficulties in the therapeutic relationship, and intervene before harm occurs (Inskipp & Proctor, 2017). The educational function develops technical skill, conceptual fluency, and case-formulation capacity, supporting the supervisee's movement along a developmental trajectory from novice to expert practitioner (Stoltenberg & McNeill, 2010). The supportive function attends to the practitioner's emotional response to clinical work, mitigates vicarious traumatisation, and supports resilience in the face of demanding caseloads (Etherington, 2009; Pearlman & Saakvitne, 1995).

Across the helping professions, regulators and professional bodies increasingly require structured supervision as a condition of accreditation, registration, and continuing fitness to practise (ICPA, 2024; Health Service Executive [HSE], 2019). The Irish Counselling and Psychotherapy Association, the Irish Association for Counselling and Psychotherapy, and the Psychological Society of Ireland each articulate supervision expectations



within their codes of ethics and practice, recognising supervision as both a learner's entitlement and a public-protection mechanism (Psychological Society of Ireland [PSI], 2019). Internationally, the British Association for Counselling and Psychotherapy and the United Kingdom Council for Psychotherapy adopt comparable positions, locating supervision at the centre of professional accountability (British Association for Counselling and Psychotherapy [BACP], 2018).


Yet the practice of supervision is not the same as the practice of therapy, and it cannot be improvised on the basis of clinical experience alone (Carroll, 2014). The supervisor occupies a distinct relational position, governed by its own ethical contours, its own evidence base, and its own developmental tasks (Watkins, 2020). The Advanced Professional Diploma at ICPS College is designed to make that distinction explicit, to equip the experienced practitioner with the conceptual frameworks and applied competencies required for the supervisory role, and to support transition into supervisory practice with confidence, ethical clarity, and reflective depth (Scaife, 2019).

## About ICPS College

The Institute for Counselling & Psychotherapy Studies, trading as ICPS College, is an Irish provider of accredited Professional Diplomas, Certificates, and Continuing Professional Development programmes in counselling, psychotherapy, psychology, and psychoanalysis (ICPA, 2024). Operating from Dublin 2, the College has built a portfolio of more than thirty specialist programmes delivered via live online synchronous classes, supporting practitioners across Ireland, the United Kingdom, and internationally (CPD Standards Office, 2024).

The College's identity is shaped by three interlocking commitments. The first is academic rigour: every programme integrates contemporary theory, research, and applied skills, and is subject to internal moderation and external accreditation (HEA, 2023). The second is accessibility: the College operates an open-access enrolment policy for the majority of programmes and a live online delivery model that reduces geographical, financial, and logistical barriers to participation (Knowles et al., 2015). The third is professional alignment: the College's curriculum is informed by the ethical codes and CPD expectations of the Irish and international counselling and psychotherapy bodies (BACP, 2018; ICPA, 2024).

ICPS College holds dual recognition through the Professional Development Consortium and the CPD Standards Office, registered under Provider Number PDCD1110 (CPD Standards Office, 2024). Dual accreditation requires comprehensive evaluation of programme quality, governance structures, ethical frameworks, learner-support systems, assessment methodologies, and internal quality-assurance procedures, and represents a significant external validation of the College's educational architecture (PDC, 2024). The College's programmes are CPD-accredited, with hours and credits recorded transparently on the CPD Standards Office directory, supporting



practitioners to evidence their continuing professional development to professional bodies (ICPA, 2024).

Our delivery model is explicitly synchronous: live online classes are conducted via the Zoom virtual classroom platform, preserving real-time peer interaction, role-play opportunities, group dynamics, and direct tutor presence (Means et al., 2014). The College does not operate a purely asynchronous self-paced model, because the development of supervisory and therapeutic competencies is understood to require relational immediacy and the capacity for in-the-moment feedback (Hawkins & McMahon, 2020). Recordings are made available to support reflective revisitation, but they do not replace the live attendance that is central to skill formation (Scaife, 2019).

The Advanced Professional Diploma in Clinical Supervision Across Professions sits at the apex of the College's portfolio. It is the only programme in our portfolio with a strict entry requirement of qualified practitioner status, reflecting the seriousness with which we approach the formation of supervisors (Falender & Shafranske, 2021). It is delivered with a deliberately measured pace, one full day every two weeks across thirteen days, recognising that the integration of supervisory theory with applied practice is best supported by extended reflective time between sessions (Schön, 1983).

# Theoretical Foundations of the Programme



The Advanced Professional Diploma is grounded in a multi-theoretical foundation that draws on the established models of clinical supervision while remaining open to contemporary developments in the field (Hawkins & McMahon, 2020). The curriculum recognises that no single model of supervision adequately accounts for the complexity of the supervisory encounter, and the programme therefore prepares practitioners to think critically about model selection, model integration, and model adaptation across different professional contexts (Bernard & Goodyear, 2019).

## The Seven-Eyed Model

Hawkins and Shohet's seven-eyed model is one of the most widely adopted frameworks for clinical supervision in the United Kingdom and Ireland, organising attention across seven interconnected modes: the client, the practitioner's interventions, the practitioner–client relationship, the practitioner, the supervisory relationship, the supervisor, and the wider context in which the work takes place (Hawkins & McMahon, 2020). The model offers a structured way to navigate the supervisory conversation, ensuring that the supervisor and supervisee can move flexibly between different focal points while remaining grounded in a coherent overall framework (Hawkins & Shohet, 2012).

## Developmental Models

Developmental models of supervision conceptualise the supervisee's growth as a sequence of identifiable stages, each with characteristic strengths, vulnerabilities, and developmental tasks (Stoltenberg & McNeill, 2010). The integrated developmental model proposes that practitioners progress through levels of self-awareness, motivation, and autonomy, and that the supervisor's



task is to calibrate their approach to the supervisee's current developmental position (Bernard & Goodyear, 2019). Developmental models support a graduated approach to feedback, autonomy, and complexity, and are particularly useful in supervising practitioners across different career stages (Loganbill et al., 1982).

### **The Discrimination Model**

Bernard's discrimination model offers a flexible structure built around three supervisory roles — teacher, counsellor, and consultant — mapped onto three core foci: intervention skills, conceptualisation skills, and personalisation (Bernard & Goodyear, 2019). The supervisor is invited to identify, in any given moment, which combination of role and focus would be most useful for the supervisee, supporting an intentional rather than habitual approach to the supervisory conversation (Bernard, 1979).

### **Cyclical and Reflective Models**

Cyclical models, including the work of Page and Wosket, frame supervision as a recurring process organised around contracting, focusing, exploring, bridging, and reviewing (Page & Wosket, 2015). Such models situate supervision within an iterative reflective cycle that supports continuity, accountability, and depth over time. The programme also draws on Schön's broader theory of reflective practice, distinguishing between reflection-in-action and reflection-on-action and positioning supervision as a structured opportunity for both (Schön, 1983).

# Psychodynamic Foundations of Supervision



In addition to the structural models above, the Advanced Professional Diploma offers a substantial grounding in the psychodynamic concepts that have shaped the practice of supervision since its earliest formulations (Watkins, 2020). The programme treats psychodynamic understanding not as the only lens for supervision but as an indispensable one, given the relational and unconscious processes that operate in any supervisory encounter (Sarnat, 2016).

## Transference

Transference describes the unconscious redirection of feelings, expectations, and relational patterns from significant earlier relationships onto a present figure, including the therapist or supervisor (Freud, 1912/1958; Gabbard, 2017). In the supervisory context, transference is observed both as a phenomenon arising in the supervisee's clinical work with their clients and as a phenomenon arising within the supervisory relationship itself, where the supervisee may experience the supervisor through the lens of earlier authority figures (McWilliams, 2011). The programme equips supervisors to recognise, contain, and work usefully with transference dynamics in both registers (Sarnat, 2016).

## Countertransference

Countertransference, originally conceived as the analyst's neurotic response to the patient's transference, is now understood more broadly as the totality of the therapist's emotional, somatic, and relational response within the therapeutic encounter (Heimann, 1950; Gabbard, 2017). Contemporary thinking treats countertransference as a clinical resource when it is recognised, reflected upon, and contained, and as a clinical risk when it is



enacted unreflectively (McWilliams, 2011). The supervisor’s task is to support the supervisee in noticing their countertransference and integrating it into the case formulation rather than acting it out (Watkins, 2020).

### **Projective Identification**

Projective identification, formulated by Klein and elaborated by Bion and Ogden, describes a process in which unbearable affect or self-states are unconsciously evacuated into another person, who then experiences and may behave in accordance with what has been projected (Klein, 1946; Bion, 1962; Ogden, 1979). In the supervisory triangle of client, supervisee, and supervisor, projective identification can produce parallel processes in which dynamics from the clinical relationship are reproduced in the supervisory relationship (Searles, 1955; Sarnat, 2016). Supervisors who are trained to detect parallel process can use the supervisory experience itself as data, opening pathways to insight that purely cognitive case discussion would not afford (Hawkins & McMahan, 2020).

### **The Reflective Function and Containment**



Bion’s concept of containment, and Fonagy’s elaboration of mentalisation and reflective function, anchor the programme’s understanding of what the supervisor offers at the relational level (Bion, 1962; Fonagy et al., 2002). The supervisor is asked to hold and process material that the supervisee is, for the moment, unable to hold alone, and to support the supervisee in developing the capacity to hold it themselves over time (Sarnat, 2016).

# Ethical and Legal Foundations

Ethical practice is the indispensable substrate of clinical supervision, and the Advanced Professional Diploma treats ethics not as a topic to be addressed in a single module but as a thread woven through every part of the programme (Carroll, 2014; ICPA, 2024). Supervisors are asked to be ethically literate, ethically reasoned, and ethically courageous, capable of holding difficult conversations and making defensible decisions under conditions of uncertainty (Bond, 2015).

The programme draws on the principlist tradition articulated by Beauchamp and Childress, with its emphasis on autonomy, beneficence, non-maleficence, and justice, while extending the analysis through virtue-based, relational, and care-ethics perspectives that are particularly relevant to the helping professions (Beauchamp & Childress, 2019; Tronto, 1993). Ethical decision-making in supervision is presented as an iterative, dialogical process rather than the mechanical application of a code, and learners are introduced to structured frameworks for navigating dilemmas in real time (Bond, 2015).

Legal and regulatory considerations are presented within the Irish context, with comparative reference to the United Kingdom and European Union frameworks where relevant. Topics covered include data protection under the General Data Protection Regulation and the Data Protection Act 2018 (Republic of Ireland), confidentiality and its lawful exceptions, mandatory reporting obligations under the Children First Act 2015, and the practitioner's duty of care under Irish common law (European Parliament and Council, 2016; Government of Ireland, 2015). Risk management is framed not as an exercise in defensive practice but as an ethical commitment to the wellbeing of clients, supervisees, and the broader public (Bond, 2015).





Particular attention is given to the management of dual relationships, the negotiation of supervisory contracts, the limits of confidentiality within the supervisory relationship, and the ethical handling of disclosures of impairment, fitness-to-practise concerns, and boundary violations (Carroll & Shaw, 2013). The programme equips supervisors to recognise the moral and emotional weight of these encounters and to respond with both compassion and rigour (Hawkins & McMahon, 2020). Cultural humility, anti-oppressive practice, and awareness of structural inequalities are integrated throughout the ethical curriculum, drawing on the contributions of Sue and Sue, Hook and colleagues, and the broader multicultural counselling literature (Sue & Sue, 2016; Hook et al., 2017).

## Pedagogical Approach and Learning Methods

The Advanced Professional Diploma is delivered through a deliberately blended pedagogical approach that integrates lecturer-led teaching, structured peer learning, applied skills practice, supervised role-play, reflective journalling, and case-based analysis (Knowles et al., 2015). The blend is designed to honour the principles of adult learning theory, recognising that experienced practitioners learn most effectively when new content is connected to existing professional experience and applied to identifiable real-world problems (Mezirow, 2000; Kolb, 2015).

Each of the thirteen scheduled days follows a consistent rhythm. Mornings typically open with a focused theoretical lecture, supported by reading and discussion, in which a key concept or model is introduced and critically examined (Brookfield, 2017). Afternoons typically shift towards applied work, including small-group skills practice, structured role-play, supervised case discussion, and the fishbowl skills assessment that runs across the latter half of the programme (Hawkins & McMahon, 2020). Reflective writing tasks bridge the days between sessions, encouraging the integration of theory and practice in the learner's own voice (Bolton & Delderfield, 2018).

Skills practice is central rather than peripheral. Learners conduct supervisory role-plays in pairs and triads, observe one another, and provide structured feedback using competency frameworks adapted from the published literature (Falender & Shafranske, 2021). The fishbowl methodology, in which one learner conducts a supervisory dialogue in front of the group while others observe and prepare feedback, is a particularly effective tool for accelerating skills development and for normalising the experience of being seen and supported in one's practice (Watkins, 2020).



The programme's reflective architecture draws on Schön's distinction between reflection-in-action and reflection-on-action, on Kolb's experiential learning cycle, and on Mezirow's theory of transformative learning (Schön, 1983; Kolb, 2015; Mezirow, 2000). Learners are supported to move beyond descriptive reflection towards critical reflection, examining the assumptions, values, and power relations that shape their supervisory practice (Brookfield, 2017; Bolton & Delderfield, 2018). Cultural humility, anti-oppressive practice, and the supervision of difference are integrated throughout the curriculum rather than treated as separable topics (Hook et al., 2017; Sue & Sue, 2016).

# Programme Structure and Module Outline

The Advanced Professional Diploma is organised into thirteen modules, each occupying approximately one full day of live online teaching, with associated self-directed study and reflective work in the intervening fortnight (Bernard & Goodyear, 2019). The modules are sequenced to build progressively from foundational concepts through to advanced applied practice and integrative assessment.

## Module 1 — Foundations of Clinical Supervision

The opening module establishes a shared definition of clinical supervision, locates supervision historically and professionally, distinguishes supervision from therapy, and introduces the core ethical framework that underpins the programme (Hawkins & McMahon, 2020; ICPA, 2024).



## Module 2 — Models of Supervision

Module 2 examines developmental, integrative, systemic, and reflective models of supervision in depth, including the seven-eyed, integrated developmental, discrimination, and cyclical models, with attention to model selection, integration, and adaptation across professional contexts (Stoltenberg & McNeill, 2010; Bernard & Goodyear, 2019; Page & Wosket, 2015).

## Module 3 — The Supervisory Relationship

Module 3 focuses on rapport, psychological safety, power dynamics, professional boundaries, and the ethical relational practice that distinguishes effective supervision from administrative oversight (Carroll, 2014; Falender & Shafranske, 2021).

## Module 4 — Ethics and Legal Frameworks



Module 4 deepens the ethical and legal grounding introduced in Module 1, with focused work on confidentiality, informed consent, dual relationships, risk management, safeguarding, and the practitioner’s legal obligations under Irish and European frameworks (Bond, 2015; Government of Ireland, 2015; European Parliament and Council, 2016).

### **Module 5 — Reflective Practice**

Module 5 develops the reflective spine of the programme, drawing on Schön, Kolb, Bolton, and Brookfield to support the learner’s movement from descriptive towards critically reflective supervisory practice (Schön, 1983; Kolb, 2015; Bolton & Delderfield, 2018; Brookfield, 2017).

### **Module 6 — Assessment in Supervision**

Module 6 addresses competency frameworks, performance evaluation, structured feedback, documentation, and the ethical dimensions of assessing the supervisee’s readiness for advancing practice (Falender & Shafranske, 2021).



## **Module Outline (continued)**

### **Module 7 — Skills Development**

Module 7 concentrates on the active competencies of the supervisor: listening, questioning, feedback, the use of silence, and the recognition and use of transference, countertransference, and projective identification within the supervisory frame (Hawkins & McMahon, 2020; Sarnat, 2016).

### **Module 8 — Managing Challenges in Supervision**

Module 8 addresses resistance, conflict, ethical dilemmas, performance concerns, boundary violations, and high-risk clinical situations, with careful attention to the supervisor's emotional and ethical responsibilities under pressure (Carroll & Shaw, 2013; Bond, 2015).



### **Module 9 — Cultural Competence and Supervision of Difference**

Module 9 develops cultural humility, examines structural and intersectional dimensions of difference, and prepares supervisors to work ethically and effectively with supervisees and clients across difference (Hook et al., 2017; Sue & Sue, 2016).

### **Module 10 — Supervisee Development**

Module 10 returns to the developmental themes of Module 2 with an applied focus, considering learning styles, developmental stages, motivation, skills progression, and the construction of individualised development plans (Stoltenberg & McNeill, 2010; Knowles et al., 2015).

### **Module 11 — Wellbeing, Resilience, and Self-Care**



Module 11 addresses burnout, vicarious trauma, compassion fatigue, and resilience, framing the supervisor’s responsibility to attend to their own wellbeing and to support the wellbeing of their supervisees as an ethical, not merely personal, commitment (Pearlman & Saakvitne, 1995; Skovholt & Trötter-Mathison, 2016).

## **Module 12 — Practical Supervision**

Module 12 consolidates applied skills through structured supervision practice, case discussion, role-play, simulation, and the integration of feedback into iterative skill development (Falender & Shafranske, 2021; Hawkins & McMahon, 2020).

## **Module 13 — Integration, Fishbowl Skills Assessment, and Viva Voce**

The final module integrates theory and practice through a fishbowl skills assessment, group feedback, portfolio review, and preparation for the one-to-one viva voce examination that demonstrates supervisory competence (Watkins, 2020).

# Assessment, Award, and Progression

## Assessment Architecture



The Advanced Professional Diploma is assessed through a multi-modal architecture designed to evaluate theoretical understanding, applied supervisory competence, ethical reasoning, and reflective capacity (Falender & Shafranske, 2021). Assessment methods include a formative written assignment to support early integration of theory; a summative written assignment that synthesises the learner's engagement with the supervision literature; a one-to-one individual viva voce assessment that examines the depth and coherence of the learner's supervisory thinking; a skills-based assessment, including the fishbowl methodology, that evaluates applied competence; and a reflective assignment that documents the learner's developmental journey through the programme (Bolton & Delderfield, 2018; Bernard & Goodyear, 2019).

## Award

Successful completion of all assessment elements leads to the award of an Advanced Accredited Professional Diploma, accredited under the CPD Standards Office and the Provider of Training Excellence framework, carrying 200 CPD credits (CPD Standards Office, 2024). The award provides verifiable evidence of structured study at advanced level and supports continuing professional development declarations to professional bodies including the Irish Counselling and Psychotherapy Association and other accreditation routes (ICPA, 2024).

## Fitness to Practise

In line with the College's broader policy framework, certification is conditional not only on academic achievement but also on the demonstration



of professional fitness to practise. Where there are substantive concerns about a learner's suitability for supervisory practice, the College reserves the right to withhold certification regardless of academic performance, in accordance with its published Terms and Conditions and consistent with international expectations of fitness to practise in the helping professions (Carroll & Shaw, 2013; ICPA, 2024).

## **Progression**

Graduates of the Advanced Professional Diploma are well positioned to take up supervisory roles within counselling, psychotherapy, psychology, allied health, social care, and organisational settings (Watkins, 2020). The programme also provides a foundation for further study at Master's and Doctoral level for those who wish to pursue research-informed supervisory scholarship, and connects with the College's wider portfolio of advanced specialist diplomas in trauma, addiction, psychoanalysis, and integrative practice (Hawkins & McMahon, 2020).



# Student Support at ICPS College

The College recognises that the formation of a clinical supervisor is a demanding undertaking that engages the learner intellectually, emotionally, and professionally, and that high-quality student support is integral to the success of any advanced programme (Knowles et al., 2015). The Advanced Professional Diploma is therefore surrounded by a comprehensive support architecture designed to attend to the learner's academic, technical, professional, and personal needs (Tinto, 2012).

## Academic and Tutorial Support

Each cohort is led by experienced lecturers with substantial supervisory backgrounds and active engagement with the contemporary literature (Falender & Shafranske, 2021). Tutorial support is available throughout the programme, including office-hour sessions for individual queries, group consultation slots, and structured feedback on formative assignments. Learners are encouraged to engage early and often with their tutors, and to bring emerging questions, dilemmas, and applied challenges into the tutorial space (Brookfield, 2017).

## Pastoral and Wellbeing Support

ICPS College offers pastoral support that recognises the emotional dimensions of advanced training in the helping professions. Learners undertaking supervision training frequently encounter material that resonates with their own clinical history, and the College's pastoral architecture provides a confidential first point of contact for any concerns about wellbeing, motivation, or workload (Skovholt & Trötter-Mathison, 2016). The College does not provide personal therapy as part of the programme, but signposts learners to appropriate external practitioners where this is indicated.



## **Technical and Accessibility Support**

The College's administrative team provides technical onboarding for the Zoom virtual classroom, asynchronous learning environment, and assignment-submission systems. Reasonable accommodations are made for learners with documented learning differences or disabilities, in line with Irish equality and accessibility legislation (Government of Ireland, 2018). Learners are encouraged to disclose support needs at enrolment so that adjustments can be put in place from the commencement of study.

## **Library, Reading, and Research Support**

Each module is supported by a structured reading list drawn from the contemporary supervision literature, and the College provides guidance on accessing peer-reviewed journals, professional-body publications, and key reference texts (Hawkins & McMahon, 2020; Bernard & Goodyear, 2019). Learners pursuing further academic study are supported through tutorials on academic writing, referencing, and the construction of literature reviews (Wallace & Wray, 2021).

## **Peer Community and Alumni Network**

The College's deliberately small cohort sizes support the formation of a peer learning community that frequently outlasts the programme itself. The alumni network connects graduates across years and offers continuing CPD opportunities, peer-supervision groups, and access to the wider ICPS College professional community (ICPA, 2024).

# Enrolment, Fees, and How to Apply

## Entry Requirements



The Advanced Professional Diploma in Clinical Supervision Across Professions is open to qualified practitioners only. Suitable backgrounds include accredited counsellors and psychotherapists; registered psychologists and psychoanalysts; registered nurses, including those working in mental health and community-care settings; medical practitioners; social workers, social-care workers, and allied health professionals; and senior practitioners in adjacent helping professions whose role includes the formal supervision of others (HSE, 2019; ICPA, 2024). Applicants who are uncertain about their eligibility are warmly encouraged to contact the admissions team to discuss their professional background prior to enrolment.

## Application Process

Applications are made through the College's online enrolment system at [www.icps.ie](http://www.icps.ie), supplemented by direct contact with the admissions office. The application requires confirmation of relevant qualifications, a brief statement of professional context and motivation, and acceptance of the College's Terms and Conditions and Privacy Policy. The College retains absolute discretion in admissions decisions and may, in exceptional cases, request further information or interview an applicant before confirming a place (Bond, 2015).

## Fees and Payment

Detailed fee information is published on the course-enrolment page and is communicated transparently at the point of application. The College offers a full-payment option as well as instalment arrangements where available. All deposits and course fees are subject to the College's published Terms and



Conditions, including the non-refund position that is explained in detail in those Terms. Prospective learners are encouraged to ask any questions before enrolment so that their decision is fully informed (ICPA, 2024).

### **Contact the College**

For questions about this programme, eligibility, the application process, or any aspect of the College's wider portfolio, the admissions team can be contacted as follows. Website: [www.icps.ie](http://www.icps.ie). Email: [education@icps.ie](mailto:education@icps.ie). Ireland Freephone: 1800 681 456. International: +353 1 963 6141 or +353 1 912 5428. Office hours are 09:00 to 17:00 Monday to Friday, with out-of-hours support available via [support@icps.ie](mailto:support@icps.ie). Postal correspondence should be addressed to The Institute for Counselling & Psychotherapy Studies, ICPS College, Suite 11264, 77 Sir John Rogerson's Quay, Dublin 2, D02 Y7Y5, Ireland.

### **Closing Reflection**

The Advanced Professional Diploma in Clinical Supervision Across Professions represents a substantial investment of time, energy, and reflective effort. We believe it is a worthwhile investment, both for the practitioner who undertakes the programme and for the supervisees and clients who will, over the years that follow, benefit from the supervisory work that the programme makes possible (Carroll, 2014; Hawkins & McMahon, 2020). We look forward to welcoming you to the cohort commencing 9th January 2027.

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