



Quality Standards LVSC the Netherlands

Introduction

In this document you will find the combined Code of Conduct, the Registration Regulations for supervisors, the Registration Requirements for Registered Coaches and the Requirements for Organisational Coaches of the LVSC.

Table of Content

Introduction	2
Scope of the Code of Conduct.....	7
1. General	7
2. Counselling Contract with Clients.....	7
2.1 Content of the contract	7
2.2 Counselling contract with training institutes and organisation	8
3. Confidentiality	8
3.6 Confidentiality and peer consultation	8
4. Release from the Duty of Confidentiality.....	9
5. Professionalism and Integrity.....	9
5.1 Professional counsellor	9
6. Sanctions	10
7. Evaluation.....	10
Regulations Regarding LVSC Registration for Supervisors	11
PREFACE.....	12
CONTENTS.....	14
1.1 History of the LVSC	14
1.2 Registering Supervisors	14
1.3 Registration.....	14
1.4 Purpose and function of the LVSC registration	15
1.5 Review of applications for registration	15
1.6 Quality assurance	15
1.7 Scope of the registration scheme.....	16
Registrations	16
Re-registrations.....	17

PART II REGISTRATION REGULATIONS	17
2.1 Registration regulations	17
2.2 Supervisor Registration	17
2.2.1 <i>The preparatory training and experienced trajectory</i>	<i>18</i>
2.2.2 <i>The training trajectory.....</i>	<i>18</i>
2.2.3 <i>Exceptions to the training trajectory.....</i>	<i>18</i>
2.3 Supervisor Registration Requirements.....	19
2.4 Supervisor re-registration requirements.....	20
2.5 Registration as a prospective supervisor.....	21
2.6 Registration of the senior supervisor	21
2.6.1 <i>The preparatory training and experienced trajectory</i>	<i>21</i>
2.6.2 <i>The training trajectory.....</i>	<i>21</i>
2.7 Registration requirements for the senior supervisor.....	22
2.8 Re-registration requirements for the senior supervisor	22
2.9 Registration requirements for the teacher of supervision	23
2.9.1 <i>The training trajectory.....</i>	<i>23</i>
2.9.2 <i>Registration requirements.....</i>	<i>23</i>
Part III REGISTRATION PROCEDURES	25
3.1 Procedure for registration of individual	25
3.2 Duration of registrations	25
3.3 Re-registration procedure.....	25
3.4 Simultaneous re-registration	25
3.5 Procedure for registering course units *	26
4.1 Supervision.....	26
4.1.1 <i>A generic supervision concept</i>	<i>27</i>
4.1.2 <i>Basic conditions and standards</i>	<i>27</i>
5.1 Supervision training for supervisors.....	28
5.1.1 <i>Conditions for supervision training.....</i>	<i>29</i>
5.1.2 <i>Content of supervision training</i>	<i>29</i>
5.1.3 <i>Completion of the supervision training</i>	<i>29</i>

5.1.4 Admission Policy	30
5.2 Supervision training for senior supervisors	30
5.2.1 Conditions for supervision training.....	30
5.2.2 Content of the supervision training for senior supervisors	31
5.2.3 Completion of the supervision training	31
6.1 The Disciplinary Board	32
6.2 The Review and Mediation Committee (formerly Confidential Committee).....	32
Appendix 1 The competence profile of a supervisor	32
Appendix 2 Profile of the senior supervisor	33
Appendix 3 Competency profile of the teacher of supervision	34
Prospective supervisor	35
Guidance trajectory.....	35
Coaching	35
Teacher of supervisors/ Trainer	35
Recognition	35
Internal Audit Committee	35
Intervision.....	36
Intervision guidance.....	36
Learning guidance trajectory	36
Learning supervision	36
Senior supervisor	36
Membership number	36
Supervision training	36
Trainer	36
PE points.....	37
CARe	37
Registered coach	37
Registration	37

Registration Number	37
Supervision	37
Supervisor	38
Professional competence	38
Review and Mediation Committee	38
Work supervision	38
Appendix 5 Service independent and executive agency for LVSC	39
Annexe 6 ANSE: Association of National Supervision organisations in Europe	39
Objective	39
LVSC requirements compared to an evolving European standard	40
Registration requirements LVSC - Register Coaches	41
<i>The registration requirements for the registry coach</i>	<i>41</i>
<i>Purpose, validity and re-registration procedure</i>	<i>41</i>
<i>Re-registration requirements</i>	<i>42</i>
<i>The registration requirements for the aspiring registry coach</i>	<i>43</i>
Registration requirements LVSC register organisational coaches	44
<i>Registration requirements LVSC register organisational coach:</i>	<i>44</i>
Registration validity	44



Code of Conduct for LVSC Members

Scope of the Code of Conduct

The code of conduct relates to the professional activities of the members of the LVSC and aims to guarantee the quality of supervision/coaching as carried out by supervisors/coaches (hereinafter to be called: professional counsellor) towards their supervisees/clients and towards the organisations with which these supervisors/coaches have an agreement.

The code of conduct does not apply to work counselling, consultation or other counselling activities that cannot be viewed as supervision or coaching.

1. General

1.0 A professional counsellor must act as befits the proper performance of their professional duties, with the code of conduct serving as a guideline.

1.1 The professional counsellor respects differences in ethnicity, personal beliefs, gender and social status of the client(s).

1.2 The professional counsellor ensures that the client and, if applicable, the organisation are aware of the code of conduct.

2. Counselling Contract with Clients

2.0 Counselling is provided in accordance with a contract agreed between the professional counsellor, client and - if applicable - the instructing party, which means an agreement set out in writing. In some situations there can therefore be two types of counselling contracts.

2.1 Content of the contract

In each counselling contract, at least the following agreements are recorded in writing:

2.1.1 The objectives to be formulated at the start of the counselling, or how the formulation of the objectives is going to take place.

2.1.2 The number, duration, frequency of the agreed sessions, the meeting place, fee (if applicable).

2.1.3 Agreements on confidentiality by the professional counsellor relating to the contributions made by the client.

2.1.4 The evaluation and assessment times as well as the procedures on the basis of which the evaluation and possible assessment are carried out, taking into account the training or work situation of the client. And, depending on the situation:

2.1.5 In the event of group counselling, the professional counsellor requires an undertaking from the clients that they will abide to the duty of confidentiality in respect of the contribution made by fellow clients.

2.1.6 If there is counselling on the instruction of a training institute: - what will be reported by the professional counsellor to the training institute - that the report is discussed with the client before it is submitted to the training institute.

2.1.7 If during counselling a report must be issued on the instruction of an organisation, the contract sets out that, together with the client, the professional counsellor prepares which information shall be provided to the organisation.

2.1.8 If counselling takes place on instruction of a client, there will be no reporting to third parties by the professional counsellor unless the client and professional counsellor deem it useful to inform the organisation by means of a report.

2.2 Counselling contract with training institutes and organisation

2.2.1 The contract between the professional counsellor and a training institute or organisation is based on the code of conduct for LVSC members.

2.2.2 The contract between the professional counsellor and the training institute or organisation sets out: the objective of the counselling, number of meetings, reporting and fee (if applicable).

2.2.3 In contact with an organisation, it is the duty of the professional counsellor to inform him/herself of the policy of the organisation in respect of counselling and, if possible, to contribute to the development of such policy.

3. Confidentiality

3.1 On the basis of entering into a functional relationship of trust with a client, a professional counsellor is under a duty of confidentiality in respect of the knowledge he/she becomes aware of during the counselling.

3.2 On the basis of this duty, the professional counsellor ensures that the material he/she has become aware of is handled in a confidential manner.

3.3 The professional does not enter into contact with third parties on his/her work with the client, subject to the exceptions set out in articles 3.5 and 4.

3.4 The consent of the client does not automatically release the professional counsellor from his/her duty of confidentiality.

3.5 During any legal proceedings a professional counsellor must rely on the right to decline to give evidence. Consultation with colleagues is recommended or possibly consultation with the confidential committee of the LVSC.

3.6 Confidentiality and peer consultation

3.6.1 An exception to the duty of confidentiality set out in article 3 is the situation in which the professional counsellor is of the view that he/she has to consult with colleagues, or deems consultation of experts necessary, who in turn are under a duty of confidentiality. In such cases the professional counsellor shall guarantee the privacy of those to whom the meeting or consultation relates and anonymise the material.

3.6.2 In respect of training institutions where, by the nature of the situation, familiarity with the client is usually substantial, the professional counsellor must make efforts to ensure that very careful ground rules are set out in respect of consultation situations where the study results of clients are discussed. The professional counsellor must ensure that what is discussed in respect of the results of the consultation does not prejudice the privacy of the client. The professional counsellor must discuss what he/she is going to raise for discussion with the client in advance.

3.6.3 In situations where the interests of the client are at stake and the professional counsellor would benefit from consultation, it is recommended to consult a (colleague) registered supervisor or coach or an expert, or possibly the confidential committee of the LVSC.

3.7 Confidentiality and social media

3.7.1 The above provisions also apply to the use of social media.

4. Release from the Duty of Confidentiality

4.0 The professional counsellor can be made aware of information that brings him/her into conflict with his/her duty of confidentiality. Situations may occur where vital interests of the clients or others could be seriously prejudiced. The professional counsellor may consider him/herself released from his/her duty of confidentiality if all the conditions set out under 4.1 up to and including 4.3 have been observed:

4.1 If not lifting the duty of confidentiality leads to a violation of the physical and/or psychological integrity of the client or others.

4.2 If without lifting of the duty of confidentiality, the relevant problem appears unsolvable.

4.3 If the professional counsellor has done his/her utmost to disclose the relevant information possibly together with the client.

4.4 If the professional counsellor has the intention to lift the duty of confidentiality, he/she must, in order to test the conditions set out under 4.1 up to and including 4.3, consult with a (colleague) registered supervisor or coach. The professional counsellor notifies the client of this.

4.5 If, after the consultation referred to in 4.4, the professional counsellor decides to lift the duty of confidentiality, he/she must, before proceeding, notify the client of this.

5. Professionalism and Integrity

5.1 Professional counsellor

5.1.1 A professional counsellor may not have, or enter into, friendship, sexual, or otherwise nonprofessional relationships with clients.

5.1.2 The professional counsellor is deemed to have asked the client for only such information that is relevant for the specific counselling.

5.1.3 The professional counsellor avoids professional dual roles as far as possible. Where dual roles are unavoidable, they are made clear and used with care so that the interest of the client is not prejudiced.

5.2 Reference: if the situation or queries of the client fall outside the learning objectives of counselling, the client must be referred to the most appropriate help and/or assistance. The professional counsellor accounts for this referral decision towards the client.

5.3 Handling counselling material: After the end evaluation, the material supplied by the client is destroyed unless otherwise agreed. The professional counsellor may keep his/her own notes, evaluation and assessment details. This information must be destroyed after three years.

6. Sanctions

6.0 Subscribing to the LVSC code of conduct is a condition for membership of the LVSC. If a supervisor/coach does not observe the provisions of the code of conduct, interested parties can lodge a complaint with the Disciplinary Committee.

The powers of the Disciplinary Committee and the procedures to be followed for the submission and handling of complaints are set out in the regulations of the Disciplinary Committee.

7. Evaluation

7.0 It is the responsibility of LVSC to regularly review this code of conduct and further develop it on the basis of experience.

The code of conduct is reviewed every five years.



LVSC-REGISTRATION

2014

Revised edition

Regulations Regarding LVSC Registration for Supervisors

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National Association for
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(in the Netherlands)

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PREFACE

LVSC is the professional association in the Netherlands for professional coaches. LVSC wants to be an essential and professional organisation in work and learning processes spanning the broad field of professional guidance. It does this by proactively responding to social developments and committing to them.

Essential are the promotion of the members' interests and recognising the field and the professional register. The quality of professional services depends on the quality of the interaction between the professional and the client.

That is why in 1992, the LVSB was one of the forerunners with a solid registration scheme for supervisors, trainers and training programmes. In the meantime, we see how numerous institutions and professional associations in the Netherlands and abroad, including several in the field of supervision of learning and work processes, are busy introducing contemporary forms of assessment, registration and certification. We can learn a lot from their choices and how they implement them.

Besides, practices are changing, and customers are placing higher and in part different demands on our services. Government regulations, increasingly from Brussels, are also looming. We want to actively respond to all these developments. For example, we periodically adjust our registration scheme to changing circumstances.

With these regulations, we present the fourth revision of our regulations to register (aspiring) supervisors, senior supervisors, trainers, and the recognition of course units. The most significant changes concern better coherence and more precise language use. For example, this fourth revision serves as a prelude to further modernising our quality assurance and perfectly fits the new course taken by the LVSC, now 30 years old.

The board is very grateful to the Committee of Experts, members of the various working groups for their meticulous work. We hope their efforts will be widely supported and look forward to suggestions for further operationalising these regulations.

On behalf of the board,

Pieter van Keulen
Chairman

A handwritten signature in blue ink, appearing to be 'Pieter van Keulen', written in a cursive style.

FOREWORD	2
PART I PRINCIPLES	4
1.1 History of the LVSC	4
1.2 Registering supervisors	4
1.3 Registration	4
1.4 Purpose and function of the LVSC registration	5
1.5 Review of applications for registration	5
1.6 Quality assurance	5
1.7 Scope of the registration scheme	6
1.8 Transitional arrangement	6
PART II REGISTRATION REGULATIONS	7
2.1 Registration regulations	7
2.2 Registration of the supervisor	7
2.3 Registration requirements for the supervisor	8
2.4 Re-registration requirements for the supervisor	9
2.5 Registration as a prospective supervisor	10
2.6 Registration of the senior supervisor	12
2.7 Registration requirements for the senior supervisor	12
2.8 Re-registration requirements for the senior supervisor	12
2.9 Registration requirements for the teacher supervision science	13
Part III REGISTRATION PROCEDURES	15
3.1 Procedure for registration of persons	15
3.2 Duration of registrations	15
3.3 Re-registration procedure	15
3.4 Simultaneous re-registration	16
3.5 Procedure for registering course units	16
Part IV QUALITY STANDARDS	17
4.1 Supervision	17
PART V RECOGNITION OF PROGRAMME COMPONENTS	19
5.1 Supervision training for supervisors	19
5.2 Supervision training for senior supervisors	20
PART VI THE COLLEGE OF CASES AND REVIEW AND MEDIATION COMMITTEE	22
6.1 The Disciplinary Board	22
6.2 The Review and Mediation Committee	22
APPENDICES	23
Appendix 1 The competence profile of a supervisor	23
Appendix 2 Profile of the senior supervisor	24
Appendix 3 Competency profile of the teacher of supervision	25
Appendix 4 List of terms and abbreviations	26
Appendix 5 Service independent and executive agency for LVSC	30
Annexe 6 ANSE: Association of National Supervision organisations in Europe	31

CONTENTS

PART I PRINCIPLES

1.1 History of the LVSC

Supervisors and their trainers united in 1980 in the National Supervision Project Group (LPS) to aim for quality control and professionalisation of supervision. In the following years, they made theoretical, systematic and practical efforts to develop the supervision concept and a subsequent field of supervision. The result was more insight into other forms of professional guidance in the profession, such as work and practical guidance, consultation, intervention and coaching. Because of the common ground with supervision, supervisors often engaged in this too. To grow into a professional association, the Project Group was given a broader objective. In 1989, for example, the LPS was transformed into the National Association for Supervision and other forms of Guidance (LVSb). In 2009 the name changed to LVSC, National Association for Supervision and Coaching. Almost immediately after establishing the LVSb, the organisation started preparations for a registration scheme for supervisors. Pioneering work was done by an advisory committee specifically set up for this purpose. In 1992 the 'LVSb register of supervisors' was a fact. The regulations also covered the registration of trainers and recognising course units (the supervision training). After a few years, the registration scheme was evaluated and adjusted. A revised edition was published in 1996. Code of conduct and complaints procedures for members have also been developed as an extension of the registration scheme. These came into effect in 1999. The board of Disciplinary Affairs and the Committee for Review and Mediation were also established at that time. Quality assurance and the professional development of supervision were also underway in other countries. In 1997 the Association of National Supervision organisations in Europe (ANSE) was established in Vienna. The LVSC is a member of this association and (thus) conforms to its statutes.

1.2 Registering Supervisors

The LVSC is a forum for supervision and coaching in the Netherlands. The association has developed its standards and formulated them in the registration regulations. The goal is that these standards will also determine the criteria the study programmes and professional organisations use for supervision, coaching and supervisors, coaches. Otherwise, each supervisor or coach bears responsibility for the professional performance of supervision and/or coaching. Sustainable quality control via (re) registration is the means to this end. Clients are increasingly setting professional registration as a condition. As a professional, you distinguish yourself from colleagues without registration.

Registered supervisors can demonstrate that they continue to work on professional and personal development and are sufficiently active in the field. One of the conditions is that they have completed a recognised training course. Supervisor training courses can apply for recognition by LVSC. A requirement for the (re) registration is to continue attending further and after-schooling, following interventions and carrying out a minimum number of counselling trajectories per year.

1.3 Registration

In these regulations, registration means recording supervisors in a register who, based on testing against the registration requirements, appear to meet the minimum professional competence standards in providing supervision. They must also be prepared to work in their practice following

the code of conduct for members. Those who register, accept the LVSC concept as a frame of reference for their supervision and commit themselves to the code of conduct for LVSC members. The registration is a 'hallmark' for a registered person's minimum level of expertise.

The registration regulations were amended in 1996, 2002 and 2005. The fourth revision (edition 2014) is included in these registration regulations. In 2009, a registration regulation for registered coaches was also drawn up. That was revised in 2015.

1.4 Purpose and function of the LVSC registration

Quality control and development of supervision and coaching by guaranteeing (minimum) expertise of its registered supervisors, coaches and trainers. In doing so, the association assumes social responsibility. People and organisations that use the services of LVSC members can hold it accountable for this.

The implication is that the LVSC must guarantee registered supervisors, coaches, and trainers' quality and expertise. Wanting to ensure quality means the obligation to promote this as well. This is done by setting requirements for the supervisor and coach's training and undertaking specific activities that encourage the supervisor and coach's competence.

However, when it comes to the specific knowledge and skills, which supervisors and coaches must have to guide certain professions and contexts, these are the responsibility of professional associations, vocational training, and practice organisations in various activity fields.

Part II sets out the requirements for registration and recognition in detail. There are appendices containing information about the nomenclature (terms and abbreviations used), the European organisation ANSE and the transitional arrangement from the 2005 to 2014 edition of the registration regulations. A separate regulation is devoted to the Code of Conduct for Supervisors. This code of conduct also applies to non-registered members.

1.5 Review of applications for registration

For assessment of applications, the board of LVSC has asked the bureau to follow the rules in these regulations. Only members of LVSC are eligible to register. Registration expires when a membership ends. The expiry of the registration will be made public.

The LVSC Board takes all decisions regarding registration based on the regulations carried out by the agency's assessors. In situations for which the registration regulations do not provide, the registration advisory committee (RAC) advises. Applicants for registration who object to the board's decision on their application for registration must, in the first instance, also make their objection known there. The board then reconsiders its decision. If the board maintains its objection, the applicant can appeal to the Internal Audit Committee (IAC).

1.6 Quality assurance

In 2013, the Counseling Council was established to provide powerful impulses for the development and image of Guidance Sciences in the market and society. LVSC is regarded as authoritative in the field of proper registration and quality development of the professional group.

The Council consists of representatives from the market (clients), academia and the professional group itself.

Their tasks concerning registration:

- identifying changes in (international) registration requirements and personal certification and translating this into association practice on time.
- setting standards concerning registration requirements and registration system - monitoring the independence of the LVSC registration system.
- proposals to the board based on auditing reports whether and how improvements can be made to the registration system.

The results of the (re) registration applications are checked annually by the independently operating Internal Audit Committee, which the board sets up.

In addition to this Internal Audit Committee, the board can order an independent External Audit.

1.7 Scope of the registration scheme

Not all members of the LVSC are registered supervisors. This registration scheme only applies to supervision, not to other forms of supervision, nor to supervisors who are not LVSC registered. In consultation with the board, the registered supervisors bear responsibility for the registration scheme, periodic evaluations, and resulting changes. The registration scheme, elaboration of the LVSC Articles of Association, Article 4, came into effect on June 1, 1992, and is valid for an indefinite time. It is possible to change the scheme:

- after a regular evaluation of the scheme, which must take place every five years after the new edition comes into effect;

- in the meantime, at the request of the RAC or at least 50 registered supervisors.

According to the articles of association (Article 26, paragraph 2), in the event of changes to the regulation, only the registered supervisors, who are also members, have the right to vote in a meeting of members convened especially for this purpose. Results from these types of meetings have Board advisory status and can then be submitted for approval to the general meeting of LVSC members.

Registration of supervisors also implies the necessity of registering trainers and the recognition of courses or specific parts of courses.

1.8 Transitional arrangement

Concerning a transitional arrangement from the registration regulations 2005 to that of 2014

Registrations

- SIOs who demonstrably started their supervisor training before April 17, 2014, can appeal to the 2005 edition regulations until April 17, 2016;

- senior supervisors who demonstrably started training to become a senior supervisor before April

17, 2014, can appeal to the regulations edition 2005 to April 17, 2015;

- Trainee teachers who demonstrably started the supervision discussions of the training course for supervising science before April 17, 2014, can appeal to the regulations edition 2005 to April 17,

2015.

Re-registrations

- Anyone requesting a re-registration between April 17, 2014, and April 17, 2016, can invoke the 2005 edition regulations.
- The new regulations apply to applications after April 17, 2016.

PART II REGISTRATION REGULATIONS

This part of the regulation deals with the registrations and describes the formal part of the regulation. First, we describe the principles for the registration tasks and responsibilities. Secondly, we describe the regulations for (prospective) supervisor, senior supervisor, trainers, and training to become a supervisor.

We apply the following approach: First of all, you will find the training trajectory. Followed by the requirements for registration and the renewal of the registration. The benchmark for requirements is the competence profiles.

2.1 Registration regulations

The registration tasks and responsibilities of the various parties are shown below.

2.1.1 The registration scheme elaborates Article 4, paragraphs a and b of the LVSC Articles of Association (2009). It states that the board establishes and manages a register of (learning) supervisors and their trainers, with a professional competence that corresponds to the set standards.

2.1.2 The Board of the LVSC makes all decisions about registration and is accountable for this annually at the members' meeting.

2.1.3 It is possible to object to the decisions of the board. Anyone who disagrees with the result of the notice of objection can contact the Internal Audit Committee. The general members' meeting appoints this committee, on the recommendation of the board.

2.1.4 The LVSC Board keeps track of changes in the register. A daily update is visible on the website of registered supervisors, senior supervisors and trainers. This includes the LVSC register coaches registered via the appropriate regulations.

2.1.5 Familiarity with personal names and data about clients, references, and institutions falls under the confidentiality rules and the statutory regulations for protecting privacy.

2.1.6 An independent agency carries out registrations for LVSC.

2.2 Supervisor Registration

Professional supervision requires a certain (minimum) level of expertise. Any individual registered with the LVSC has this level of expertise, which means, they have followed training according to the standards discussed in this chapter. During this period, the supervisor actively practices his / her profession and maintains their knowledge and skills. It takes a minimum of 2 and a maximum of 4 years to complete the entire training trajectory to registration, including two learning supervisions. If the term has expired, applications can be submitted to the RAC.

2.2.1 The preparatory training and experienced trajectory

The LVSC divides the registration process into a preliminary training trajectory and an experienced trajectory, followed by a specific training trajectory to become a supervisor. Anyone who wants to start the training trajectory to become a supervisor must meet the following requirements:

2.2.1.1 A completed higher professional education, further education or university education, in a relevant people-oriented profession. The relevant programmes themselves determine which prior education is required.

If the Ministry of Education has not recognised a specific prior education, the recognised supervision training management will determine whether the candidate will still be admitted. Any other training or work experience that could serve as compensation is also determined by the study programme, and one is free to set additional requirements for admission.

2.2.1.2. A completed supervision process.

The required supervision process consists of at least ten sessions, relates to the profession practised and took place no more than six years before the start of the supervisor training. Supervision must be given by an LVSC registered supervisor or, under the guidance of a senior supervisor, by a registered aspiring supervisor.

2.2.1.3 Work experience of at least four years in the practice of a people-oriented profession, for at least two days a week.

NB: Training assesses whether someone meets all the above requirements and can follow the training to become a supervisor. There are possible exceptions.

The student in question will receive a motivated statement about the deviation from the admission requirements. This statement is a valid part of the registration requirements.

2.2.2 The training trajectory

As soon as all the primary conditions mentioned above have been met, the supervisor's training trajectory can begin. This can be done in two ways:

- by following a course that offers all components as a whole.
- by taking separate courses.

The training trajectory corresponds to the registration requirements described in part V. It takes a minimum of 2 and a maximum of 4 years to complete the entire training trajectory.

2.2.3 Exceptions to the training trajectory

2.2.3.1 Exceptions are submitted to the Registration Advisory Committee (CARE). This includes people who have been unable to complete the programme within the set time for a long time and foreign diplomas.

2.2.3.2 As the LVSC has agreed with the CSO (Supervisor Training Committee of the Council for Clinical Pastoral Training Netherlands), that a supervisor registered with the CSO may also lead the supervision during the preliminary training trajectory of pastors.

2.2.3.3 Anyone who obtained diplomas in supervision theory and methodology abroad, or followed relevant learning trajectories in another way, can request an individual assessment procedure from the LVSC Board. In the first instance, the RAC advises on this. Subsequently, the board will ask an expert, a registered teacher of supervision, to advise whether training is sufficient or whether additional requirements

are necessary. This expert bases his opinion on a discussion with the applicant and written documents. The board then makes a decision.

2.3 Supervisor Registration Requirements

2.3.1 A supervision training of 130 supervised contact hours, recognised by the LVSC. The training includes supervision (50% theory and 50% methodology simultaneously), practical, organisation, and supervision policy.

2.3.2 A paper or an experiential study of at least 8,500 to 10,000 words - approved by a trainer- on a theme related to the provision of supervision. The supervisor wishing to register shows that he/she can provide written communication about a supervision issue and connect his/her practice and supervision theory in a meaningful way. The purpose of the paper is a professional exploration and intended for the professional circle. In that sense, the document must have a public character.

2.3.3 Two completed series of learning supervision, the first of at least 15 sessions, the second possibly 12, which occur at a frequency of (in principle) once every two weeks. The minimum duration per meeting applied is: one hour for individual supervision, one and a half hours for a triad and two hours for group supervision of three senior supervisors.

The sequences must be taught by two different LVSC registered senior supervisors.

NB: A learning supervision trajectory consists of at least 15 meetings. This certainly applies to Learning Supervision Trajectory I. Learning Supervision Trajectory II can consist of at least 12 meetings. This rule (actually the **exception**) is best applied knowingly with confidence in the senior supervisor's professionalism and the context in which such a decision is made. Flexible organisation is preferable.

Learning supervision, given by an as yet unregistered senior supervisor-in-training, is valid if he/she receives (or has received) guidance from a registered senior supervisor when giving the learning supervision. Even if his / her supervision has ceased, a senior supervisor can still provide valid learning supervision for one year without being registered as a senior supervisor. The statement that the SIO receives afterwards contains the name and registration number of the accompanying senior supervisor and can be issued for a maximum period of one year after the end of the supervision.

2.3.4 If learning supervision takes place simultaneously as the supervision training and is carried out by the same teacher, the teacher who provides the training cannot also act as a senior supervisor. Unless there are at least 2 other teachers who carry out the training.

2.3.5 The two learning supervisions (with the other components) must be completed within a maximum of four years.

2.3.6 The second series of learning supervision can only start after the senior supervisor has declared the first series completed with at least a satisfactory result. The SIO takes this statement to the second senior supervisor.

2.3.7 During each learning supervision, the SIO gives a minimum of two supervisions running parallel with learning supervision of at least ten sessions each. See part IV for other primary conditions and standards.

2.3.8 Of the 2 supervisions, at least 1 must start simultaneously with the learning supervision to be discussed no later than the 2nd meeting of the learning supervision. The 2nd supervision may begin after the meeting but may not end before the 14th learning supervision meeting. The SIO arranges both supervisions to run parallel to the learning supervision period so that there is always input from at least two learning practices

simultaneously. The Learning Supervisor monitors this. The learning supervision stops or pauses if there is no learning practice.

2.3.9 During the two learning supervisions, at least two different supervision forms - individual, triad or group - must be given. A group consists of a maximum of 3 supervisees.

2.4 Supervisor re-registration requirements

Each registration is valid for five years. After that, the supervisor must request a re-registration and have it validated. The purpose of this re-registration is to maintain the quality of the supervisor's work.

The supervisor must keep records of supporting documents from the last registration, with which he/she can demonstrate which supervisions were given. Signed contracts are not sufficient because supervisions can be terminated prematurely. The LVSC provides appropriate standard declarations, which the parties fill in and sign after supervision. Signed statements from employers (training courses and other clients) about the supervisions are also valid as evidence. Those who do not allow themselves to be re-registered will be unregistered from the supervisors registry.

To renew the registration, the supervisor must meet some requirements.

Over the past five years, the supervisor has:

- taught at least 6 learning guidance programmes, of which at least 4 series of supervision meets the standards of the LVSC. In addition to supervision, learning guidance programmes of at least 10 contact hours apply, such as supervised intervention, work guidance and coaching.
- participated in intervention in which professional guidance in a broad sense is central in a group of at least 3 LVSC registered supervisors of at least 15 meetings. Other LVSC registered professional counsellors can be added to this intervention group.
- at least 6 PE points (24 hours) demonstrably spent on at least one of the following activities (2 PE points per activity):
 - training (s) in the field of professional guidance in the work situation, whereby the programme responds to continuing development as a supervisor;
 - learning supervision;
 - an LVSC working group, LVSC committee, the Board of Disciplinary Affairs, the board or a regional contact person.
 - publication about supervision or other forms of guidance in a professional journal,
 - giving a half-day (minimum) workshop on supervision;
 - participation in an international intervention group of 4 meetings within 2 years; - researching the field of supervision/counselling

Note: If it is unclear to the re-registration evaluators what the significance of participating in a particular training activity is for supervisorship or awarding PE points, they will ask for an explanation. If the training body has not applied for PE points, a supervisor can do two things:

1. Request the trainer to apply for PE points;
2. Add all relevant information to his application about the training's content, purpose, and duration. If in doubt, additional training may be requested.

In situations where the re-registration has expired, an application can be submitted to the RAC.

2.5 Registration as a prospective supervisor

Members of the LVSC who do not yet meet all training requirements can register as aspiring supervisors. They will then receive a registration number. As a registered prospective supervisor, they are authorised to supervise and sign statements, provided they are accompanied by a senior supervisor. This status also obliges them to adhere to the member code of conduct.

An aspiring supervisor (demonstrably) meets the following criteria to be eligible for registration:

- is a (student) member of LVSC;
- has a statement that she/he has started a supervision training for supervisors recognised by the LVSC;
- gives or supervises the learning supervision.

To maintain the entry as a prospective supervisor in the register for a maximum of 3 years, the prospective supervisor must demonstrate within 1 year that:

- the first part of the supervision training followed (at least 60 hours) and - the first learning supervision has been successfully completed.

If this is not met, the entry will expire 1 year after the start of registration in the register.

2.6 Registration of the senior supervisor

Supervisor training consists of two types of trainers: supervision teachers and senior supervisors. Senior supervisors oversee the supervisions given by the supervisor-in-training (SIO). In this part the training trajectory to become a senior supervisor comes first, followed by the requirements for registration and re-registration.

2.6.1 The preparatory training and experienced trajectory

A senior supervisor first completes training to become a supervisor, as described in Part VI. Those who have registered as a supervisor with the LVSC for three years and can demonstrate that he/she have gained sufficient experience, such as at least 15 supervision processes in various forms of supervision (individual, triad, group), given in different frameworks (training, organisation, private) and across various positions and professional fields, can become a senior supervisor.

2.6.2 The training trajectory

The training programme consists of three parts:

1. Training of 24 contact hours, given by a registered teacher of supervision. This training is aimed at providing learning supervision and has a part devoted to methodology and a practical part.
2. Providing at least two learning supervision (learning supervision I **and** II) - not simultaneously - of at least 15 sessions. The trainee senior supervisor may only start providing learning supervision if he/she has followed or started training as a senior supervisor or starts within six months of the learning supervision.
3. Guidance in giving the learning supervision, given by two different LVSC registered senior supervisors. The guidance consists of a minimum of 18 conversations of at least one hour: 12 conversations about the first learning supervision, followed by 6 conversations by another

senior supervisor about the second learning supervision. The accompanying senior supervisor cannot be the supervisor of the trainee senior supervisor.

2.7 Registration requirements for the senior supervisor

Anyone who wants to register as a senior supervisor must meet the following conditions.

2.7.1 Before starting the training programme, the applicant has been registered as a supervisor for at least three years or can demonstrate that he/she has gained the following experience.

2.7.2 In the **five years before** the start of the training programme, the applicant has demonstrably given at least 15 learning guidance programmes according to the standards of the LVSC. These learning guidance trajectories comprise a minimum of 10 supervision trajectories, and the other trajectories have a minimum of 10 contact hours.

2.7.3 The applicant has experience with different forms of supervision (individual, triad, group), given in different frameworks (education, organisation, private) and in various functions and professional fields.

2.7.4 The applicant is demonstrably familiar with relevant supervision literature **and** can indicate from which literature his own theoretical framework has come from;

2.7.5 The applicant has successfully completed the entire training course to become a senior supervisor, namely;

- followed the supervision training of 24 contact hours;
- given two learning supervisions (both I and II) of at least 15 sessions;
- received guidance from the senior supervisors from 12, followed by 6 guidance interviews.

Two different LVSC-registered senior supervisors conducted these coaching interviews.

2.8 Re-registration requirements for the senior supervisor

A registration is valid for five years. This period is always extended for five years. If applicable, a request to re-register as senior supervisor is at the same time re-registration as a supervisor. A senior supervisor registration is simultaneously re-registration supervisor if no more than 2 years difference in the registration period.

To be eligible for re-registration as a senior supervisor, the senior supervisor must demonstrably meet the following conditions:

2.8.1 Be registered with LVSC as a supervisor and as a senior supervisor;

2.8.2 During the past 5 years, the senior supervisor has provided at least 9 learning guidance **programmes, at least 3 of which are learning supervisions**, which meet the standards of the LVSC. Of the maximum 6 learning guidance pathways that do not involve learning supervision, there must be at least 2 supervision series according to the standards of the LVSC;

2.8.3 The senior supervisor participated in 6 PE points (24 hours) training in the field of professional guidance of supervisors (in-training), whereby the programme anticipated continuing development as a (learning) supervisor;

2.8.4 Participation in peer supervision on (learning) supervision in a group of at least **3 LVSCregistered senior supervisors** from 15 meetings;

2.8.5 He or she carried out at least two of the following activities in the 5 years after the (last) registration:

- writing a publication about supervision or other forms of guidance;

- participating in committees or working groups related to the development of policy on supervision or other forms of guidance, whether or not within the framework of the LVSC;
- participating in an LVSC working group, LVSC committee, the Board of Disciplinary Affairs, the board or as a regional contact person;
- giving a half-day (minimum) workshop on supervision or other forms of guidance. NB: If it is not clear to the assessors of the re-registration what the significance of participating in a particular training activity is for (learning) supervision, they will ask for an explanation. If in doubt, additional training may be requested.

2.9 Registration requirements for the teacher of supervision

Teachers of supervision are authorised to provide supervision training to trainee supervisors (SIOs). They may also assess papers that SIOs complete their training.

2.9.1 The training trajectory

The training programme for the teacher of supervision starts with registration as a supervisor and senior supervisor. The training programme further consists of three parts. The guiding principle during this training programme is the teacher of supervision competence profile.

2.9.1.1 A learning practice, in the form of a practical internship, as a teacher of supervision. The learning practice comprises at least 50 contact hours of supervision training that are given consecutively.

2.9.1.2 A registered teacher of supervision has supervised this learning practice. The guidance consists of at least ten conversations of at least one and a half hours. Compiling a mini-portfolio is part of the guidance.

2.9.1.3 A written overview of at least five pages, in which the person concerned describes his/her didactic approach to teaching supervision theory and the practicals. This overview was discussed during coaching.

2.9.2 Registration requirements

Anyone wishing to register as a teacher in supervision, must demonstrably meet the following conditions:

2.9.2.1 Be registered as a supervisor and as a senior supervisor with the LVSC.

2.9.2.2 The teacher of supervision has demonstrably sufficient learning supervision experience of at least **3** learning supervision trajectories, given **after** registration as a senior supervisor.

2.9.2.3 Possessing didactic competencies:

The candidate must be able to demonstrate that he/she has at least five years of experience or 1200 practical hours as a teacher of theory and practice of methodical work in the context of vocational training or further training (by means of a statement from the employer).

2.9.2.4 Compile a mini-portfolio, of which all components have at least been assessed as satisfactory by a registered teacher of supervision.

The mini portfolio consists of

- a description of the own didactic approach in the learning practice of 50 contact hours of supervision training (series of seminars, practicals, assignment guidance). The description is not a general didactic story, but an elaboration of the didactic approach as

applied in a specific training or course group. In other words, it is exemplary and includes:

- a factual (formal) description of the relevant training or course unit and of the training/course group;
- (in your own words) a vision of a powerful learning environment in this regard; -
- a description of their didactic approach. The description must be understandable to an outsider; conceptually clear, consistent and well-founded. The teachers' approach is a concrete form of the competencies from the profile;
- results of evaluations by students and at least two colleagues;
- own reflections, complete with an overview of strengths and weaknesses and conclusions for 'the next round'.

Registration as a teacher of supervision is issued for as long as the membership lasts. However, if the registration as a senior supervisor expires, for example, because one cannot meet the re-registration requirements, the registration as a teacher of supervision also expires.

Part III REGISTRATION PROCEDURES

This part describes the procedures that applicants, the board and the RAC must adhere to. The registration requirements for (prospective) registrations are described in part II of the regulations.

3.1 Procedure for registration of individual

An independent executive agency prepares the registrations. The Registration Advisory Committee (CARE) assesses in individual complex situations whether the applications meet the conditions and criteria that apply to (re)registration and issues advice on behalf of the board. The individual concerned is informed of the executive bureau's advice, which may or may not follow up on it. Following a positive decision, the applicant will receive a certificate; the LVSC management will keep a copy.

3.1.1 Applicants send a completed registration form, signed and attached, to the association's independent executive office.

Applicants must submit their application within four years of the start of the course.

Standard LVSC statements can be used to demonstrate supervision and learning supervision. The application can also be delivered entirely digitally. LVSC is authorised to perform random checks through telephone evaluation. The bureau sends applicants a confirmation of receipt.

3.1.2 If the application conditions are fulfilled, the bureau will include the individual concerned in a register with a unique registration number.

3.2 Duration of registrations

Each registration is valid for five years. Except for the following:

- Registration as a candidate takes a maximum of 3 years.
- Registration as a teacher is issued for an indefinite period, provided that the teacher remains a LVSC member and meets the conditions set for this (see part II).

3.3 Re-registration procedure

3.3.1 The independent and executive office for the LVSC sends registered members a reregistration reminder three months before the expiry of a registration period.

3.3.2 The application form for re-registration, with requested attachments, must be submitted to the office one month before expiry of registration. For a description of the reregistration conditions and the accompanying supporting documents, see Part II. Standard statements of the LVSC can be used to demonstrate supervision and learning supervision. These can be found at www.lvsc.eu under Professional Register - Application forms and regulations. The bureau sends the applicant a confirmation of receipt.

3.3.3 The implementing bureau will honour the application within one month if it is submitted correctly.

3.3.4 In the case of an incomplete application, the office will request a supplement no more than twice. After this, administration costs will be charged again.

3.4 Simultaneous re-registration

Re-registration as a senior supervisor, automatically implies re-registration as a supervisor, if applicable.

The registration data can be moved forward or backwards once for a maximum of 2 years to enable simultaneous re-registration as a supervisor and senior supervisor.

3.5 Procedure for registering course units *

The preparation of the registration of courses for the LVSC is done by the independent executive office. In complex situations, the Registration Advisory Committee (RAC) assesses whether the applications meet the applicable conditions and criteria for registering or re-registering a study course and issues advice on behalf of the board. The course facilitator is informed of the executive office's advice, which they may or may not follow up on.

Following a positive decision, the applicant will receive a certificate; the LVSC management will keep a copy. Anyone with objections to a board decision can contact the Internal Audit Committee.

The training institute must reapply for recognition every five years. The LVSC executive office sends a reminder to this effect three months before the expiry date. The institute must send the application form, with the requested attachments, to the office one month before the term's expiry.

**** The above procedure is no longer performed by the RAC. This committee was abolished in 2020 and replaced by the Registration Advisory Committee (CARE), which only focuses on individual deviating applications from members who wish to register or re-register in the LVSC register. There is also no longer an active internal audit committee.***

In 2022, programme accreditation will be done externally by independent organisations for accreditation, whereby several requirements from various LVSC regulations have been included (decision ALV September 2020). An advisory group for Accreditation Training is currently working on this. In case of a positive accreditation by an independent organisation, the training will be recognised by LVSC. This process will be completed in 2021. Until then, the recognition of (new) courses is temporarily under the management of LVSC. The board follows the temporary regulations for training courses (decision GMM September 2020) in which these complete registration regulations for supervisors (2014) have been included without changes.

Part IV QUALITY STANDARDS

4.1 Supervision

Supervision is a method of training and advancement of expertise for people-oriented professions and functions. Besides, acting methodically in interactions between people is an essential aspect of professional practice. In study programmes, supervision is aimed at preparing students for professional practice. In the case of professional development, supervision serves to develop professional competence further. It is essential here that one learns to reflect independently and in a problematic way on oneself as a professional based on one's own practical experiences. Anyone who learns these skills through supervision with practice will later practice his or her profession entirely autonomously.

How people personally shape these kinds of social and interaction-oriented professions and functions also determines the expertise with which they do their work. Continuous monitoring and

development of the necessary expertise do not only require creativity. The practitioner must also bring coherence to his / her feelings, insights, views, aspirations and behaviours. This coherence is necessary to deal methodically with professional assignments and tasks in interaction with professional practice and social situation. Supervision primarily focuses on consciously and purposefully learning to integrate thinking, feeling, wanting and acting (the personal aspects) to the profession's practice (the professional aspects). Supervision primarily uses learning through reflection on own experiences. Supervisors thus learn to reflect themselves on the professional tasks and their actions in practice.

4.1.1 A generic supervision concept

The supervision concept described here is generic because it is not tied to one specific profession, position or work method. And because different goals, contents and working methods are possible within supervision. The generic concept implies that the supervisor can handle 'the professional component' of the supervisor and supervise both within his own profession and other professions. This concerns both the adequate handling and realisation of the methodical characteristics of supervision and insight into the specific aspects of the supervisee's profession and/or working methods. Because the supervisor has to delve into the supervisee's professional context, this can lead to a specialisation in a particular professional field or a specific category of supervisees.

4.1.2 Basic conditions and standards

4.1.2.1 Professional Practice

During the supervision period, supervisees exercise their (future) profession (relatively) independently. They gain work experience in a concrete situation, which also serves as learning material in supervision. In a pendulum movement between work and learning situations, supervisees can discuss current work experiences and report how learning experiences affect practice and how integration occurs.

4.1.2.2 Working relationship

Within supervision, mutual and personal relationships (supervisor - supervisee, supervisees among themselves) must also make learning possible. See also the Code of Conduct for LVSC Members.

4.1.2.3 Frameworks

Globally, supervisors have three types of principles:

- vocational training (HBO, VO or WO) for students;
- an organisation for the benefit of an employee;
- a professional at his / her request.

4.1.2.4 Forms

Supervision can take the following forms:

- individual (supervisor with one supervisee);
- triadic (supervisor with two supervisees);
- group supervision (supervisor with three, maximum of four supervisees);
- online trajectories in which part of the meetings organised are face-to-face, and partially via skype, so-called "blended learning".

NB: for learning supervision (supervision over supervision) and a SIO, a maximum of three supervisees applies.

4.1.2.5 Duration and frequency

Supervision is a personal integrative learning process. Experience has shown that such an approach requires time and regularity and requires careful construction and dismantling. That is why provisions have been formulated about the minimum number of sessions, the duration and the desired frequency.

For all forms of supervision, a supervision series has a minimum of 10 and a maximum of 25 sessions;

Supervision has a frequency of (in principle) once every two weeks;

Each meeting lasts at least:

- 1 hour for individual supervision;
- 1½ hours for a triad;
- 2 hours for group supervision with 3 or 4 supervisees;

NB: It is emphasised that the number of 10 sessions is the lower limit. Not every supervisee or situation needs 10 meetings for a meaningful supervision process. Adequate training supervision for students who have never received supervision before can be less than 15 meetings only if pre-supervision training is organised in which they learn the goals, characteristics and conditions for supervision and start acquiring supervisor skills, such as making experiences explicit and concretising, reflecting and problematising with a focus on personal aspects in relation to professional aspects. In work situations, the depth and/or breadth of the supervisee's problems and any supervision experience can influence the number of meetings. It is the responsibility of each supervisor and client to agree on the appropriate number of meetings.

PART V RECOGNITION OF TRAINING COMPONENTS

In this part, you will find a description of the registration requirements for categories of course units recognised by the LVSC for respectively;

1. Supervision training of the training trajectory for supervisors; this includes supervision science, practicals, organisation and supervision policy.
2. Supervision training of the training trajectory for senior supervisors; this includes theory, skills training and practicals aimed at learning supervision practice.

5.1 Supervision training for supervisors

The LVSC is not responsible for supervisors' training, but it is responsible for testing training trajectories.

Recognition only concerns the supervision training and not the connection with other courses. The supervision training is recognised by testing it against the registration requirements, as laid down in these regulations. Recognition means that the supervision training in terms of organisation, content, structure, and working method is suitable for the supervisor's required training for the LVSC registration.

The institute that provides such training can also offer the other courses - learning supervision and supervising and assessing assignments - whether or not as a comprehensive training to become a supervisor. A condition for recognition is that all parts of the training for supervisor meet the criteria set by the LVSC.

5.1.1 Conditions for supervision training

An institute that is recognised and established as a legal entity must organise the course unit. The following requirements apply to the provision of supervision training:

5.1.1.1 The teacher is an LVSC-registered teacher in supervision science or a teacher in supervision science in training, who works under the supervision of a registered teacher of supervision science.

5.1.1.2 The training focuses on the training of supervisors per the standards and guidelines of the LVSC.

5.1.1.3 The requirements for admission to the training correspond to the preliminary training and experienced trajectory, as described in Part II.

5.1.1.4 The group of participants in the training consists of a minimum of 10 and a maximum of 18 people. If the group has a different number of participants, it must be clear how the participants' individual learning process is sufficiently ensured; this involves processing theory and skills and linking theory and supervision practice.

5.1.1.5. The supervision training must consist of at least 130 contact hours (between teacher and participants). The curriculum structure must indicate in which phase of the training the relevant component takes place.

5.1.2 Content of supervision training

The supervision training consists of theory (supervision science, organisation and policy in the field of supervision) and practicals (which link theory with one's own supervision practice). The ratio theory - practical is one to one. The topics covered relate to at least the following thematic areas (see the supervisor's competence profile in the appendix):

- professionalisation questions regarding professions and functions, including supervision;
- insight into the relationship between the supervisee's professional performance and supervision, the use of the professional component in supervision;
- acting methodically and the method of giving supervision;
- creating conditions for supervisor learning and meta-learning;
- guidance of the supervisee's learning, handling the material that he/she brings in;
- intervention repertoire and techniques;
- using the methodical characteristic in various forms of supervision;
- organising supervision and functioning as a supervisor in an organisation;
- developing a supervision policy and justifying it;
- reflecting on oneself as a supervisor and being able to learn from this;
- evaluation and assessment skills;
- ethical principles and professional ethics; - attention to context and diversity.

5.1.3 Completion of the supervision training

There is an attendance scheme. SIOs are explicitly explained the rules for attendance and absence at the start of the training.

The compulsory prescribed literature supports the training programme as according to the LVSC. The institute organising the training is also responsible for the learning outcomes, the testing and the testing format.

The learning outcomes of the supervision training relate to the above-mentioned thematic areas and are formulated in a concrete and unambiguous manner.

SIOs who have successfully completed the entire supervision training, receive a certificate, including records, of the training as proof.

5.1.4 Admission Policy

Exceptions to the admission requirements set by the LVSC are possible under the responsibility of the study course. The LVSC determines the substantive and protocol framework for exceptions to the admission requirements.

The programme is accountable for the admission policy pursued by the Board of the LVSC. If there is a deviation from the admission policy, this will be done by means of a statement of motivation with a copy to the student.

5.2 Supervision training for senior supervisors

The institute that organises the training is also responsible for the admission policy and checks whether the senior supervisor in training complies with this. There is an attendance scheme. The compulsory prescribed literature supports the training programme according to the LVSC. The institute organising the training is also responsible for the learning outcomes, the testing and the testing format.

The learning outcomes of the supervision training relate to the above-mentioned thematic areas and are formulated in a concrete and unambiguous manner.

5.2.1 Conditions for supervision training

5.2.1.1 An LVSC registered trainer provides the training.

5.2.1.2 The training applies the standards of the LVSC. The view on supervision as defined in these regulations is the starting point.

5.2.1.3 Anyone wishing to follow the training must meet the conditions that apply to the senior supervisor's training programme.

5.2.1.4 The participants in the training are tested on their knowledge of the thematic areas mentioned under 6.1.2 and on their skills to use that knowledge. The institute that organises the training is also responsible for the assessment. Those who successfully complete the training will receive a certificate signed by the teacher as proof.

5.2.1.5 The group of participants in the training consists of a minimum of 5 and a maximum of 18 people.

5.2.1.6 The training consists of a minimum of 24 contact hours (between teacher and participants).

5.2.1.7 At the start of the training, participants are given precise information about the rules for attendance and absence. To pass they must be 80% present. They compensate for the missed hours by giving an assignment about the content of the missed lessons.

5.2.2 Content of the supervision training for senior supervisors

The training consists of theory, skills training and practicals, which connect the theory with the learning supervision practice. The ratio theory-skills training/practice is one to one. The topics discussed relate to at least the following thematic areas:

- the learning supervision method is focused on what distinguishes the learning supervision method from the supervision method;
- the specific importance of being able to conceptualise in supervision terms of what happens in learning supervision;
- learning material in learning supervision consists of various sources (in any case: supervision situation SIO, work situation supervisee of the SIO, learning supervision) and the assignments when switching between them;
- multiple parallel processes and (counter) transfer on several levels;
- the specifics of assessing learning supervision;
- the significance of being a model as a senior supervisor;
- the senior supervisor's work framework, namely the supervisor's training and/or own practice;
- the profession of supervisor: which lines of separation and connection exist with the previous profession of both SIO and senior supervisor and what is the significance of this for learning supervision;
- ethical principles and professional ethics, i.e. the professional standards that apply to the attitude and actions of supervisors.

5.2.3 Completion of the supervision training

senior supervisors in training (LIOs) who have successfully completed the entire supervision training, receive a training certificate as proof.

PART VI THE BOARD OF DISCIPLINARY CASES AND REVIEW AND MEDIATION COMMITTEE

6.1 The Disciplinary Board

This statutory body has the task of investigating complaints about violations of the code of conduct for LVSC members.

Other information about the Disciplinary Board, such as composition and method of approach, is described in the LVSC publication 'Code of Conduct'. It should be noted here that non-registered members are also bound by the code of conduct.

6.2 The Review and Mediation Committee *(formerly Confidential Committee)*

The task of the Review and Mediation Committee is to mediate between the complainant and the counsellor if a complaint is lodged against a LVSC member on the basis of the code of conduct. The purpose of this is to settle the matter amicably, per articles 16 and 17 of the regulations for the Board of Appeal and Disciplinary Affairs as part of the 'Code of Conduct'.

Other information about the Review and Mediation Committee, such as composition and method of approach, is described in the LVSC publication 'Code of Conduct'.

The LVSC publication "Code of Conduct" can be downloaded from the website www.lvsc.eu.

ATTACHMENTS

Appendix 1 The competence profile of a supervisor

The supervisor's professional profile is expressed in competencies. The profile emphasises contextdependence and must be read and understood in the light of the definition of supervision, based on 'value-based acting'. The profile is thus / inextricably linked to the appendix, which contains the description of supervision and accountability. In this context, the competence profile can be understood, used and supported.

Supervisorship can be represented as one coherent competence:
a competent supervisor can independently supervise in a professional manner.

The art of supervision is understood here as the continuous promotion of eight aspects, which are always addressed in supervision. These aspects are always placed by the supervisor in a way that is appropriate to the context, either more in the foreground or more in the background.

Following on from the above description, the following sub-aspects can be distinguished in the competence 'supervisorship':

A competent supervisor can and will... where necessary...

- design the collaboration with supervisee(s) in a productive way
- deal with the diversity of supervisees; - phasing;

- create a powerful learning environment;
- develop and maintain the input of a supervisee into a supervision question and also monitor its limitation
- use work context, supervision context and other relevant contexts;
- clearly state and justify their own actions as a supervisor;
- independently design their own professional development as a supervisor.

A comprehensive competency profile can be downloaded from the www.lvsc.eu website.

Appendix 2 Profile of the senior supervisor

The role of the senior supervisor is to support the SIO in developing the necessary competencies to act competently as a supervisor and provide professional supervision. To this end, the senior supervisor gives the SIO guidance in providing supervision. This guidance is called learning supervision. The senior supervisor must themselves be a competent supervisor and have additional relevant competencies.

Specific supervision knowledge and skills The senior supervisor:

- knows the professional competence profile and recognises the competence aspects of the supervisor in the learning supervision.
- provides learning guidance in a methodical manner and thereby turns the learning supervision itself into learning material in order to arrive at an adequate learning environment for the supervisor.
- can keep the learning supervision focused on the learning of the SIO and can guide the SIO in giving supervision, facilitating metacommunication about his / her own approach.
- is able to evaluate and is able to assess all competence aspects of supervisorship in the learning supervision context. The senior supervisor can account for the SIO's capabilities in starting and progressing and can register as an LVSC supervisor. Insight into the relationship between profession-supervision-supervisor

The senior supervisor must be able to distinguish between being a supervisee and being a supervisor in training.

Ability to develop and account for supervision policy

The senior supervisor must be able to contribute to policy development in the field of learning supervision in the context of the training to become a supervisor. Ability to handle organisational aspects

The senior supervisor can organise learning supervision and help SIOs function adequately in the frameworks within which they exercise their supervision practice. Familiarity with the supervision literature

The senior supervisor is responsible for making connections between theory parallel to the methodical trajectory of a training. Is not only aware of relevant literature from the field of supervision and the views on supervision but is also able to claim their own position and justify it.

Appendix 3 Competency profile of the teacher of supervision

The Supervision trainer(DSK) is a professional trainer and therefore has various competencies: personal-professional competencies (A), educational competencies (B), professional competencies (C) and competencies related to the context in which the supervision takes place and the social context (D) and the competence to be able to reflect on oneself as a teacher of supervision (E).

The competence profile is based on a number of assumptions:

The competencies of teacher supervision are integrated; can be distinguished but cannot be separated. The different areas of competence are therefore inextricably linked. It is only possible to evaluate them in conjunction with each other.

The distinction between educational competencies and professional competencies is sensible (despite the overlap). This means that the educational experience of a prospective DSK in another type of vocational education can count towards registration as a DSK.

A trainer is a supervisor at the same time: both professions (DSK and supervisor) are united in one person. He or she is primarily a teacher in a training situation.

When assessing competencies, the teacher's considerations and reflections are of great importance.

The teacher's competencies cover the following areas: A)

Personal professional competencies.

B) Educational competencies.

C) Professional competencies

D) Contextual competencies (social involvement)

E) Reflection: The trainer is able to reflect on themselves as a teacher of supervision

You can download a comprehensive competency from the website www.lvsc.eu.

Appendix 4 List of terms and abbreviations

Prospective supervisor

Member of the LVSC and SIO, with proof of commitment to the training, or has completed 60 hours of supervision training and has started senior supervision. Can be registered as such for a maximum of 3 years. This status authorises supervision under the guidance of a senior supervisor.

Guidance trajectory

Agreed methodology and period for a certain form of professional guidance in (learning to) exercise a profession or position.

Coachee

The person who is being coached.

Coaching

Temporary guidance to develop or improve certain complex skills in the exercise of a profession or position, related to organisational policy and objectives.

Disciplinary Board

The committee tasked with handling complaints regarding code of conduct violations by members.

Teacher of supervisors/ Trainer

A registered senior supervisor who, on the basis of specific training and experience according to LVSC standards, is authorised to provide supervision training in the context of training as a supervisor and is registered as such in the LVSC register of teachers.

Recognition

A recurring assessment (every 5 years) of course units, in order to be or remain registered in the LVSC register of course units.

Code of Conduct

Rules Regarding Members' Professional Activities.

Re-registration

A recurring assessment (every 5 years) in order to remain registered in the LVSC register.

Internal Audit Committee

Once a year, the IAC checks the procedural and substantive assessment of applications from (potential) members and the correct application or deviation from the registration regulations for (prospective) supervisors, (senior) supervisors and supervision trainers, course units and the procedures.

- The IAC reports its findings to the board, via the bureau.
- The IAC advises the board on any desired or necessary changes in the procedural and substantive assessment of registration applications and on the correct application or deviation from the registration regulations.

- The IAC advises the board on appeals submitted to it by the board that relate to decisions about (re) registrations.

Intervision

Periodic peer consultation of professionals in groups to support each other's performance and/or further learning in professional practice. Can be temporarily supervised (for example during startup).

Intervision guidance

The didactic teaching method of a temporary nature teaches a group of professionals to function independently as an intervision group.

Learning guidance trajectory

This is the general name for a supervised learning process in which a professional or trainee who works in a people-oriented profession is methodically guided. This means goal-oriented, systematic, awareness and process-based. There are several forms of learning guidance trajectories, such as work counselling, coaching and supervised intervision. A learning guidance trajectory contains at least 10 counselling/contact hours. A supervision process consists of at least 10 meetings.

Learning supervision

Supervision-on-supervision, given by a registered senior supervisor or by a senior supervisor-intraining, who works under the guidance of a registered senior supervisor.

Senior supervisor

A supervisor who, based on specific training and experience according to LVSC standards, is authorised to provide learning supervision, in the sense of supervision-on-supervision, and is registered as such in the LVSC register of senior supervisors.

Membership number

An individual number assigned to everyone member of the LVSC.
(NB: membership number is not the same as registration number).

LIO

Abbreviation for student training supervisor.

LVSC

Abbreviation for National Association for Supervision and Coaching.

Supervision training

The course includes supervisory training and practice (theory and methodology), practicals, organisation and policy of and around supervision. The other courses are an extension of the supervision training: learning supervision and the assignment.

Trainer

Supervisors who are registered as senior supervisors and/or as teachers of supervision and are therefore authorised to train supervisors.

Course unit

This means supervision training, learning supervision or a piece of work.

PE points

Permanent education means: educational activity to maintain and increase knowledge and skills as a supervisor or coach. Categories for which PE points can still be 'obtained': courses/training, attended lectures, workshops or conferences. One PE point is awarded per 4 contact hours. No additional calculations are applied (so Study Load Hours etc. do not count). 0.5 PE point is awarded per 2-hour workshop. Regional contact evenings in which workshops of 2.5 hours are given also receive 0.5 PE points.

CARe

The Registration Advisory Committee assesses whether individual applications meet the conditions and criteria that apply to (re) registration in complex situations, and issues advice on behalf of the Board.

Registered coach

A supervisor who, based on training and experience according to LVSC standards, is authorised to provide coaching and is registered as such in the LVSC register.

Registration

Inclusion in the LVSC registration register of (prospective) supervisors, senior supervisors, trainers and register coaches who, based on testing, appear to meet the minimum criteria set by the LVSC.

Registration Number

An individual number assigned at registration. Separate registration numbers are provided for each position. The letters before the number refer to the position for which registration was granted: S = supervisor, RC = Register coach, LS = senior supervisor, D = trainer; an H after the number refers to re-registration.

SIO

Abbreviation for supervisor-in-training.

Supervisant

The individual receiving supervision.

Supervision

A form of learning guidance for prospective or experienced professionals in people-oriented professions, in which methodical action in interactions between people is essential. Supervision can be part of the vocational training, and an opportunity to advance the expertise of experienced professionals who want to improve their professional competence.

Supervisor

A learning coach who, based on training and experience according to LVSC standards, is authorised to provide supervision and is registered as such in the LVSC register.

Professional competence

The expertise that supervisors, senior supervisors and supervision teachers should have per the profiles described in this registration scheme.

Review and Mediation Committee

A committee that mediates between complainant and supervisor/member in the event of complaints regarding code of conduct compliance and tries to settle the case if possible.

Work supervision

Form of management for professionals to achieve the objectives and policy of an institution or organisation, whether or not in combination with guidance and support from experienced employees.

Appendix 5 Service independent and executive agency for LVSC

- The bureau provides solicited and unsolicited information and registration information for supervisors and register coaches, trainers and the recognition of course units. This is done in writing, by telephone, by e-mail or via the website.
- The bureau provides information material related to registration.
- The bureau provides tailor-made registration advice. Costs may be charged for this, partly depending on the number of hours spent.
- The bureau emails reminders to members and institutes about deadlines for registration and recognition.

The bureau manages the registers and provides information about registrations of supervisors, register coaches, senior supervisors, and trainers, on the website, indicating the person's type of registration (s).

- The bureau manages the recognised training courses and provides information on the website.
- The bureau organises the training and development for members. Information about this is provided on the website.

Annexe 6 ANSE: Association of National Supervision organisations in Europe

ANSE (Association of National Organisations for Supervision in Europe) was founded in 1997. The LVSC was one of the founders and has been a member of the association from the beginning.

Associations of supervisors from ten European countries have been accepted as members. Organisations and initiatives in seven other European countries are part of the ANSE network. The size of the member associations varies from 30 (Croatia) to more than 3000 (Germany) members. The ANSE organisations represent a total of more than 6,000 supervisors and more than 70 training institutions recognised by its members.

Objective

ANSE's goal is to promote:

- cooperation and information exchange between supervisor organisations existing or emerging in various European countries;
- broadening of supervision and the different application forms in various fields of work in European countries;
- development of comparable standards and curricula for supervisor training;
- further development of theory and methodology of supervision, research and training;
- information exchange between institutions that train supervisors and between organisations that use supervision for their employees;
- maintaining contacts with comparable organisations outside Europe.

LVSC requirements compared to an evolving European standard

In recent years, ANSE has worked on an inventory of standards (criteria and norms) used by the member organisations to register supervisors.

For the time being, the supervisors registered with member organisations cannot simply be recognised back and forth. There will always be individual documented applications. A covenant has recently been developed to recognise each other's registered supervisors.



Registration requirements LVSC - Register Coaches

The registration requirements for the registry coach

To be registered with LVSC, one must be a member of the LVSC association.

Training of 130 supervised contact hours has been successfully completed by LVSC. The training includes coaching (theory and methodology), practical training, organisation and coaching policy. The registry coach:

- 1.1 has completed training to develop their professional capacity
 - an LVSC recognised coach training
 - a customised training for LVSC registered coach by registered supervisors

ADDENDUM:

The training recognised by LVSC was completed by the applicant no more than five years ago.

- 1.2 OR can submit a certificate of a valid coach registration with the NOBCO. Valid means, valid, current in the year of registration with LVSC. In addition, a diploma from a PostHBO accredited coaching training.
- 1.3 Exceptions are submitted to the Registration Advisory Committee (CARE). This includes people who have not been able to complete the programme within the set time for a long time and foreign diplomas, or diplomas from courses not recognised by LVSC.

Purpose, validity and re-registration procedure

Each registration is valid for five years. Thereafter, the registered coach should submit a request for re-registration. The purpose of this re-registration is to maintain the quality of the coach's work. The coach must keep records of supporting documents, since the last registration, with which he/she can demonstrate which coaching trajectories were given. Signed contracts are not sufficient because processes can be terminated prematurely. The LVSC provides appropriate standard declarations, which the parties involved fill in and sign after a coaching process has ended. Signed statements from employers (training courses and other clients) about the given coaching trajectories also count as evidence. Anyone who does not allow themselves to be re-registered will be unregistered from the register.

Re-registration requirements

To renew the registration, the registry coach must meet a number of requirements. The registry coach has spent the past five years met the following requirements.

Obligated:

Register coach in five years :

- Coaching programmes given to clients of at least 20 hours per year spread over a period of 5 years (in total 100 hours). This can be: individual coaching of at least 5 meetings, group coaching and team coaching.
- participated in intervision, the profession of professional coaching in a broad sense is central, in a group with at least two other LVSC register coaches and/or 2 other register coaches from StiR , Nobco and/or Noloc and/or 2 other LVSC registered professional supervisors. The intervision consists of at least 15 meetings.

NB: If the registered coach who applies for re-registration also has another LVSC registration, participation in one intervision group is sufficient. Participation can therefore count towards re-registration as a supervisor, learning supervisor or organisational coach, as long as the group composition meets the set requirements.

- Training in the field of professional guidance in the work situation, whereby the programme responds to the development of a coach of at least 24 hours (6 PE points) in total.
- (Anonymous) evaluations of clients on the process and customer satisfaction, 10 evaluations over 5 years (2 per year).

Optional (then replaces part of the 24 mandatory hours or 6 PE points):

- followed a supervision process, individually or in a group, with an LVSC-registered supervisor. A supervision process in five years.
- contributing to professional activities (workshop, training or article writing). E.g.:
- contribute to an LVSC working group, LVSC committee, the Board of Disciplinary Affairs, the board or as a regional contact person ;
- publication about coaching or other forms of guidance in a professional journal;
- giving a half-day (minimum) workshop on coaching ;
- participation in an international intervision group of 4 meetings within 2 years;
- do research in the field of professional guidance.

Note: If the assessors of the re-registration are not clear of the relevance of a specific training activity for supervisorship, they will ask for an explanation.

PE points

If the training body has not applied for PE points, a coach can do two things:

1. Request the trainer to apply for PE points;
2. Add all relevant information to his application about the content, purpose and duration of the training. If in doubt, additional training may be requested.

In case your (re) registration has expired, you can apply at the Registration Advisory Coaches (RAC C) submission. This committee determines what you must do in order to obtain a reregistration.

The registration requirements for the aspiring registry coach

Members of the LVSC who do not yet meet all training requirements can register as an aspiring registered coach. They will then receive a registration number. As registered aspiring registered coach they are authorized to provide coaching and to sign certificates (under supervision). As a member of LVSC, they are obliged to adhere to the LVSC code of conduct.

A prospective registered coach (demonstrably) meets the following criteria to be eligible for registration:

- is a member of LVSC;
- follows a coaching course recognized by the LVSC or has proof that he has started a recognised course;
- gives or gave coaching during the training.

The registration as an aspiring coach is valid for two years, the training must then be successfully completed, the registration is then converted into registration as a registered coach. If this is not met, the registration as an aspiring registry coach will be terminated.

Registration requirements LVSC register organisational coaches

To be registered as an Organisational Coach at LVSC, one must be an LVSC association member.

Registration requirements LVSC register organisational coach:

1. The training followed is (partly) aimed at training Organisational Coaches and is sufficiently appropriate within the described LVSC narrative for Organisational coaches. You can find more information about the narrative for organisational coaches on the website. The study load of a course recognised by LVSC is at least 350 hours, at least 130 contact hours. A diploma from an LVSC-recognised organisational coaching course is allowed. You can find an overview of the recognised training courses for Organisational Coaching and the requirements set for these training courses on the LVSC website.
2. Organisational coaches who do not comply with 1.1. but have become an organisational coach through acquired competencies, can eventually apply to participate in a 'welcome meeting' with two registered members who are active in the field of organisational coaching. The structure of these welcome meetings comes from the Organisational Coaches design group (Amersfoort, 19 November 2019). In 2021 these will be further developed and take on a definite form on behalf of the board. Keep an eye on the LVSC website for this.

Since organisational coaching is a relatively new profession for which there are still few training courses, many organisational coaches are working with acquired competencies. To grant these organisational coaches access as a registered organisational coach within the LVSC organisational supervision domain, until further notice, 'a welcome meeting' with other registered LVSC members is how the board would like to investigate as a pilot as a different route.

Registration validity

Each registration is valid for five years. After that, the organisational coach must request a re-registration and have it verified. The purpose of this re-registration is to stimulate the organisational coaches' further development.