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Deutsche Gesellschaft für  
Supervision und Coaching

## **This is what we stand for: Quality – Reliability – Innovation**

### Standards of the German Association for Supervision and Coaching (DGSv)

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# DGSv

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## Part one

### History and perspectives of quality development in the DGSv

The present standards of the German Association for Supervision and Coaching (DGSv) stand for quality, reliability and innovation. They are rooted in the conviction that good advice depends on the qualification of the advisors. High-quality qualifications require a reliable framework as well as scope for innovation. The standards thus exist in the field of tension between establishing demanding quality criteria on the one hand and dialogically enhancing the understanding of quality on the other.

The debate over quality within the DGSv has a long tradition; its history goes back to the time before the association was established. By the late 1960s, participants in the 'Conference of Central Training Institutions for Youth Work and Social Work' recognised the importance of agreeing on shared standards for the various training courses in supervision that were offered.

Supervisors from a variety of institutes with different orientations participated in the formation of the Association in 1989. In this respect, from the outset, the admissions and training committees, which were set up in the year the Association was founded, have dealt with heterogeneity and diversity with regard to the question of uniform access criteria.

An important fundamental decision taken in the first years after the association was established was to admit not only social workers as members of the DGSv but, under certain circumstances, persons from other occupations as well. Another decision involved opening membership up to individuals who have not completed formal training in coaching but who nonetheless work as coaches and meet the criteria for membership in the Association based on their professional experience.

The discussion around quality and the articulation of demanding admission criteria have shaped the Association's history right from the beginning. The standards presented here must also be interpreted against this backdrop; they are the result of a multi-year development process.

As part of a strategic positioning, in 2015 the Executive Board [Vorstand] of DGSv formulated the aspiration of serving as a professional association of specialists for excellent coaching. This served to re-emphasise the high quality standards for DGSv-certified continuing education and recognised courses of study.<sup>1</sup> Immediately following the General Meeting in 2015, the 'Excellent Qualification' project was launched. A milestone for this work project was the brochure issued by the Development Commission in October 2017: 'Excellent coaching is based on excellent qualifications'; in the brochure, and based on documents developed up to that point,<sup>2</sup> the Development Commission described a 'profile of core advisory competencies in supervision counselling and coaching.' This created an important foundation for further work on the standards of the DGSv.

From 2017 through 2019, two other DGSv bodies were closely involved in further developing the standards: the Conference of Experts for Certification and Recognition, on the one hand, and the Conference of Experts for Membership in the DGSv on the other. Meetings by providers of DGSv-certified or DGSv-approved qualifications had already been involved in the development process since 2016. A hearing held in late 2019 with graduates from 2016 through 2019 offered additional insights.

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1 Courses in further education and training are certified by the DGSv, and courses of study are recognised following accreditation or re-accreditation.

2 These include documents from the former Certification Committee of the DGSv, the Steering Group of the DGSv 'Further education and training initiative', the German Association for Counseling (DGfB), the National Forum on Career Guidance in Education, Training and Employment (nfb) and 'ECVision. A European System of Comparability and Validation of Supervisory Competences'.



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The presentation of these standards marks the conclusion of the 'Excellent Qualification' project. Naturally, the dialogue around the understanding and standards of quality within the DGSv will continue – it is an ongoing mission. Hence, annual meetings of providers of DGSv-certified continuing education and DGSv-recognised courses of study will continue to be held; conferences of experts will continue their work with the standards and participate in their further development; and hearings with participants in qualification measures will continue to take place.

### **On the importance of standards the DGSv**

The standards of the German Association for Supervision und Coaching are meant to be understood as a common quality framework of the association and its members. As a framework, the standards simultaneously open up and limit the creative possibilities and leeway involved.

The standards make central statements about the Association's understanding of quality, thus documenting its commitment to quality. Their interpretation and concrete application exist in the context of the association's quality development and quality assurance and relate to the discourse that surrounds the professionalisation of coaching.

From a standardization point of view, the standards also have a normative function: They help specify requirements and conditions in terms of the 'prescription' and articulation of 'regulations'. At the same time, their mission is to acknowledge the heterogeneity, diversity and variety within the association through 'pooling' and bundling. The aim is neither arbitrariness nor a 'one size fits all' approach but rather to establish a foundation for comparability around an articulated level of aspiration within a flexible framework. Regulation is not an end in itself. Instead, it promotes transparency and reliability in an effort to ensure that quality standards are not just set but are also observed.

The standards presented below offer concrete figures at various points and make clear statements in this respect; their scope and importance, however, extend beyond factors that are quantifiable or measurable. Beyond measurable variables, great importance attaches to the aspect of the coaching approach involved. There is no adequate way to quantify the quality of the contours of a supervisory relationship, or of process control, for instance. Hence, the standards must be read as neither unilaterally quantitative nor exclusively qualitative. Instead, they exist in the field of tension between the two.

With this understanding in mind, the standards serve particularly

- to establish coaching quality by encouraging well-grounded qualification for supervision counsellors and coaches,
- to ensure quality in supervision counselling and coaching and in the development of the profession,
- to develop and implement of well-thought-out, high-quality curricula,
- to ensure the selection of suitable applicants for a qualification,
- to provide qualification for coaches who meet client and market requirements,
- to provide information and transparency for those interested in qualification, potential clients, fellow associations in the field and the interested public; and
- to establish market equity by creating grounds for comparing providers of qualification.

### **Shared responsibility for qualification and quality**

- The present standards and the sets of rules associated with them form the basis for quality development and assurance within the DGSv. Living up to the quality promise for which the DGSv seal of quality stands is the shared responsibility of a variety of stakeholders working, through dialogue and in a spirit of partnership, to ensure compliance with and implementation of the standards.



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- › The Executive Board, the management and the administrative offices act as trustees of these shared interests in quality.
- › Applications are reviewed in detail by the conferences of experts.
- › Networks of providers of qualifications ensure professional dialogue and collegial oversight.
- › Compliance with the DGSv standards is a mission particularly for entities that offer qualifications as supervision counsellor and coach and wish to have them certified or recognised by the DGSv, or that already have a DGSv-certified or -recognised qualification.
- › When considering appointments of experts who will play a decisive role in certification and recognition as well as in individual admission procedures, the DGSv Executive Board bases its decisions on a written skills profile that lays out professional, social and personal skills that serve as guiding criteria for appointment as an expert.

### **Central quality criteria for supervision and coaching in the DGSv**

Clients of the work-, career- and role-related coaching offered by DGSv members can expect a high standard of professionalism. This quality promise includes

- › binding compliance with DGSv's ethical guidelines;
- › diligent mandate clarification and diagnostics, extending to the organisational dimension as well,
- › development of a suitable setting, taking the dimensions of person – role, position, task – organisation – client system and stakeholder groups into account,
- › elaboration of a triangular contract between coach, client and supervisees or coachees,
- › 'triadic competence', i.e. establishing and maintaining a professional coaching relationship by the coach in the triangular constellation of coach – supervisees or coachees – organisational stakeholders throughout the entire coaching process,
- › awareness of constantly evolving and changing processes and structures in the complex fabric of work relationships; and
- › linking the capacity to reflect with expertise and the capacity to act.

### **On the tension between preservation and renewal**

Quality development and quality assurance fundamentally involve a twofold task: Establishing, preserving and maintaining proven practices and approaches, on the one hand, and updating, reviewing and renewing them on the other. Whereas the former ensures continuity in terms of the conservation of momentum, the latter encourages the creative impulse of innovation.

As a quality framework, the standards must also measure up to this twofold challenge: They guarantee reliability by making binding statements about the material professional, conceptual, curricular and formal prerequisites that DGSv-certified or -recognised qualification as a supervision counsellor and coach must meet. At the same time, they permit innovation by leaving scope for alternatives to the specifications as stated. To succeed, alternatives such as these must be conceptually embedded in the qualification. They must be described transparently and permit the kinds of innovation that will improve future quality.

The standards therefore mark a boundary and an opening at the same time. Prescriptions and specifications are predicated on further elaboration; preservation and renewal are both an important part of this effort. Maintaining this tension is a part of the basic understanding of the standards presented here.



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## Part two

### Standards of the German Association for Supervision and Coaching

#### At a glance

The following standards describe the minimum substantive and formal requirements to which DGSv-certified or -recognised qualification as a supervision counsellor and coach must measure up. These requirements initially concern the concept and curriculum of the qualification itself; standards that qualification providers must meet are identified as well, together with requirements that applicants for a qualification position must meet. The requirements for overseeing the qualification are laid out as well, along with the requirements involved in commissioning the supervision instructor. Ultimately, the standards describe the requirements for admission of natural persons and legal entities as members of the association. An Appendix provides information on the additional documents that must be submitted for the certification or recognition of a qualification.

The standards of the DGSv are supplemented by additional sets of rules that describe in greater detail the rules that govern implementation of the individual procedures: the Certification Rules, the Recognition Rules and the Admission Rules. The Certification and Recognition Rules describe the nuanced procedures involved in certifying courses in further education and training and the procedures for recognition of courses of study; the Admission Rules set forth the different admission procedures for natural persons and legal entities.

### 1 Standards for qualification as supervision counsellor and coach

A provider seeking DGSv certification or recognition of the qualification it offers prepares a written application and submits it, together with substantiating documents, to the administrative offices of the DGSv. These standards, together with the Appendix, provide a detailed description of the documents involved and the topics on which the application materials should provide information.

In the documents accompanying the application, the qualification provider lays out its view of coaching, explains its understanding of education and makes statements about the core curriculum of the qualification offered.

The following section describes the main technical, conceptual and curricular prerequisites indispensable to DGSv-certified or -recognised qualification as a supervision counsellor and coach.

#### 1.1 Working world and organisation as frame of reference

The application documents will reference

- the ways in which supervision counselling and coaching evolve along with changes in the world of work itself,
- the ways in which the theoretical grasp of coaching accommodates changes in the working world and the associated increase in complexity,
- the ways in which the aims, content and methods of further education and training and courses of study for supervision counsellors and coaches take these factors into account,
- how the skills profile and curriculum targeted by the qualification are oriented around these change processes.



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The organisational frame of reference requires

- › knowledge of a variety of organisation-theoretical approaches and models,
- › knowledge of the special requirements for leadership roles in organisations and
- › knowledge of the ways in which organisational culture affects the individual areas of an organisation.

The application documents will reference these factors as well.

## 1.2 Understanding of coaching

The application documents explain the provider's approach to coaching, referencing the various formats and settings of work- and role-based coaching. In this respect,

- › the focus is on preserving, (further) developing and restoring of supervisees' and coachees' capacity to act relative to their roles, positions and missions within their teams and organisations,
- › consideration is given to professionalised work, i.e. topics in the coaching of professionals, topics in self-organised work as a modern type of work, as well as topics around leadership,
- › scientific findings are considered on a case-specific and process-related basis, and
- › there is reflection on the profession of supervision counsellor and coach.

## 1.3 Understanding of education

The application documents should demonstrate that, with its educational offer, the provider

- › provides a learning framework that is skills-oriented and allows participants in the qualification an opportunity to cultivate a professional demeanour,
- › is developing a curriculum that takes this into account, and
- › ensures that its qualification offer relates to needs for work- and role-related coaching, so that those completing the education and training in question will have an opportunity to position themselves in the coaching market.

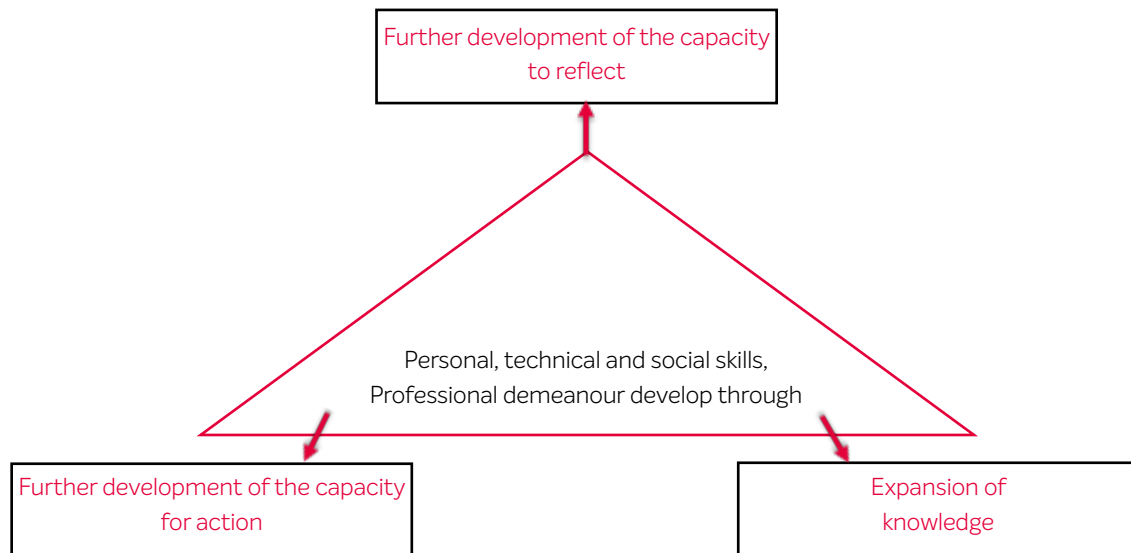
## 1.4 Core curriculum

The documents accompanying the application will refer back to skills development and the formation of a professional demeanour.

### Skills development

With regard to skills development, the content of the qualification must be aligned with and, in curricular terms, organised around the following three dimensions:

- › further development of the capacity to reflect
- › further development of the capacity for action
- › broadening of knowledge



Within the framework of qualification in supervision counselling and coaching, the aim of skills development is for those completing the qualification to address matters in coaching in a situationally appropriate manner that reflects the complexity of the issues involved.

The curriculum will be developed in such a way that the development of personal, professional and social skills is taken into account in equal measure:

‘Personal skills’ involve an awareness of one’s own development opportunities.

‘Professional skills’ drive a design of coaching settings and overseeing coaching processes within organisations.

‘Social skills’ permit a role- and situation-appropriate demeanour and action in terms of communication and interaction in the coaching context.

### Training in demeanour

The aim of a qualification as a supervision counsellor or coach is, among other things, to form a professional demeanour, i.e. to develop and acquire patterns of perception, thought and action that help facilitate competent and spontaneous coping with the everyday practice of coaching and supervision counselling.

Crises associated with skills development offer one approach to establishing this professional demeanour. When addressing these crises, existing patterns are confronted with new challenges; these patterns must be reviewed and, if need be, modified and expanded when shaping the new role. The curriculum should make specific statements

- › about creating a learning framework that involves the generation of controlled crises during the course of the qualification,
- › on the existence of formats for crisis management and
- › for continuous assistance by those in charge of the qualification.



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### 1.5 Concept for the supervision of learning and instruction

The supervision of learning and instruction is an essential component of qualification as a supervision counsellor and coach. With this in mind, the application documents must contain statements

- › about the applicant's understanding of supervision of learning and instruction and their design,
- › about the coherence between the concept of supervision of learning and instruction, on the one hand, and the overall concept of qualification on the other,
- › on assuring the independence of supervisors of instruction, on the one hand, and their structural links to the provider of the qualification on the other,
- › on the structural position of supervisors of instruction relative to the provider of qualification on the one hand and to the participants on the other,
- › about quality assurance in the supervision of instruction, and
- › on ensuring compliance with the formal requirements of the DGSv.

### 1.6 Quality assurance

It is also necessary to make statements about ensuring compliance with the standards

- › for qualification as supervision counsellor and coach
- › for qualification providers
- › for admission of applicants for a qualification position
- › for qualification management
- › for commissioning as an instructor of supervision counselling
- › as well as for the evaluation and further development of qualifications





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## 2 Standards for qualification providers

What follows is a presentation of the necessary structural and procedural design aspects of a qualification and the organisational framework conditions that a provider must ensure.

In its application documents, the provider will present

- › the conceptual basis and measures it enlists in designing the development of its own organisation,
- › the means with which it ensures professional and proper management and supervision of the processes of instruction and learning for which it is responsible,
- › a description of how it designs the business processes necessary for the proper operation of a qualification.

Responsibility for compliance with the standards and for furnishing appropriate proof rests with the respective universities or providers of continuing education and training. As part of the certification or recognition process, the DGSv checks to see whether the conditions are met.

### 2.1 Structure, quality assurance and participation in professional discourse

In the application documents, the provider of a qualification must provide concrete statements about its own organisational structure, quality assurance and participation in the professional discourse, in accordance with the quality standards as set forth here. Specifically, the documents should contain statements about the following aspects:

- › Legal form, organisational and business objectives
- › Application, to the qualification provider itself, of the values and standards to be imparted, inter alia with regard to institutional communication
- › (Further) development and retention of the ability to learn relative to the structures and processes of one's own organisation
- › Participation in professional development
- › Evaluation of the continuing-education and training offer and/or the course of study

### 2.2 Communication with instructors and participants

The application documents should also contain information about the following aspects:

- › Announcement of the qualification in print and online media
- › Handling of the admissions procedure (review of admissions requirements)
- › Contract design between providers, instructors and participants
- › The manner in which responsibilities and avenues of influence are determined for the various roles involved in completing the qualification
- › Cooperation amongst stakeholders (providers, managers of further training and/or study, instructors, instruction supervisors) to ensure that
  - › the curriculum is implemented,
  - › a framework for freedom and obligations at the same time is ensured,
  - › any existing or emerging conflicts can be addressed,
  - › transparency and confidentiality are organised with the interests of course participants and students involved.



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### 2.3 Structural framework and scope

The following conditions must demonstrably be met:

- The curriculum for a qualification comprises at least 640 time units (where 1 time unit corresponds to 45 minutes),
- at least 500 time units of which must be in the presence of instructors,
- at least 50 time units of which must be completed in the presence of an instruction supervisor in different settings (individually and in the group); and
- at least 90 time units of own practical activity (supervised learning supervision in different settings: individual, team or group supervision) continuously monitored by instruction supervision staff.
- Times of self-study or other forms of self-organised learning cannot be taken into account in the time budgets mentioned.
- Individuals working in continuing education or the management of study may not act as instruction supervisors.
- The qualification is completed with a thesis.



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### 3 Standards for admission of applicants for a qualification position

The prerequisites that applicants for a qualification must fulfil form another important pillar of quality assurance of the qualification as a supervision counsellor and coach. These are outlined below.

Meeting the standards for applicants for a qualification position in a DGSv-certified programme of advanced education and training, or a DGSv-approved course of study, ensures that the learning group will be carefully assembled. On the other hand, it ensures a rigorous entry level where applicants can use the instructional and learning arrangements to develop their own skills.

Review of applicants' entry requirements involves the following aspects in particular:

- › academic qualification
- › career experience
- › basic coaching skills

#### 3.1 Regular entry requirements

Before beginning the qualification, applicants should meet the following requirements at a minimum:

- › Completed university-level degree, at least a Bachelor's degree or a degree from a university of applied sciences
- › At least three years of career experience
- › In-service training or further education and training addressing the areas of tension between person – role – organisation – client system and the dynamics of interaction and conflict that develop within these.
- › Any continuing education and training prior to qualification as a supervision counsellor and coach must total to at least 300 time units. Of these, at least 100 time units must have been completed as part of a longer-term programme of continuing education or training with a coherent curriculum in which learning occurred in a continuous learning group.
- › By way of exception, of the 300 time units of in-service training or further education and training, a maximum of 50 time units can be made up during an ongoing qualification as a supervision counsellor and coach in consultation with those in charge of the continuing education or course of study.
- › The time units completed within the scope of a programme towards the Master's degree and corresponding to the substantive orientation laid out above can be credited towards the maximum of 150 time units required for admission. The remaining 150 units must be demonstrated in other, longer-term courses of continuing education or training with a continuous learning process in a group (at least 50 units of time per course of advanced training).
- › Experience with reflective coaching formats and processes in the person – role – organisation – client system field of tension: Experience of a total of 50 time units, completed in at least two different settings (individual, as well as group or team consulting) must be demonstrated. An eligible coaching process should comprise at least five sessions and should ordinarily be completed before the start of qualification.
- › At least 10 of the total of 50 time units must have been completed by DGSv-, bso- or ÖVS-approved supervision counsellors or coaches who are also members of the respective professional association during the coaching process.



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### 3.2 Alternative avenues of access

For applicants who do not meet individual ones of the conditions mentioned under 3.1, access can be provided if the professional, personal and social skills warrant an expectation of successful completion of a qualification, and if the missing parts are adequately and justifiably offset.

A maximum of 20% of course or programme participants can be admitted via such alternative forms of access.

If there are to be alternative means of access to its courses, the provider of a qualification submits a description of the procedure involved along with its application for certification or recognition.

When registering participants before the course starts, the provider provides information on the facts on which the expectation of successful completion of the qualification by the applicant is based in this individual case. This justification references the model of skills development and professional demeanour in the standards of the DGSv, combining the three dimensions of further development of reflectivity, the capacity to act and the broadening of knowledge.



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#### 4 Standards for qualification management

One task for qualification management is to organise ongoing monitoring of the development of a candidate's professional identity as a supervision counsellor and coach. Carrying through on this mission is a function of the opportunities that an organisational form has to offer (state or private university or private institute, larger or smaller provider, owner-managed or sponsor-linked organisation, etc.). The application materials should contain a description of implementation relating to the specific possibilities of the organisation and to the concept of the qualification.

A qualification manager can be someone who

- is a member of the DGSv, the the Swiss Professional Association for Coaching, Supervision and Organisational Consulting (bso) or the Austrian Association for Supervision and Coaching (ÖVS),
- currently and demonstrably has an active practice in a variety of fields in supervision counselling and coaching,
- can demonstrate relevant continuing education and training in coaching groups and teams,
- demonstrably maintains an interface with the career of supervision counselling and coaching,
- develops curricula that reflect the current state of research,
- can demonstrate experience in the planning, implementation and evaluation of qualifications,
- works in a theory-driven manner,
- has the skills required to arrange teaching and learning conditions in the further education and training of adults,
- ensures that the curriculum for which he/she is responsible is constantly reviewed, developed further and evaluated in light of developments in society as a whole, and in light of changes in the working world and their implications for the formats of supervision counselling and coaching.
- The application documents submitted must include evidence that the candidate meets the above conditions.

The inclusion of additional instructors in the qualification is the responsibility of management.

The documents should provide information as to

- how involving additional instructors is organised in terms of the topics and concepts involved,
- and on how the skills of individual instructors will promote the development of a professional identity as a supervision counsellor and coach over the course of the entire qualification process.



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## 5 Standards for commissioning as an instructor of supervision counselling

A person can work as an instructor of supervision counselling if, at the time of application for certification or recognition, he or she

- is a member of the DGSv, the the Swiss Professional Association for Coaching, Supervision and Organisational Consulting (bso) or the Austrian Association for Supervision and Coaching (ÖVS); exceptions will be justified on the basis of the concepts involved,
- is demonstrably active as a supervision counsellor or coach in different fields and thus has up-to-date practical experience
- and demonstrably has at least five years of active practice in supervision counselling and coaching.
- Instructors of supervision counselling cannot at the same time work in qualification management within a single qualification process. They must not perform any assessment functions outside of the instruction of supervision counselling.
- The application documents submitted must include evidence that the candidate meets the above conditions.



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## 6 Standards for the admission of natural persons

The prerequisites for membership of natural persons in the DGSv are set out below. The basic prerequisite for membership is a commitment to adhere to the DGSv's ethical guidelines and membership regulations.

### 6.1 Requirements for admission to regular membership for applicants with a qualification certified or recognised by the German Association for Supervision and Coaching (DGSv), the Swiss Professional Association for Coaching, Supervision and Organisational Consulting (bso) or the Austrian Association for Supervision and Coaching (ÖVS)

- Applicants can be admitted to the DGSv if they provide written proof of successful completion of a qualification to work as supervision counsellor and coach that has been completed with providers of the DGSv, bso or ÖVS.

### 6.2 Requirements for admission to regular membership for applicants with a certificate as a supervision counsellor from the following associations: German Society for Group Analysis and Group Psychotherapy (D3G), German Association of Psychologists (BDP), German Association for Pastoral Psychology (DGfP), German Association for Systemic Therapy, Counseling and Family Therapy (DGSF), European Association for Supervision and Coaching (EASC), Systemic Society (SG)

- Applicants may be admitted to the DGSv if they meet the following conditions and submit the following documents or evidence:
- Presentation of the certificate as supervision counsellor in one of the following associations: D3G, BDP, DGfP, DGSF, EASC, SG
- Attestation of successful completion of a university-level degree
- Curriculum vitae
- At least five years of professional experience
- Information on quality assurance
- Submission of a meaningful presentation containing statements on the candidate's own understanding of coaching and a description of his or her own coaching-related skills profile.
- Submission of detailed documentation and reflections of two processes of supervision counselling or coaching in different settings. The documentation must relate to an individual setting and a team or group setting completed following issuance of one of the aforementioned certificates and carried out not more than three years ago. The documentation must also expressly include presentation of a process of reflection guided by mentoring; the mentoring must have been provided by a supervision counsellor or coach of the German Association for Supervision and Coaching (DGSv), the Swiss Professional Association for Coaching, Supervision (bso) or the Austrian Association for Supervision and Coaching (ÖVS).
- Participation in an interview with two experts commissioned by the Executive Board, focussing on the applicant's special skills profile. Based on this consultation, the experts will draw up a written report and make recommendations to the DGSv Executive Board with regard to acceptance or non-acceptance of the applicant to the DGSv.

### 6.3 Requirements for admission to regular membership for applicants without a qualification certified or recognised by the German Association for Supervision and Coaching (DGSv), the Swiss Professional Association for Coaching, Supervision and Organisational Consulting (bso) or the Austrian Association for Supervision and Coaching (ÖVS) or another qualification certified within the meaning of Section 6.2

- Applicants may be admitted to the DGSv if they meet the following conditions and submit the following documents or evidence:
- Attestation of successful completion of a university-level degree



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- > Curriculum vitae
- > At least five years of professional experience
- > Information on quality assurance
- > Submission of a written presentation containing statements on the candidate's own understanding of coaching and a description of his or her own coaching-related skills profile.
- > Submission of written documentation and reflections of three processes of supervision counselling or coaching in different settings. The documentation must relate to an individual setting and a team or group setting carried out not more than three years ago. The documentation must expressly include a description of a reflection process overseen by a mentor; mentoring must have been provided by a supervision counsellor or coach of the DGSv, bso or ÖVS.
- > Participation in an interview with two experts commissioned by the Executive Board, focussing on the applicant's special skills profile. Based on this consultation, the experts will draw up a written report and make recommendations to the DGSv Executive Board with regard to acceptance or non-acceptance of the applicant to the DGSv.

#### **6.4 Requirements for admission to extraordinary membership**

**Applicants can be accepted as extraordinary members upon demonstration of a qualification to work as a supervision counsellor and certified or recognised by the German Association for Supervision and Coaching (DGSv), the Swiss Professional Association for Coaching, Supervision and Organisational Consulting (bso) or the Austrian Association for Supervision and Coaching (ÖVS)**

- > Extraordinary membership ends automatically as set forth in Section 7, Clause 2 of the Articles of Association of the DGSv. In justified cases, this membership can be extended for an additional year.





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## 7 Standards for the admission of legal entities

The DGSv promotes professionalisation in supervision counselling and coaching. Relevant organisations are invited to participate in relevant discourses on the topic, specifically

- › providers of continuing education and/or courses of study,
- › consumers of the advisory forms of supervision counselling and coaching,
- › associations and responsible agencies of relevant institutions and
- › stakeholders in relevant sectors in the fields of society, science and politics, as well as
- › organisations of professionals in related fields of coaching.

Legal entities are considered dedicated to the aims and interests of the DGSv if they

- › conduct DGSv-certified further education and training or recognised courses of study in supervision counselling and coaching,
- › promote qualifications and the further development of qualifications of supervision counsellors and coaches,
- › promote the use of supervision counselling and coaching,
- › engage in market policy in terms of the coaching profession,
- › conduct research on supervision counselling or coaching and/or
- › enrich the DGSv with fresh ideas and skills.

Organisations interested in membership as a legal entity may submit an informal, written application containing information on the following aspects:

- › information and supporting documents on the company or legal form
- › information on the organisation's identity
- › description of aim, purpose and field of activity
- › presentation of how the applicant organisation promotes supervision counselling and coaching within the mission of the DGSv and how it is committed to the interests and objectives of the DGSv

Here, too, the basic prerequisite for membership is a commitment to adhere to the DGSv's ethical guidelines and membership regulations.

The admission decision is taken by the Supervisory Board of the DGSv.



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### Appendix: Supporting documents

The following is a list of the additional materials a provider must submit if it wishes to apply for certification or recognition of its qualification by the DGSv:

- > Announcement of further education and training
- > Sample contract for further education and training
- > Organisational plan showing the number of time units, the number of days and the duration of the qualification, the number of seminar or module units as well as the scope of supervision for learners and instructors
- > Bibliography
- > Indication and profile of managers of further education and training and studies
- > List and profile of additional instructors
- > List and profile of teaching supervisors
- > Sample of the triangular contract for instruction supervision
- > Sample certificate of completion
- > Evaluation plan (or sample evaluation forms, where appropriate)