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Manual for Curricular Supervision

To be recognised as a 'Fellow Member Trainer of the IANLP', applicants must attend "at least five hours of curricular supervision with a qualified supervisor". This manual describes the framework conditions for this curricular supervision.

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Qualified Supervisor: requirements

Fellow Member Trainers of the IANLP (FMT) can act as *Qualified Supervisor* for *curricular supervision* if they meet the following conditions (either (1) or (2)).

- (1) All **Secretary Ambassadors** of the IANLP are entitled.
- (2) All **other FMTs** who fulfill the following requirements
 - o QAS seniority level 5 or SE, *plus*
 - o conducted more than 5 NLP Practitioner and more than 3 NLP Master trainings, *plus*
 - o over 100 graduation certificates issued with IANLP certificate numbers (formerly seals).
 - o Or those who can prove their outstanding experience by other means.

For the following countries the supervisor must be the Secretary Ambassador of the IANLP: Argentina, Bolivia, Bosnia-Herzegovina, Brazil, Colombia, Croatia, Cuba, Dominican Republic, Ecuador, France, Kosovo, Montenegro, Netherlands, North Macedonia, Peru, Poland, Puerto Rico, Serbia, Slovenija, Uruguay, Venezuela.

Checkpoints for curricular supervision

In recent years, the following topics have repeatedly given rise to misunderstandings. These topics should definitely be discussed during curricular supervision and any misunderstandings clarified.

Topic to be checked and discussed	Findings / Notes
<p>Duration of trainings</p> <p>Questions to be discussed are:</p> <ul style="list-style-type: none"> • Does the planned training schedule add up to the required minimum number of days and hours? <p>IANLP curriculum ask for a <u>minimum</u> of curricular live training both in days and hours. Whereas 100% attendance is required. IANLP counts full hours (60 minutes) and each day of in-school presence (regardless of how many hours per day). Breaks longer than 30 minutes are not to be counted as school time.</p> <p>More info: https://www.ia-nlp.org/faq and/or https://www.ia-nlp.org/forum-ianlp/</p>	
<p>Absence Policy</p> <p>Questions to be discussed are:</p> <ul style="list-style-type: none"> • What is the school's policy on absences? • How are the students informed about this policy? • If students use up their full leave of absence entitlement, will they still meet the required minimum number of days and hours? <p>The IANLP knows that in adult education many schools and educational authorities are asking a certain percentage (e.g. 80%) attendance only.</p>	



From the curricula IANLP it is clear that we require 100% attendance, except, breaks <30 minutes. The curriculum reads: "*Breaks exceeding 30 minutes that are taken in the course of the daily training can not be counted towards the fulfillment of the 130 training hours.*"

If a school prefers to offer less than 100% attendance, then of course this has to be taken into consideration when designing the training. Example: A school wants to offer 80% attendance. Therefore the training has to be designed with 22.5 days and 162.5 hours duration. Thus making sure that if a student misses 20% of the training, the minimum requirements of 18 days and 130 hours are still fully met.

Learning Measures

Questions to be discussed are:

- **How are the learning measures (support, termination) communicated to the student, and how are they documented?**

The following is mentioned in the QAS (Quality Assurance System) of the IANLP:

- Learning measures (support, termination) are directly and exclusively communicated to the person concerned (student). Interested third parties get no information other than: an action has been taken and the nature of this action. For detailed information third parties are referred to the person concerned (student).
- Personal data of students, employees and/or coachees should be stored in such a way that only authorized persons have access.

Marketing

Questions to be discussed are:

- **Can the essential course elements be collected from the advertisement (website, social media, printed material) without having to make contact?**

IANLP Code of Ethics states:

"(D4) In advertising (digital and print media), full transparency applies concerning entry requirements, training duration (in-school and out-of-school), location of schooling, and the total price to be expected. Our customers know what they have to provide in total. 'What you read, is what you get.' - No 'Get in touch and we'll tell you all the details.'!"

Practical Assessment

Questions to be discussed are:

- **Does the layout of the practical assessment enable students to demonstrate their personal integration of NLP-presuppositions and chosen NLP-techniques?**
- **Is the final evaluation and assessment structured in**



such a way that the FMT can clearly identify the required competencies and assess their fulfillment?

- **Is the assessment documented by the FMT such, that the fulfillment of the competencies can be reconstructed by an external expert?**

For more information see curricula of the IANLP.

Why Curricular Supervision?

The process of 'curricular supervision' was introduced because new NLP trainers tend to follow the implementation plans, training designs, methodology and didactic principles of their senior trainers as a guideline for their future work.

It often happens that new NLP trainers have not read or analyzed the IANLP guidelines in-depth, because they assume that the training they have experienced, complies with the IANLP regulations. They assume that it is acceptable, to simply model these training programmes in order to certify them on behalf of the IANLP. Unfortunately, this is not always the case. The guidelines are constantly being updated and may no longer correspond to the model experienced.

In order to avoid such situations in the future, curricular supervision was introduced.

Typical refinements in recent years included

- Transparency in marketing measures
- Number of training hours (synchronous and asynchronous)
- The implementation of planned topics
- Participant attendance and absence policy
- Learning support for students / Termination of schooling
- and more...

In curricular supervision the supervisor helps the supervisee to reflect upon

- (A) How to implement best the curricula of the IANLP into his/her NLP training designs.
- (B) Processes of quality evaluation (personal development and training design)
- (C) Processes of quality assurance and development.

Benefits of Curricular Supervision

Of course, we do not want to diminish the value of what you have learnt from your NLP trainers or your approach to implementing the training. However, we want to ensure that everything is in line with the IANLP rules, so that everyone is satisfied in the end.

- You are a proud NLP trainer who is satisfied with what you have achieved.
- Your participants received the expected knowledge and quality lectures, all of which were delivered in accordance with accredited IANLP standards.
- The IANLP is happy, because you are an NLP trainer who respects the rules and shares our commitment for developing and improving the quality of the NLP.



- Your future participants will be satisfied because they will know that you are the address they can turn to if they want real and quality NLP training.

Once you have completed the 'Curricular Supervision' and met all the other requirements, you will acquire full FMT Level 50 status. You can then start delivering your own training programmes and fulfil the remaining obligations required to achieve FMT Level 100 status. By receiving accreditation for FMT Level 100, you will gain the authority to certify your NLP Master trainings on behalf of the IANLP.

Curricular Supervision Procedure

How to find my personal supervisor?

Check who is entitled to do be your supervision (see chapter '*Qualifications required to conduct Curricular Supervision*' in this document). In many cases it will be a Secretary Ambassador (Secretary ambassadors are listed on homepage <https://www.ia-nlp.org>). If it is not a Secretary Ambassador find a FMT of your choice, get in touch and make sure this FMT is qualified (All FMTs are listed on <https://www.ia-nlp.org/members>).

If you are unsure how to proceed, please contact IANLP headquarters. We will be happy to assist you.

Focus and number of sessions

Curricular Supervision takes place

- over at least **five one-hour meetings** for the **NLP Practitioner** training, and
- over at least **three and a half hours meeting** for NLP Master training.

The focus of the supervision is on ensuring that the work of our Fellow Member Trainers (FMT) complies with the guidelines (curricula, code of ethics) prescribed by the IANLP.

Confirmation of attended Curricular Supervision

The successful attendance of the curricular supervision must be confirmed on the official form of the IANLP (see appendix of this manual).

Inspectional aspect of the curricular supervision: If the curricular supervision shows that an applicant FMT is unwilling or unable to comply with the IANLP's curricula and/or ethical code, you must inform the headquarters that you do not recommend accepting this application.

Activities within the framework of “Curricular Supervision”

Activities within "Curricular Supervision" are the following.



Curricular supervision for NLP Practitioner training

●	Your marketing plan and training designs for NLP Practitioner training are sent to the supervisor before the meetings take place.
1	Session number 1 - Administrative work of the supervisor. - Review and analysis of received documentation NLP Practitioner. (No meeting)
	This will be followed by four online sessions, to be held via a web platform (Zoom or similar). The topics covered in the sessions are listed below.
2	Session number 2 - Supervision session (online) - Discussion of the documents you have submitted, your plans and program, and their compliance with the IANLP guidelines. Your views on the implementation of the training, etc. Questions and guidelines for completing your assistance hours (how, where, and when the required assistance must be completed). Additional requirements for obtaining FMT 50 status. Answers to the questions you have prepared in advance and answers to questions that arise during the meeting.
3	Session number 3 - Supervision session (online) - How to implement your NLP Practitioner training programme. Focus on monitoring your students' work, participant satisfaction, providing feedback to participants, dealing with absences and compensations for hours missed and/or work not completed. Discussing the questions you have prepared for this session, as well as those that arise during the session.
4	Session number 4 - Supervision session (online) - Focus on work and group management, dealing with dissatisfied participants. Evaluation and assessment: the process of conducting certification and testing participants' knowledge. Design of written and practical test. Design and method for issuing the certificates. Handing out of certificates. Discussing the questions you have prepared for this session, as well as those that arise during the session.
5	Session number 5 - Supervision session (online) - Reflecting on how to realise your NLP Practitioner training through cooperation with other Fellow Member Trainers (FMTs), other NLP trainers and possibly other expert lecturers, all in accordance with the IANLP guidelines. Supporting staff (assistants) in your training courses. Applications from participants with certificates that are not recognised by the IANLP, and the re-certification process for these certificates. Brief overview of the guidelines on the procedure for fulfilling the requirements for acquiring the FMT 100 title. Future cooperation with the IANLP. Discussing the questions you have prepared for this session, as well as those that arise during the session.

The timing of these sessions will be determined by mutual agreement. As an exception, two meetings may be combined into a single longer meeting.



Curricular supervision for NLP Master training

●	Your marketing plan and training designs for NLP Master training are sent to the supervisor before the meetings take place.
1	Session number 1 - Administrative work of the supervisor. - Review and analysis of received documentation NLP Master. (No meeting)
	This will be followed by two online sessions, to be held via a web platform (Zoom or similar). The topics covered in the sessions are listed below.
2	Session number 2 - Supervision session (online) - Discussion of the documents you have submitted, your plans and programs, and their alignment with IANLP guidelines. Your views on the implementation of the training, etc. Answers to questions you have prepared in advance and to questions that arise during the meeting.
3	Session number 3 - Supervision session (online) - Evaluation and assessment: the process of conducting certification and participant knowledge testing. Design of written and practical tests. Applications from participants holding certificates not recognized by IANLP and the re-certification process for these certificates. A brief overview of the guidelines for fulfilling the requirements to obtain the FMT 100+ title. Future cooperation with the IANLP. Discussion of the questions you have prepared for this session, as well as those that arise during the session.

The timing of these sessions will be determined by mutual agreement.

Fee for Supervision

Each supervision session is agreed upon individually between the supervisor (FMT) and the supervisee. It is recommended that this agreement be made in writing. All FMTs are bound by the Code of Ethics of the IANLP.

The IANLP is not a party to this agreement. The contract and its fulfillment (payment, deadlines, etc.) are governed by local laws and are regulated directly between the contracting parties.

The following general framework for reimbursement is suggested:

- (A) Whenever possible and feasible we recommend offering and charging a flat rate for your work.
- (B) If compensation per hour is appropriate, the fee shall be based on an average hourly wage for expert coaching work in your region/country.
- (D) Sometimes a flat rate may be offered up to a certain amount of work. For example "\$ 150 (incl. 5 hours of work). Each additional hour exceeding the five initial hours at a charge of \$ 50 per hour."

Important: Always submit a tender for the intended work and the expected costs first and get an agreement in writing prior to commencing work.

As a reference regarding reimbursement you might want to consult with IANLP office Switzerland fees. As per January 2025 the following fees are in effect:



Role clarity: Supervisor / Observer (Assessor)

Question: I like very much the 'Supervision template' provided by the IANLP for use by the supervisee. Because it asks the supervisee to independently identify what topics they are going to take to supervision. And then - after supervision - to reflect upon learnings and ways to go on. This seems very efficient to me.

Answer: Yes. And what I personally also like about this approach to supervision is, that the supervisee remain very self-determined. It is up to them and their responsibility as to what they bring to supervision. This is much more independent than when it is observed from the outside and imposed hierarchically ("*That's something you need to improve!*").

Of course, the observer/assessor shall introduce topics from his outside observation. But in purely technical terms the *observer and the supervisor are two different roles* (and usually different persons). Which means that topics from observation are *not* introduced directly into the supervision. The person observing (e.g., the boss) communicates the observations to the person being observed (e.g., junior teaching trainer). Junior teaching trainer decides independently, which of these observations s/he wants to neglect, which s/he wants to implement directly and which s/he wants to bring to the supervision.

This of course also means that if the observing person and the supervisor is the same person, this person has to be very professional and keeping the two different roles apart. One role/function is observer/assessor (and boss) and the other role is supervisor/coach.

Supervision - A comparison of curricular supervision and standard supervision.

Curricular Supervision supports the FMT to

- (A) reflect upon how to implement best the curricula of the IANLP into his/her NLP training designs.
- (B) Processes of quality evaluation (personal development and training design)
- (C) Processes of quality assurance and development.

Therefore we can say that at the IANLP we distinguish two different types of supervision:

- 1) Curricular Supervision
 - a) During process of application for FMT: Supporting in understanding (and fulfilling) the criteria for recognition.
 - b) After recognition as FMT: Supporting in fulfilling the curricula IANLP. This aspect of Curricular Supervision has an inspectional aspect as well. So this is a bit in disaccord to standard professional supervision which does not at all assess and decide on the quality of the supervisee. Because this part of supervision does evaluate and assess the congruence of the supervised person in fulfilling the curricula of the IANLP. And (if needed) reporting to the headoffice of the IANLP.
- 2) Standard supervision that focuses the work as a professional trainer and/or presenter. This is regular supervision for reflection on professional practice. This part of supervision has neither an assessing aspect nor is any content reported to outside parties.

→ For more info please see chapter '*Curricular Supervision Procedure*' in this document.



Supervision - What is Supervision ?

The IANLP defines supervision as follows:

"Supervision is the process of continuous reflection on professional practice. The supervisor helps the supervisee to reflect his/her own attitudes and actions in her/his professional field of activity."

Supervision is not evaluating or assessing the quality of the supervised person. A supervisor has not to be 'better' than the supervised person in the person's field of professional competence. Quite on the contrary. The professional supervisor helps the supervised person by asking the right questions to reflect his/her professional actions and attitudes. Often it is even better for the process of supervision, if the supervisor does not know much about the field of professional competence of the supervisee. This helps to ask open and 'out-of-box' questions.

Sometimes supervision is called 'coaching', 'counseling', 'mentoring' or something else. Intervention is supervision among peers.

More info: <https://anse.eu/about-anse/standards>

Supervision offers:

- Support in reflection and decision making processes concerning current professional issues
 - Support in challenging and demanding professional situations and conflicts
 - Clarification and processing of tasks, functions and roles
 - Support in and handling of processes of change
 - Innovative solutions for new challenges
 - Recognizing preventive measures to avoid mobbing and burnout.
-

What is needed for supervision to take place?

The supervisee (client) must raise a concern.

This concern is reflected on with the help of the supervisor. As a rule, the supervisor only knows the client's description of the situation reflected upon. This is what they work with. It is therefore not about the actual reality, but about the perception of the supervisee.

The supervisor therefore does not need to know the supervisee's field of work or observe the supervisee in the real situation to be reflected.



Appendix

Example Training Plan

A typical training design could look as follows.

Example of Training Plan Template

NLP PRACTITIONER - TRAINING PLAN

Training: NLP Practitioner; **Modul 1** **Trainer:** [First and last name FMT] **Assistant:**

Number of Days: 2 **Number of hours:** 14 h 30 min **Date:** Jan 1 to 2, 2026 **Place:** Berlin **Mode of delivery:** online/live

Day 1 - [Date]

WHEN Time	WHAT Activity, Topic, Frames, Metaphors	HOW Sub-steps, actions, priorities, spatial anchors, micro-skills, note down the first words, embodiment, note down open questions.	WHY (OUTCOMES) Goals for participants: open goals, hidden goals, meta-goals, states, competencies and experiences.	TEST Proof of success: VAKOG, energetic, with me as a trainer / with students? External/internal. How can you tell whether students have acquired the new skills?	RESSOURCEN Joker, Supplies, Equipment Other options for the methodology Room anchor (F/P/D) Personal MoE	REMARKS
08:15	Preparing Room	Set Flipcharts, Chairs, Music			Musicplayer Charts	
08:50	Welcome to incoming students	being available for small talk, helping students to get accomodated	Establishing culture and values	Students talk to each other, find place, make themselves at home		
09:00	Welcome Timetable, Introducing myself	Stand up front, body competent	Radiating safety, building trust in my competence	students look interested, some make first notes		
09:10					



Confirmation for attended Curricular Supervision

The successful attendance of the curricular supervision must be confirmed on the official form of the IANLP. The form looks as follows and can be requested from headquarters.

Attestation of Supervision

Firstname, Name of Supervisee (Applicant)

Attestation of Supervision Attended

The IANLP defines supervision as follows:
 "Supervision is the process of continuous reflection of professional practice. The supervisor helps the supervisee to reflect his/her own attitudes and actions in her/his professional field of activity."
 Supervision is not evaluating or assessing the quality of the supervised person. A supervisor has not to be 'better' than the supervised person in the person's field of professional competence. Quite on the contrary. The professional supervisor helps the supervised person by asking the right questions to reflect his/her professional actions and attitudes. Often it is even better for the process of supervision, if the supervisor does not know much about the field of professional competence of the supervisee. This helps to ask open and 'out-of-box' questions. Sometimes supervision is called 'coaching', 'counselling', 'mentoring' or something else. Intervention is supervision among peers.

The undersigned Fellow Member Trainer IANLP confirms attendance in listed supervision sessions

Firstname, Name of Assistant: Firstname, Name of FMT in charge:

Level that was in focus of supervision: NLP Practitioner IANLP NLP Master IANLP NLP Trainer IANLP

Total number of sessions and hours of supervision sessions (meetings) hours

Total amount paid

Information on the individual supervision sessions conducted

Date	Time (from - to)	Hours	Brief description of supervision process (content, results, tasks)	Notes

