Unit 24: Understanding Professional Supervision

Unit reference number: M/616/7371

Level: 4

Unit type: Optional

Credit value: 3

Guided learning hours: 22

Unit summary

Supervision is a legal and regulatory requirement of adult care settings. This unit covers theories relating to supervision and the purpose and processes of professional supervision, together with performance management and methods of managing and addressing conflict.

You will show evidence of your understanding of good practice in supervision. Good practice is designed to enhance the experience of users of services and to improve quality and safety in the care setting.

You will learn about supporting others within an organisation's cycle of performance management. You will also learn about models of supervision based on the evaluation of different theories. To inform current and safe practice, you will explore how legislation, codes of practice, and policies and procedures influence the supervision process.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes	Assessment criteria
1 Understand the purpose of professional supervision	1.1 Evaluate theoretical approaches to professional supervision
	1.2 Analyse how the requirements of legislation, codes of practice, policies and procedures impact on professional supervision
2 Understand how the principles of supervision can be used to inform performance management	2.1 Explain key principles of effective supervision
	2.2 Analyse the importance of managing performance in relation to: ● governance ● safeguarding ● key learning from critical reviews and enquiries
3 Understand how to support individuals through professional supervision	3.1 Analyse the concept of anti-oppressive practice in professional supervision
	3.2 Evaluate methods to assist individuals in dealing with challenging situations
	3.3 Explain how conflict may arise within professional supervision
	3.4 Discuss how conflict can be managed within professional supervision
4 Understand how professional supervision supports performance	4.1 Explain the responsibility of the supervisor in setting clear targets and performance indicators
	4.2 Discuss the performance management cycle
	4.3 Compare methods that can be used to measure performance
	4.4 Evaluate the indicators of poor performance
	4.5 Explain how constructive feedback can be used to improve performance
	4.6 Evaluate the use of performance management towards the achievement of objectives

Content

What needs to be learned
Learning outcome 1: Understand the purpose of professional supervision
Supervision **Theories and models of supervision** ● Carl Rogers, humanistic approach. ● Kadushin's agency model. ● Erskine's developmental model. ● Proctor's interactive model. ● Orientation-specific model. ● Supervisory alliance model. ● Discrimination model. **Requirements of legislation, codes of practice, policies and procedures** ● Requirement for supervision to be carried out, including roles and responsibilities, regularity, planning, recording, aims and outcomes, confidentiality, safeguarding.
eLearning outcome 2: Understand how the principles of supervision can be used to inform performance management
Key principles of supervision ● Governance. ● Key learning. ● Safeguarding, e.g. roles and responsibilities, reporting, recording; vigilance, currency of knowledge, safe practice. **Managing performance** ● Influences on performance management, e.g. governance, agreed ways of working, duty of care, communication, collaboration. ● Critical reviews and inquiries, e.g. implementation of recommendations, impact on staff competence and knowledge, training needs; ways of working, partnership working; duty of care, reflective practice, mentoring, monitoring and review of practice.

What needs to be learned

Learning outcome 3: Understand how to support individuals through professional supervision

Concept of anti-oppressive practice in supervision

- Impact of diverse needs on the experiences and outcomes for individuals receiving supervision.
- Awareness of the Equality Act 2010.
- Principles of anti-discriminatory and anti-oppressive practice, including a sound understanding of cultural competence.
- Power relationships and dynamics involved in work practice, including the impact of diversity on those relationships.
- Risk factors and how they interact with the concept of cultural sensitivity.
- Further learning or development needs.

Dealing with challenging situations

- Direct to policy and procedures.
- Access to training.
- Positive strategies, e.g. listening, encourage reflection.

Areas of conflict

- Task-based conflict, e.g. when a person relies on someone else's cooperation, disagreement in approaches to work, unfair distribution of work, team members who have to deal with different leaders with different approaches throughout a day.
- Lack of clarity of role and responsibility, including poor communication.
- Relationship-based conflict, e.g. clash of personality, differences in principles and values.

Conflict resolution

- Confidentiality.
- Perspective.
- Constructive conversation.
- Committing to improvements.
- Negotiation and persuasion.
- Mediation.
- Diplomacy.
- Empathy.
- Assertiveness.
- Need for change.

What needs to be learned
Learning outcome 4: Understand how professional supervision supports performance

Professional supervision responsibilities

- Agreed ways of working, e.g. recording, confidentiality, areas for development; key issues, positive feedback, planning and preparation, constructive approach.
- Set work objectives with team members based on agreed team objectives.

Performance cycle

- Plan, develop, perform, review.

Different learning needs and staff development

- Supervision and appraisals, e.g. comparing skills and requirements, setting SMART objectives (specific, measurable, achievable, realistic, time-bound).
- Performance cycle.

Performance management

- Monitoring and indicators of performance levels, to include supervision, observations, reviews, interview, client feedback, recording processes, deadlines, cost, quality, quantity.
- Objectives set are consistent with roles and responsibilities, organisational aims and objectives, clearly expressed.

Indicators of poor performance

- Poor/unsafe work practice.
- Lack of teamwork.
- Reliance on others to carry out role/tasks.
- Time off work.
- Ineffective communication.
- Conflict.
- Unwillingness to participate in training/tasks.

Evaluation approaches

- Feedback within supervision as part of process.
- Anonymous questionnaires.
- Adapt approach to supervision based on feedback.

Information for tutors

Suggested resources

Books

Henderson P, Holloway J and Millar A – *Practical Supervision*
(Jessica Kingsley Publishers, 2014) ISBN 9781849054423

Murdoch E and Arnold J – *Full Spectrum Supervision: Who You are is How You Supervise* (Panoma Press, 2013) ISBN 9781908746993

Websites

www.scie.org.uk	Social Care Institute for Excellence
www.skillsforcare.org.uk	Skills for Care provides practical tools and support to help adult social care organisations in England recruit, develop and lead their workforce.

Assessment

This guidance should be read in conjunction with the associated qualification specification for this unit.

This unit is internally assessed. To pass this unit, the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria, and the requirements of the assessment strategy.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meets the assessment criteria, centres should follow the guidance given in *Section 8 Assessment* of the associated qualification specification and meet the requirements from the assessment strategy given below.

Wherever possible, centres should adopt an holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.

Unit assessment requirements

This unit must be assessed in accordance with the assessment strategy (principles) in *Annexe A* of the associated qualification specification.

Assessment of all learning outcomes (knowledge) may take place in or outside of a real work environment.