Higher National Unit specification

General information for centres

Unit title: Supervision and Professional Development for Care Services

Unit code: F8VJ 36

Unit purpose: This Unit is designed to enable candidates to critically analyse a range of approaches to supervision and evaluate the application of these approaches in care service settings. Candidates will examine educative aspects of professional supervision and critically evaluate its contribution to individual and organisational development. They will also critically evaluate the contribution of supervision to the improvement of individual and organisational performance. The Unit will also assist candidates to broaden and enhance their skill base in applying and evaluating effective models of supervision in practice.

1 Critically analyse and evaluate a range of supervision models and their application in practice settings.
2 Critically evaluate the contribution of supervision to individual and organisational development.
3 Critically evaluate the contribution of supervision to monitoring and improving individual and organisational performance.

Credit points and level: 1 HN credit at SCQF level 9: (8 SCQF credit points at SCQF level 9*)

*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.

Recommended prior knowledge and skills: Candidates should have good communication skills, both written and oral. This could be evidenced by the achievement of Higher English or a Communication Unit at SCQF level 6. It is recommended that candidates have also achieved a relevant qualification at a minimum of SCQF level 7, but preferably at SCQF level 8, coupled with at least two years experience at practitioner level in the care sector. It is preferable that they also have some experience of supervisory responsibilities. This will ensure they have the required cognitive skills and experience to work at SCQF level 9. Candidates will also have to be in a work situation that allows them to demonstrate the Evidence Requirements for this Unit through real work activities. Alternatively, candidates may still be considered through the completion of a pre-course interview, part of which could take the form of a written assignment. The skills to undertake this Unit could also be demonstrated through an employer's reference or the process of application and interview in the absence of certificated learning.

General information for centres (cont)

Unit title: Supervision and Professional Development for Care Services

Core Skills: There are opportunities to develop the Core Skills of *Communication* at SCQF level 6, *Problem Solving* at SCQF level 6, *Information and Communication Technology* at SCQF level 6 and *Working with Others* at SCQF level 6 in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

Context for delivery: If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

Assessment: It is recommended that this Unit is assessed holistically with other Units from the Group Award to which it belongs. Further guidance on developing an integrated assessment scheme is contained in the arrangements documentation for the Group Award. It is important that candidates demonstrate evidence of applying their learning in practice therefore centres are encouraged to make use of the candidate's records of actual practice in the assessment of this Unit. For example, supervision notes, personal development plans and workplace presentations can be used alongside traditional methods of assessment, to demonstrate that the candidate has met the Evidence Requirements of this Unit. Please ensure that documentation from the workplace is anonymised.

Where candidates are working in supervisory situations they should write or discuss real work situations to demonstrate their understanding of theory and how it relates to practice. It is expected that candidates will be supported to take on relevant supervisory responsibilities to allow them to meet the Evidence Requirements of the Unit. Hypothetical situations or material should only be used in the most exceptional of situations.

Whether this Unit is being assessed in an integrated manner with other Units or on a stand-alone basis, all Evidence Requirements must be met. Where appropriate, assessment should also be verified by a manager or senior practitioner from the candidate's workplace to ensure authenticity. It is recommended that assessment of this Unit should not total more than 2500 words or equivalent, excluding appendices.

Higher National Unit specification: statement of standards

Unit title: Supervision and Professional Development for Care Services

Unit code: F8VJ 36

The sections of the Unit stating the Outcomes, Knowledge and/or Skills, and Evidence Requirements are mandatory.

Outcome 1

Critically analyse and evaluate a range of supervision models and their application in practice settings.

Knowledge and/or Skills

♦ Models and functions of supervision
♦ Role of the supervisor
♦ Methods and strategies for delivery of effective supervision
♦ Organisational constraints and barriers to effective supervision

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

♦ Critically evaluate the application of two models of supervision, one from their own organisation and one from another care service organisation.
♦ Plan, deliver and critically evaluate their delivery of supervision sessions for two individuals with different levels of experience including an analysis of their role, methods and strategies.
♦ Critically analyse the effects of organisational constraints and barriers on the delivery of effective supervision and formulate a strategy for reducing these.

Assessment Guidelines

This Outcome could be assessed by the preparation of a report on supervision practice by the candidate which begins with a critical evaluation of two models of supervision as outlined in the Evidence Requirements which is followed by a detailed analysis of two actual supervision sessions. Ideally, reference could be made to planning documentation and supervision records and feedback from practitioner being supervised and/ or an observer could be included. The report should conclude with an analysis of the effects of constraints and barriers and a suggested strategy to overcome these.

Higher National Unit specification: statement of standards (cont)

Unit title: Supervision and Professional Development for Care Services

Outcome 2

Critically evaluate the contribution of supervision to individual and organisational development.

Knowledge and/or Skills

♦ Educative role of supervision in professional development
♦ Individual learning styles and methods
♦ Mentoring and coaching approaches
♦ Organisational development and how supervision contributes to this

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

♦ Critically evaluate the educative role of supervision in professional development in their organisation.
♦ Construct detailed professional development plans for two individuals within their own workplace which demonstrates a critical understanding of learning methods and styles.
♦ Critically evaluate the contribution of supervision to organisational development with an outline of the use of mentoring and coaching approaches.

Assessment Guidelines

This Outcome could be assessed by the candidate preparing an evaluative report which could build on the work undertaken for the assessment of Outcome 1. There is the opportunity to integrate assessment of both Outcomes in a two-stage combined report.

Higher National Unit specification: statement of standards (cont)

Unit title: Supervision and Professional Development for Care Services

Outcome 3

Critically evaluate the contribution of supervision to monitoring and improving individual and organisational performance.

Knowledge and/or Skills

♦ Managerial/monitoring role of supervision
♦ Giving feedback and obtaining feedback in supervision
♦ Performance appraisal systems
♦ Monitoring and evaluation of supervision systems in organisations

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

♦ Critically evaluate the managerial/monitoring role of supervision in professional development in their organisation.
♦ Evaluate their own effectiveness in giving and obtaining feedback by using one reflective model to analyse their supervision practice.
♦ Critically analyse how processes of supervision with performance appraisal systems in their organisation.
♦ Provide a critical review of the effectiveness of supervision systems in their organisation with identification of strategies to address areas of weakness.

Assessment Guidelines

This Outcome could be assessed by a critical essay that meets all the above Evidence Requirements. This would require the candidate to provide critical analysis of their supervision practice and the systems operating in their organisation.

Administrative Information

Unit code: F8VJ 36

Unit title: Supervision and Professional Development
                                    for Care Services

Superclass category: AF

Original date of publication: August 2009

Version: 01

History of changes:

Version	Description of change	Date

Source: SQA

SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of Higher National qualifications.

Additional copies of this Unit specification can be purchased from the Scottish Qualifications Authority. Please contact the Customer Contact Centre for further details, telephone 0845 279 1000.

Higher National Unit specification: support notes

Unit title: Supervision and Professional Development for Care Services

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

Guidance on the content and context for this Unit

This Unit will provide opportunities to develop underpinning knowledge for the following Units in the SVQ Leadership and Management level 4. However please note that this is not automatic and will depend on the evidence produced by the individual:

♦ **LMC A1** Manage and Develop Yourself and Your Workforce within Care Services

♦ **LMC B1** Lead and Manage Provision of Care Services that Respects, Protects and Promotes the Rights and Responsibilities of People

♦ **LMC C1** Develop and Maintain Systems, Procedures and Practice of Care Services to Manage Risks and Comply with Health & Safety Requirements

♦ **LMC E1** Lead and Manage Effective Communication that Promotes Positive Outcomes for People within Care Services

♦ **LMC A5** Allocate and Monitor the Progress and Quality of Work in ~~your~~ Your Area of Responsibility

♦ **LMC B5** Manage and Evaluate Systems, Procedures and Practices for Assessments, Plans and Reviews within Care Services

♦ **LMC E2** Identify, Implement and Evaluate Systems, Procedures and Practice within Care Services that Measure Performance

♦ **LMC E3** Monitor and Manage the Quality of the Provision of Care Services

♦ **LMC E4** Lead and Manage Provision of Care Services that Promotes Opportunities, Identifies Constraints and Manages Risk

♦ **LMC E10** Ensure Policies, Procedures and Practice for the Conduct of Workers within Care Services Are Adhered To

♦ **LMC E11** Manage a Project

Higher National Unit specification: support notes (cont)

Unit title: Supervision and Professional Development for Care Services

General Guidance

This Unit has been designed to introduce experienced practitioners to a range of approaches, models and aspects of supervision in care service settings. It is expected that candidates will have some experience of receiving supervision and will be able to take on some supervisory responsibilities in the course of undertaking this Unit. The Unit has three learning Outcomes. The first examines a range of models and theoretical constructs related to supervision and the second requires the candidate to analyse the application of educative aspects of supervision and its contribution to individual and organisational development. The third Outcome focuses on the managerial or monitoring role of supervision and its contribution to improving performance.

Candidates are expected to demonstrate critical evaluation of the application of supervision in actual practice situations. In doing so, they will also be required to provide evidence of competent performance of the various roles of the supervisor and use of appropriately developed skills in communication and recording. This should assist candidates in developing and broadening their skill base in this vital area of leadership and management in care services.

Outcome 1

Critically analyse and evaluate a range of supervision models and their application in practice settings.

Models of supervision include: individual, peer, group and team at both formal and informal levels. Self-supervision, that is the development of a reflective practitioner, should also be a considered model. Candidates should be introduced to the model proposed by Kadushin and modified by later writers (see reference list) which essentially illustrates the complementary roles of supervision as being concerned with educative aspects (sometimes referred to as professional supervision) and managerial aspects.

Functions of supervision include: supporting, mentoring, educating, developing, supporting, organising, managing and leading.

Tutors should emphasise the skills required as part of the role of the supervisor. These include interpersonal, leadership and organisational. Candidates should reflect on their current roles and consider how these might be developed and improved. The differences between informal and formal supervision should be examined in the context of the supervisor's role.

Tutors should ensure that candidates have an opportunity to practise and reflect upon different models or functions of supervision as a meaningful learning tool to enhance their understanding of the supervisory process and their delivery of it.

Candidates should be encouraged to critically reflect on the barriers to supervision. These might include funding, resources, training, time, trust, power, relationships, communication, value and priority.

Candidates should carry out planned supervision sessions in order to demonstrate their knowledge and understanding in practice. These sessions should be critically evaluated. Supervision should be offered to candidate's staff members who have different level of experiences

Higher National Unit specification: support notes (cont)

Unit title: Supervision and Professional Development for Care Services

Outcome 2

Critically evaluate the contribution of supervision to individual and organisational development.

This Outcome focuses on the educative (or professional) aspects of supervision in care services and the contribution which this makes to individual and organisational development. This aspect of supervision is concerned with using both formal and informal models of supervision to develop professional practice through the promotion of learning, mainly through the use of professional discussion and perhaps through the use of the continuous learning framework.

In order to facilitate this it examines concepts of lifelong learning and professional development. Tutors are advised to set out the key values and principles of these concepts in order that candidates can reflect on their own supervision practice and the practices of their organisation. It focuses on professional development and candidates should be encouraged to explore the area of assessing or determining learning and development needs in individuals and teams. Candidates should be asked to consider different models of learning and learning strategies and principles of adult learning with particular attention being paid to Knowles's theory of androgogy.

Candidates should also develop their knowledge, understanding and application of learning styles assessment as a reliable vehicle in developing care workers' knowledge of their own learning habits. They should also be encouraged to construct learning and development plans for both individuals and teams. Tutors should help candidates to evaluate the differences and priorities between individual, team and organisational development.

Candidates will also be introduced to the basic principles of coaching and mentoring approaches, which are being seen as an effective way of raising professional standards in care services. The differences between these approaches and the complementary nature of the two approaches should be explored. Coaching is focussed on specific developmental issues and identifies defined goals which individuals are supported to reach over specific time scales. Mentoring adopts a more wide ranging approach and is usually provided by experienced practitioners and can make effective use of supervision models of delivery.

Lastly, candidates should examine and undertake critical appraisal of the contribution of supervision to organisational development. Here they may examine such concepts as training needs assessments and links to national standards.

Outcome 3

Critically evaluate the contribution of supervision to monitoring and improving individual and organisational performance.

This Outcome concerns itself with the managerial aspects of supervision and its role in developing and monitoring effective individual and organisational performance. Tutors should prepare and explain the key principles and skills of giving and receiving effective, reliable and valid feedback on performance. Candidates are then expected to carry out a critical appraisal of their own supervision skills by analysis of their own performance in actual supervisory practice. Additional evidence might be provided by observation or feedback from the individual receiving the supervision. Candidates should investigate methods and models of reflection such as proposed by Schon and well illustrated by Neil Thompson and use one or more of these to critically analyse their own supervisory practice and that of others.

Higher National Unit specification: support notes (cont)

Unit title: Supervision and Professional Development for Care Services

Centres should encourage and direct candidates to critically examine a range of goal-setting and performance systems which are valid for care settings for example by use again of the Continuous Learning Framework. Detailed delivery on performance analysis and assessment should be explored thoroughly in order to enhance candidates' understanding of these skills and processes.

Lastly candidates should carry out an evaluation of the supervision system used by their organisation which should include strategies to address any weaknesses. They should also explore how they will support others to carry out the supervisory process.

Suggested Reading List

Bishop, V. (1998) *Clinical Supervision in Practice,* Macmillan Press, Hampshire.

Brown, A. & Bourne, I. (1996) *The social work supervisor: Supervision in community, day care and residential settings.* Open University Press.

Cole, G. (2005) *Management Theory and Practice,* Thomson Learning, London.

Coulshed, V. & Mullender, A. (2001) *Management in Social Work,* 2nd Ed. Palgrave, Hampshire.

Evans, D. (1999) 5th Ed. *Supervisory Management,* Cassell: London.

Fiedler, F.E. (1967) *A Theory of Leadership Effectiveness,* McGraw Hill: New York.

Hawkins, P. and Shohet, R. (2007) *Supervision in the Helping Professions,*(3rd edition) Open University Press.

Kadushin, A. & Harkness, D. (2002)   *Supervision in Social Work (4th Ed)* New York: Columbia University Press

Martin, V. & Henderson, E. (2001) *Managing in Health and Social Care,* Routledge, London.

Morrison, T. (2005). Staff supervision in social care: making a real difference for staff and service users (3rd ed.). Brighton: Pavilion.

Knapman, J. & Morrison, T. (2001)   *Making the most of supervision in Health and Social Care,* Brighton, Pavilion

Mullins, L. (1999) *Management and Organisational Behaviour,* Pitman

Payne, M. (2000) *Teamwork in Multi-Professional Care,* Palgrave, Hampshire.

Pritchard, J. (1995) *Good Practice in Supervision: Statutory and Voluntary Organisation,* Jessica Kingsley: London.

Rogers, A. (2002) *Teaching Adults,* (reprinted 2004) Open University Press, Berkshire.

Schon, D. (1983) *The Reflective Practitioner. How professionals think in action.* Temple Smith, London.

Higher National Unit specification: support notes (cont)

Unit title: Supervision and Professional Development for Care Services

Gould, N.G. and Baldwin, M. (2004). Social work, critical reflection and the learning organisation. Aldershot: Aldgate.

Thompson, N. (2002) *People Skills,* 2nd Ed., Palgrave MacMillan, Hampshire.

Thompson, N. (2000) *Understanding Social Work,* Palgrave, Hampshire.

Tsui, Ming-Sum (2005), *Social Work Supervision. Contexts and Concepts.* Sage Publications, California.

Whetton, D. and Cameron, K. (2005) *Developing Management Skills,* Pearson Education: New Jersey.

http://www.nsasocialcare.co.uk/resources/leadership/coaching/?value=in
This is the website for the National Skills academy for Social care and provides an overview of Coaching and Mentoring

Whitmore, J. and Foster-Turner, J. (2005) Coaching and mentoring in health and social care. London: Radcliffe.

SCIE (2009) Supervision and team leadership - Effective supervision. At
http://www.scie.org.uk/publications/guides/guide01/section1/supervision.asp

Knowles, M. S., Holton, E. F., & Swanson, R. A. (2005). *The adult learner*(6th ed.). San Diego, CA: Elsevier.

Higher National Unit specification: support notes (cont)

Unit title: Supervision and Professional Development for Care Services

Guidance on the delivery and assessment of this Unit

This Unit is designed to encourage candidates to critically analyse a range of theoretical approaches to supervision and evaluate the application of these approaches in care service settings. While the delivery of the Unit will involve a degree of direct teaching in the form of lectures or tutorials, candidates at this level should be able to carry out a substantive amount of guided research, working autonomously as individuals or in small groups.

It is essential that candidates are encouraged to relate theories to their actual work practice in a critical fashion. To this end, tutors should promote the analysis of how concepts might be critically applied in an environment that promotes the sharing of good practice and cross fertilisation of ideas. It is also vital that candidates apply and evaluate the teaching material in their own organisational context.

Outcomes 1 and 2 should be assessed by a report prepared by candidates which integrates the Evidence Requirements from both Outcomes. This should contain a critical evaluation of two models of supervision and a detailed analysis of two supervision sessions. It should also evaluate the educative functions of supervision and two professional development plans and an analysis of the contribution of supervision to professional development and an outline of potential coaching and mentoring approaches. This report should have a word count of around 1500 words. Outcome 3 should be assessed by a short critical essay which provides a critical analysis of supervision practice and systems in operation in the candidate's organisation.

It is recommended that assessment of this Unit should not total more than 2500 words or equivalent, excluding appendices.

Open learning

This Unit is suitable for Open Learning, provided there is authentication of the candidate's evidence. However it would require planning by the centre to ensure the sufficiency and authenticity of candidate evidence. It would be preferable to ensure that candidates undertaking this through an Open Learning mode were afforded the opportunity to meet regularly to share ideas and encourage individuals to work across current practice boundaries. Arrangements would have to be made to ensure that assessment of Outcomes 1, 2 and 3 is assessed by an appropriate supervisor. For information on normal open learning arrangements, please refer to the SQA guide *Assessment and Quality Assurance of Open and Distance Learning* (SQA, 2000).

Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website
www.sqa.org.uk/assessmentarrangements

General information for candidates

Unit title: Supervision and Professional Development in Care Services

This Unit has been designed to introduce you as an experienced practitioner to a range of approaches, models and aspects of supervision in care service settings. It is expected that you will have some experience of receiving supervision and will be able to take on some supervisory responsibilities in the course of undertaking this Unit. The Unit has three learning Outcomes. The first examines a range of models and theoretical constructs related to supervision and the second requires the candidate to analyse the application of educative aspects of supervision and its contribution to individual and organisational development. The third Outcome focuses on the managerial or monitoring role of supervision and its contribution to improving performance.

You are expected to be able to critically evaluate the application of supervision in actual practice situations. In doing so, you will also be required to provide evidence of competent performance of the various roles of the supervisor and use of appropriately developed skills in communication and recording. This should assist you in developing and broadening your skill base in this vital area of leadership and management in care services.

There follows a brief summary of the material you will cover in each of the Outcomes.

Outcome 1

This Outcome will introduce you to a range of supervision models and ways in which these might be applied in practice situations. You will then examine how these might assist you in developing your role as a supervisor and look at methods to develop effective supervision, including strategies to overcome possible constraints and barriers.

Outcome 2

This Outcome focuses on the educative (or professional) aspects of supervision in care services and the contribution which this makes to individual and organisational development. This aspect of supervision is concerned with using both formal and informal models of supervision to develop professional practice through the promotion of learning. It includes a variety of approaches such as professional discussion and other formal learning approaches.

Outcome 3

This Outcome concerns itself with the managerial aspects of supervision and its role in developing and monitoring effective individual and organisational performance. The key principles and skills of giving and receiving effective, reliable and valid feedback on performance will be explored. You are then expected to carry out a critical appraisal of your own supervision skills by analysis of your performance in actual supervisory practice. Additional evidence might be provided by observation or feedback from the individual receiving the supervision.

The Unit will be assessed by a report and short essay in which you will produce in which you will present a critical evaluation of supervision practice in your organisation. More importantly, the Unit is specifically designed to help you develop your skills in becoming an effective supervisor.