



## Higher National Unit specification

### General information

**Unit title:** Professional Development and Supervision in Residential Child Care (SCQF level 9)

**Unit code:** HG36 36

**Superclass:** PN

**Publication date:** August 2016

**Source:** Scottish Qualifications Authority

**Version:** 01

### Unit purpose

This purpose of this Unit is to enable learners to support collaboration in their work teams through taking responsibility for their own learning and professional development needs and providing support to others through engagement with both internal and external management of their service appropriate to their job role.

The Standard for Residential Child Care (SSSC, 2015) makes a number of statements in relation to professional development and supervision. These include that 'residential child care practitioners should value themselves and others by taking responsibility for their own professional development and wellbeing and by contributing to the development and wellbeing of others with whom they work' (Standard 2.3), 'Practitioners take responsibility for identifying and supporting their own personal learning and professional development needs' (Standard 4.11), 'Practitioners take responsibility for identifying and supporting the learning and professional development needs of workers for whom they are responsible' (standard 4.12), 'Practitioners take responsibility for the delivery and on-going development of a high quality service for each child and young person' (Standard 4.13) and 'Practitioners engage with the business management of the services they provide to a level and a degree appropriate to their role' (Standard 4.14).

The Unit will provide underpinning knowledge in relation to professional development and the functions, models and methods of supervision through examination of practice including consideration of work roles and functions in team working.

## Higher National Unit Specification: General information (cont)

**Unit title:** Professional Development and Supervision in Residential Child Care (SCQF level 9)

### Outcomes

On successful completion of the Unit the learner will be able to:

- 1 Critically evaluate models and methods of staff supervision through examination of own and others' practice.
- 2 Critically evaluate roles and functions of supervision in continuous professional development.
- 3 Critically analyse the practice of supervision recording and monitoring and how this impacts on continuing professional development.
- 4 Critically examine the role of coaching and mentoring in professional development of others.
- 5 Critically analyse the role of a progressive learning culture in residential services and how this impacts on team and multi-disciplinary practice.

### Credit points and level

2 Higher National Unit credits at SCQF level 9: (16 SCQF credit points at SCQF level 9)

### Recommended entry to the Unit

In order to access the PDA level 9 Residential Child Care award learners must be able to demonstrate appropriate experience of working in a residential child care setting and have gained 120 credits at SCQF levels 7 and 8 which are recognised as meeting the requirements for registration with the Scottish Social Services Council in residential child care.

### Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes for this Unit specification.

There is no automatic certification of Core Skills or Core Skill components in this Unit.

### 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.

### Equality and inclusion

This Unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements).

## **Higher National Unit specification: Statement of standards**

**Unit title:** Professional Development and Supervision in Residential Child Care (SCQF level 9)

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

### **Outcome 1**

Critically evaluate models and methods of staff supervision through examination of own and others practice.

#### **Knowledge and/or Skills**

- ◆ Models and methods of supervision
- ◆ Codes of practice in supervision
- ◆ Values and ethics in supervision

### **Outcome 2**

Critically evaluate roles and functions of supervision in continuous professional development.

#### **Knowledge and/or Skills**

- ◆ Accountability
- ◆ Delegation
- ◆ Continuous professional development

### **Outcome 3**

Critically analyse the practice of supervision recording and monitoring and how this impacts on continuing professional development.

#### **Knowledge and/or Skills**

- ◆ Definitions of monitoring in supervision
- ◆ Recording models and methods
- ◆ Data Protection
- ◆ Confidentiality

### **Outcome 4**

Critically examine the role of coaching and mentoring in professional development of others.

#### **Knowledge and/or Skills**

- ◆ Induction support
- ◆ Coaching and mentoring
- ◆ Modelling best practice

## Higher National Unit specification: Statement of standards

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### Outcome 5

Critically analyse the role of a progressive learning culture in residential services and how this impacts on team and multi-disciplinary practice.

- ◆ Features of a progressive learning culture
- ◆ Facilitation skills
- ◆ Factors affecting multi-disciplinary practice
- ◆ Barriers to change

### Evidence Requirements for this Unit

Learners will need to provide evidence to demonstrate their Knowledge and/or Skills across all Outcomes by showing that they can:

- ◆ Undertake a project that consists of a self-evaluation and reflection to include:
  - describe and critically evaluate the model of supervision used in their workplace and how it has an impact on continuous professional development
  - critically reflect on the values and ethics of effective supervision
  - critically evaluate the impact of the codes of practice on supervision
  - define what is meant by a learning culture and critically examine three barriers to change in your workplace in relation to improving the learning culture
  - critically analyse the learning culture within the organisation and how this affects the ethos of professional development
  - critically evaluate the interplay between power, accountability, delegation and risk taking in the supervisory relationship
  - critically analyse the effectiveness of the supervision recording in own work setting
  - identify and critically analyse two examples of the use of mentoring or coaching in your workplace
  - critically examine three factors affecting good multi-disciplinary practice and define how supervision can contribute to enhancing multi-disciplinary practice.



## Higher National Unit Support Notes

**Unit title:** Professional Development and Supervision in Residential Child Care (SCQF level 9)

Unit Support Notes are offered as guidance and are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 80 hours.

### Guidance on the content and context for this Unit

The purpose of the Unit is to aid learners understanding and knowledge of the principles and practices of supervision in residential child care settings. It aims to support existing knowledge with new learning and skills related to practice in residential childcare in terms of working as part of a team, supporting colleagues and support staff through supervision, understanding organisational culture and how this impacts on professional development and how the processes of supervision and professional development contribute to team working and multi-disciplinary practice.

Learners will consider if the major models of supervision are mutually exclusive, or if for the most part they share common ground. Understanding of models can provide for a safe supervisory relationship, task-directed structure, methods that address a variety of learning styles, multiple supervisory roles, and communication skills that lead to enhancing listening, analysing, and elaboration. As with any model, learners' personal model of supervision will continue to grow, change, and transform as they gain experience and insight.

#### Outcome1

In this Outcome the focus is on models and methods of supervision. Learners should be encouraged to look at traditional models and theorists. Some texts worth examining are: *Supervision in Social Work*, Alfred Kadushin (1992). In this text the author looks at ways to define the roles and functions of supervision, and helps the learner to understand the purpose of supervision and its relationship to the provision of high quality care.

*Supervision in the Helping Professions*, Peter Hawkin and Robin Shohet (2000). This text provides the opportunity for learners to understand the supervisory relationship as a two-way process and to be able to stand back from and reflect on their practice in order to move forward and learn from challenging situations.

*Good Practice in Supervision*, Jacki Pritchard, (1995). In this text the author provides the learner with the opportunity to consider that supervision is both central and marginal to care practice. 'Central because the most vital social work resources are the personal resources of the workers, and they need to be controlled and fostered in the interest of the service' and 'marginal in that in practice its purposes and functions are often confused and its potential effectively undervalued and undetermined by low commitment'.

## Higher National Unit Support Notes (cont)

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*Staff Supervision in Social Care: an action learning approach*, Toni Morrison (1993). Morrison discussed the usefulness of group supervision in social care settings. Both individual and group supervision have a place in residential child care. The difference between social work supervision and supervision in residential child care is that practice is visible in a residential setting, where it is 'invisible' in a fieldwork setting. It is a distinctive process, addressing group and team dynamics in a way that does not happen in fieldwork supervision.

*Managing Residential Childcare: A Managed Service*, R. Whipp, I. Kirkpatrick, M. Kitchener (2004) also reflects on the distinctive nature of residential child care. The challenges of planning, managing child placement and developing staff, for example, are examined along with the influences that help create the distinctive form of management in residential childcare.

Learners should consider what aspects of these models are in use or could be useful in their workplace.

### Outcome 2

In this Outcome learners should consider the roles and functions of supervision and relate these to their own continuous professional development.

Effective supervision is one of the most important measures that organisations can put in place to ensure positive Outcomes and quality services for children and young people in residential care.

This can be achieved in a number of direct and indirect ways for example:

- ◆ Effective workload management
- ◆ Monitoring of individual performance and quality of service provided
- ◆ Reflection and guidance on focus of work and methods used
- ◆ Ensuring commitment to positive Outcomes and effective working with others
- ◆ Maintaining motivation and job satisfaction through clarity on work objectives, positive feedback.
- ◆ Critical reflection, personal support and continuing personal and professional development

Supervision is also an integral part of performance management arrangements. Learners should be able to identify and discuss models of supervision that take as their starting point an emphasis on either achievement of tasks, or support of staff members, and to accurately describe the benefits and disadvantages of both of these positions.

An appreciation of the relationship and potential tensions between task-focused and people-focused supervision approaches will be required. The distinction between staff supervision and staff appraisal should be clear, with an understanding of the relationship between the two. They should be aware of other features which might affect the model for example shift patterns or working with volunteers.

## Higher National Unit Support Notes (cont)

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Delegation of work should be discussed, and learners should be able to explain the appropriate use of delegating work to others, and the implications of this for good team performance. This should include recognition of situations where staff might be reluctant to accept delegated tasks, and some comment on how to overcome this.

An awareness of motivation theories should be demonstrated, along with the arguments for staff being involved in decisions regarding their work. Classic theories of involvement and motivation which provide an essential background include those of Maslow (eg 1968, 'Towards a Psychology of Motivation', Harper Collins) and McGregor (eg 1966, 'Leadership and Motivation — the Essays of Douglas McGregor', M.I.T. Press)

Providing effective supervision: Skills for Care 2007 identifies supervision as:

### **Educational**

- ◆ To provide a regular space for the supervisees to reflect upon the content and process of their work
- ◆ To develop understanding and skills within the work
- ◆ To receive information and another perspective concerning own work

### **Supportive**

- ◆ To receive both content and process feedback
- ◆ To be validated and supported both as a person and as a worker
- ◆ To ensure that as a person and as a worker one is not left to carry unnecessarily difficulties, problems and projections alone

### **Administrative**

- ◆ To have space to examine and express personal distress, re-stimulation, transference or counter-transference that may be brought up by the work
- ◆ To plan and utilise their personal and professional resources better
- ◆ To be pro-active rather than re-active
- ◆ To ensure quality of work

<http://www.scie.org.uk/publications/guides/guide50/foundationsofeffectivesupervision/>

### **Outcome 3:**

Experience has taught that every supervisor should have a written agreement with each person they supervise. In some organisations this may be called a supervision contract. The detail may be standard across an organisation or there may be scope for individual elements to be agreed.

Learners should develop a written agreement and discuss how they could and would use this in their own practice.

## Higher National Unit Support Notes (cont)

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Discussion should consider the use of a supervision agenda. They should also recognise the importance of supervision discussions that provide the opportunity for both parties to raise matters of importance to them these should include:

- ◆ Line management
- ◆ Professional supervision
- ◆ Continuing professional development

Recording: Supervision is an important right and benefit for all those working in residential children's services. It is important that all supervision discussions are properly and promptly recorded so as to maximise impact, support completion of agreed actions within agreed timescales and to avoid any confusion or disputes. In this last regard it is useful for both people to sign the supervision record, albeit with the opportunity to record any points of disagreement.

The most appropriate method of recording will depend on the working environment, the resources available and the personal preference of the supervisor. Many supervisors prefer to take brief notes during the meeting and then write or type these up later. Others, particularly people with several supervisees, may struggle to complete their records promptly and prefer to do handwritten notes during the meeting. Although this may disrupt the flow of the meeting somewhat, pauses to record decisions or actions agreed can be useful and this method provides the opportunity for the exact wording to be agreed, for both to sign the notes at the end of the meeting and for a copy of the record to be given to the supervisee immediately.

What is important is that key decisions and actions agreed are recorded with clear timescales and responsibilities. This will reduce any confusion and the chances of actions not being followed through or delayed. This will be as important to the supervisee as to the supervisor and reinforces the two-way nature of the process, it is the main way in which organisations monitor and review work and also ensures supervisors are properly supported and continue to develop their skills. It is therefore important that all are fully involved and make the most of the opportunities that supervision offers.

In particular supervisors should:

- ◆ prepare for each supervision meeting by reviewing the notes from the previous meeting and thinking about things to raise and discuss.
- ◆ be ready to share thoughts and ideas in the meeting.
- ◆ be open about what has gone well and what was found to be difficult or challenging.
- ◆ be ready to plan and undertake training and other development activities as agreed with own supervisor.
- ◆ check and read notes of meetings in advance and make sure they follow through.
- ◆ complete actions agreed



## Higher National Unit Support Notes (cont)

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Excellent guidance on the recording foundations of good supervision can be found on the SCIE website at <http://www.scie.org.uk/publications/guides/guide50/foundationsofeffectivesupervision/>

### Outcome 4

Learners could begin by exploring the similarities and differences between coaching and mentoring.

#### Coaching means:

- ◆ Using the work situation as a learning event
- ◆ Providing on the job training
- ◆ Giving feedback on performance
- ◆ Allowing time and making planned interventions to facilitate staff development

#### Coaching can lead to:

- ◆ Increased confidence
- ◆ Problem solving
- ◆ More effective delegation
- ◆ Personal learning and development
- ◆ Generation of new ideas and approaches

Coaching can never be a fully pre-planned, formal activity because it consists of spotting opportunities as they arise in the course of everyday work to develop staff skills, increase their knowledge and influence their attitudes. Supervisors and experienced staff in residential Units to a greater or lesser degree, probably already providing coaching. This is most likely to happen when something goes wrong and some action is needed to remedy the situation. This is reactive coaching. However, pro-active coaching, which is the conscious search for development opportunities in every aspect of working life is one of the most powerful and effective methods of staff development a supervisor can use. Some of the advantages of coaching over other staff development methods are:

- ◆ It is provided in the workplace and is virtually cost free
- ◆ If staff are motivated to change their practice, it is a very effective way of providing learning — it is relevant to day to day practice, allows immediate implementation of the new learning and provides feedback on performance
- ◆ Unlike new methods and practices learned in training courses, the new methods and practice developed through coaching will automatically fit in with the ethos and current practices of the Unit.
- ◆ It can be highly motivating as the recipient of coaching experiences almost immediate increased effectiveness in his/her work
- ◆ It develops the coach as well as the recipient of coaching

## Higher National Unit Support Notes (cont)

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Coaching skills include active listening, asking non-judgemental questions, careful observation, analysing and evaluating observations and communications, providing new knowledge and skills, encouraging, building confidence and providing support. Coaching can happen spontaneously but is more likely to be effective if the session is pre-planned and prepared for.

For coaching to be effective, supervisors should adopt a five stage systematic approach. This should include:

- ◆ Identify learning needs by:
  - talking to staff on a regular basis about their strengths and developmental needs in the job (N.B. not just training needs)
  - observing staff working and noting areas where performance could be improved
  - examining their 'products', eg Reports for reviews, written logs, minutes of meetings, etc to establish strengths and weaknesses
- ◆ Then planning and preparing coaching by:
  - identifying the standard of performance required for a particular task or behaviour. (Where applicable, refer to your functions and objectives, agency policies, inspection reports, legislation, National Standards, etc)
  - planning an appropriate method for helping a member of staff achieve that standard. (This might include demonstrating how they might achieve the task, giving feedback and suggestions of how they might achieve the task, linking them with another member of staff who has skills in this area.)
- ◆ Then implementing the coaching by:
  - conducting a coaching session for the individual, or, if there is more than one member of staff exhibiting the same weakness, a group of staff
  - allowing sufficient time and access to necessary resources for the staff member to put the coaching into action
  - checking regularly how the staff member is getting on and providing more coaching if she is still having difficulties.
  - ensuring that best practice is modelled in the intervention
- ◆ Then evaluating the success of the coaching by:
  - checking with the member of staff concerned whether the coaching has been helpful
  - observing the staff member and checking his/her 'products' to see if there has been an improvement
  - considering whether any costs or disruption caused by the coaching were outweighed by any improvement
  - applying the approach more widely, if it has been successful
- ◆ Then building on the experience by:
  - creating a climate where it is OK to admit mistakes and difficulties (A forgiveness rather than a blame culture)
  - encouraging risk taking, providing risks are carefully analysed and evaluated
  - building confidence, skill and independence

## Higher National Unit Support Notes (cont)

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### Outcome 5

Learners should examine what is meant by 'learning cultures' and how this links to the wider organisational culture.

Research on cultures has shown that the development of negative cultures can be directly linked to inadequate or discordant staff responses. Effective practice requires the establishment of supportive staff and young people cultures, which complement each other (Brown et al, 1998).

Cultural responses specific to the challenges of working in a residential child care setting must be developed.

- ◆ Be consistent with a philosophy which aims to understand the nature of residential child care practice
- ◆ Be proportional, appropriate and not reactionary
- ◆ Where possible be discussed with colleagues on duty
- ◆ Be fully reflected on — learning from incidents is imperative

Joint working relationships and cultures of practice should be well supported by clear practice guidance.

Guidance for staff should:

- ◆ aim to improve Outcomes for young people.
- ◆ aim to improve joint working between care staff and other agencies.
- ◆ acknowledge the particular context of residential care and young people.
- ◆ guide and advise staff about when and whether to involve other agencies. Outlining circumstances where it may be necessary, desirable and effective — using examples can help.
- ◆ be as short as possible and be accessible to all staff.

The NRCCI recommended, 'building on best practice, it is important that multi-agency services are provided to support the mental health and well-being of children and young people in residential child care.'

When working with children and young people that can have very challenging behaviour learners should understand the need to rely on team members and the effects this can have on workplace culture. In particular, the 'macho' culture should be examined, if apparent. Any effects on over-riding cultures on the environment should be examined. When working with other human beings and setting aims for young people's development, it is very important to be able to reflect with colleagues. A large part of lifespace approaches is learning different methods of group reflection in which all team members are able to reflect with each other and all are seen and heard.

## Higher National Unit Support Notes (cont)

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Meetings, both team and multi-disciplinary, are a valuable forum for thinking creatively both about how to work with vulnerable children. Peer and group supervision models can be used in a very effective way in group care settings. The idea of practice development network is also helpful. For example, the European Exchange Workshop demonstrated one way in which links could be made with residential child care practitioners working with children and young people in a range of settings. These are sometimes called 'communities of practice' and can be helpful ways to examine the development of supportive learning cultures.

A shared philosophy helps residential homes/Units to develop a shared understanding of pain-based behaviours within teams and establish cultures of practice which reflect this philosophical commitment. This, in turn, will have an effect on Outcomes for children and also on the over-riding learning culture within which staff develop.

Organisational culture is an area that learners should examine looking at their own organisation and contrasting and comparing that to others from their learning groups. The Social Care Institute for Excellence (SCIE) in 2014 produced a useful video on how to change organisational culture. This film aims to encourage organisation's to create a safe environment for staff to raise concerns openly as part of normal day-to-day practice. The key messages for practice are that: Raising concerns at work should be seen as part of normal day-to-day good working; Managers and staff should listen to what the whistleblower is saying and make sure the concerns raised are managed well; Whistleblowing isn't always easy. However, if seen as part of routine practice, organisation's have a better chance of making quality improvements for staff and the people who use their services; An open culture where concerns can be raised helps to build a safe working environment and effective learning organisation.

SCIE and the Universities of Birmingham and Middlesex in 2015 through extensive research with frontline staff and service users, designed a digital resource is designed to support managers working in social care to manage change within their organisations. The toolkit provides a series of realistic scenarios in social care — a care home, an integrated mental team, an adult care team, and a learning disabilities provider — and helps the reader think through which approach would help them understand different change challenges, make decisions and implement and sustain changes. The resource also includes a directory of 32 change approaches and management tools based on a review of current literature, with a commentary on how core social care change principles can be applied to them. It can be located at this link:

<http://www.scie-socialcareonline.org.uk/st/organisational-culture/> then follow related resources tab.

## Higher National Unit Support Notes (cont)

**Unit title:** Professional Development and Supervision in Residential Child Care (SCQF level 9)

### Guidance on approaches to delivery of this Unit

This Unit should be delivered through open learning supported with face to face small group sessions in which learners have the opportunity to share their supervision experiences and challenges with peers. This method allows for the professional development of individuals and also enables skill development in the supervisory role.

The Unit Outcomes should be followed in order as they are designed to build on learners' past and current experiences and enable consolidation of new learning.

### Guidance on approaches to assessment of this Unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

It is recommended that learners compile a portfolio that consists of a self-evaluation, critical reflection and a formal analysis of reading and research. A word count of 2,000 is recommended and the following areas should be addressed:

- ◆ Describe and critically evaluate the model of supervision used in their workplace and how it has an impact on continuous professional development.
- ◆ Critically reflect on the values and ethics of effective supervision.
- ◆ Critically evaluate the impact of the codes of practice on supervision.
- ◆ Critically analyse the learning culture within the organisation and how this affects the ethos of professional development.
- ◆ Critically evaluate the interplay between power, accountability, delegation and risk taking in the supervisory relationship.
- ◆ Critically analyse the effectiveness of the supervision recording and in own work setting.
- ◆ Identify and critically analyse two examples of the use of mentoring or coaching in your workplace.
- ◆ Define what is meant by a learning culture and critically examine three barriers to change in your workplace in relation to improving the learning culture.
- ◆ Critically examine three factors affecting good multi-disciplinary practice and define how supervision can contribute to enhancing multi-disciplinary practice.

The task should consist of a folio of evidence and include reflection and examination of work practice based on experience, current practices and potential for developments in workplace systems. It should contain learner reflection, anonymised product evidence and a formal analysis of reading and research. A word count of 2,000–2,500 words is recommended.

## Higher National Unit Support Notes (cont)

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### Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at [www.sqa.org.uk/e-assessment](http://www.sqa.org.uk/e-assessment).

### Opportunities for developing Core and other essential skills

**Communication:** Written communications will be developed through learners producing written work in a variety of formats; oral communication will be developed through discussion, debate and evidence of engagement with other professionals and key people.

**Working with Others:** Will be developed as learners will be required to work collaboratively with colleagues from their own Unit in the preparation and research for their assessment.

**Information and Communication Technology (ICT):** Learners will develop their *ICT* skills through research and the presentation of the assessment.

**Problem Solving:** Learners will develop their skills through the practical application of planning and undertaking their selected activities working in collaboration with others in a group.

## History of changes to Unit

Version	Description of change	Date

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## General information for learners

**Unit title:** Professional Development and Supervision in Residential Child Care (SCQF level 9)

This section will help you decide whether this is the Unit for you by explaining what the Unit is about, what you should know or be able to do before you start, what you will need to do during the Unit and opportunities for further learning and employment.

You will consider models and methods of supervision and how these relate to the SSSC codes of practice. You will consider your own values and ethics and those of others you work with in order to examine dilemmas risks and threats within the supervision process.

Examine areas of accountability, delegation, rights and responsibilities of workers in residential child care and models and methods used to comply with continuous professional development requirements in order to work within your professional codes of practice and conduct.

By analysing the management of information recording and reporting you will have the opportunity to examine your own organisations processes and compare those to identified models of best practice through considering issues of data protection confidentiality and the principles of information management.

You will examine the roles of coaching and mentoring including the provision of induction for new workers, supporting learning and development within your team and your role in modelling best practice. Through identifying effective supervision and facilitation skills you will be able to examine your own organisations culture and identify any barriers to change that may affect the delivery of your service.

The assessment for this Unit will be the development of a portfolio that consists of a self-evaluation, critical reflection and a formal analysis of reading and research. You will have the opportunity to develop Core Skills in the areas of *Communication, Problem Solving, ICT* and *Working with Others* through being part of a class group.

This Unit forms part of the SCQF level 9 Professional Development Award in Residential Child Care which is a qualification recognised by the Scottish Social Services Council.