

Qualification Unit

This unit forms part of a regulated qualification.

Unit Title: Supervising Others in Adult Care

Unit Reference Number: Y/652/0814

Level: Five (5)

Credit Value: Five (5)

Minimum Guided Learning Hours: 32

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Understand the purpose and practice of professional supervision in adult care settings	1.1 Evaluate how requirements of legislation , codes of practice and agreed ways of working influence and structure professional supervision requirements in adult care
	1.2 Explain the function of professional supervision in adult care
	1.3 Examine different supervision activities and processes which can be used in adult care
	1.4 Evaluate how effective supervision should be used to support and protect: <ul style="list-style-type: none"> a) the supervisee b) individuals, carers and families
	1.5 Evaluate how effective supervision can protect the supervisor and organisation.
	1.6 Analyse why the wellbeing of the supervisee should be included within effective supervision and supportive practices, and ways to enable and promote this
	1.7 Examine how external and internal factors influence practice and can be used within professional supervision objectives

	1.8	Evaluate how supervision can be used alongside appraisal and professional development processes to: <ul style="list-style-type: none"> a) develop, improve and enhance performance of the supervisee b) support aspirations of the supervisee
	1.9	Assess the factors which can result in a power imbalance in professional supervision and how to address them
	1.10	Evaluate ways to address challenges arising during professional supervision.
2. Be able to provide regular professional supervision	2.1	Establish understanding and agreement with the supervisee on key areas such as: <ul style="list-style-type: none"> a) the purpose, frequency and location of supervision activities b) actions which can support preparation for supervision c) sources of data and evidence that can be used to inform supervision d) confidentiality, boundaries, roles and accountability
	2.2	Use information from a range of sources to build an understanding of the supervisee's performance
	2.3	Support the supervisee to review their own wellbeing and the range of strategies and support available to them
	2.4	Support the supervisee to reflect on and explore methods of addressing different situations in their work
	2.5	Provide constructive feedback to the supervisee that can be used to improve and develop performance
	2.6	Support the supervisee to identify, plan and achieve their own learning and professional development needs
	2.7	Agree, review and revise targets to meet the objectives of the work setting and individual objectives of the supervisee
	2.8	Record and store outcomes of supervision activities in line with agreed ways of working

Assessment Requirements

This unit must be assessed in accordance with Skills for Care & Development assessment principles guidance.

This is a knowledge and skill-based unit.

Knowledge evidence may be generated outside of the work environment, but the final assessment and decision must show application of knowledge within the real work environment.

Learning Outcome 2 is skill based, and primary evidence throughout the qualification should include observation of direct practice in the workplace in actual person.

It is acknowledged that remote observations could be used in appropriate circumstances, as an approach to enrich, enhance and triangulate main direct observations which have been carried out. Remote observations should not be planned and used as the primary approach. Safe and reliable approaches to use of remote technologies in the assessment process must be agreed with Open Awards prior to use. This should include how the privacy, dignity and confidentiality of any individual will be protected and robust evidence recording protocols.

Indicative Content

LO1	<p>AC1.1 Legislation: should include regulations where appropriate.</p> <p>AC1.2 Function: must include the principles, scope and purpose of professional supervision.</p> <p>AC1.3 Supervision activities and processes: will include formal and informal ways supervision can be planned and provided in the environment e.g. group, individual, team, observations of competencies, validating knowledge, shadowing activities, induction, learning processes and clinical supervision where required.</p> <p>AC1.6 Wellbeing: wellbeing is a broad concept referring to a person's quality of life considering health, happiness and comfort. It may include aspects of social, emotional, cultural, spiritual, intellectual, economic, physical and mental wellbeing.</p> <p>AC1.7 External and internal factors: external factors may include but are not limited to: updated national policy or local procedures, emerging best practice, societal movements and campaigns. Internal factors may include but are not limited to: lessons learnt/learning reviews, concerns or complaints, skills development/training, emerging needs of individuals accessing services.</p> <p>AC1.8 Professional development processes: may include personal development plans, learning logs, training and supporting the learner including embedding the</p>
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	Care Workforce Pathway.
LO2	<p>AC2.3 Strategies: strategies may include those which are personal to the worker. Strategies should include those that enable the worker to maintain their wellbeing as well as strategies to implement if indicators of deterioration are recognised.</p> <p>Support offers: the range should include offers available inside and outside the workplace. For example:</p> <ul style="list-style-type: none">• internal: supervision, employee assistance scheme, mentor or buddying systems• external: self-help tools, apps and websites, local groups and networks. <p>AC2.4 Different situations: may include challenges the supervisee or team face in their work.</p> <p>AC2.7 Objectives of the work setting: should include the range of skills required to meet people's needs.</p>