



Our Programmes:

Supervision Skills



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Learning Outline:

Delivering Effective Supervision



Professional supervision is a key organisational tool in ensuring high quality provision and consistent outcomes. It can also contribute to meeting performance standards and ensuring that the expectations of service users are met.

This course can be offered in, one, two or three-day versions which aims to provide participants with the knowledge, skills and confidence required to deliver effective supervision. Local policies can be incorporated.

There is a focus on methods and tools for developing critical reflection and decision-making skills for staff to ensure quality outcomes for service users. The course also looks at the challenging area of performance management.

Learning Outcomes:

This course will provide participants with the improved knowledge, understanding, confidence and skills in:

- What constitutes effective supervision and its relationship to safe practice and positive outcomes for service users.
- The role of supervision throughout the stages of professional development from newly qualified to experienced practitioner.
- Applying model of supervision and; be able to demonstrate how it can assist in understanding the functions of supervision and its impact of supervision on the system.
- Integrating the local Practice Model into the supervision methods to ensure effective managerial oversight
- Utilising the authoritative supervisory style in promoting good outcomes through supervision and the importance of the positive expectations model when working to improve practice.
- The importance and function of recording.

Learning Outline:

Strengths Based Supervision



Strengths-based practice is at the forefront of adult social care practice, with a statutory framework to support it, provided by the Care Act 2014. Taking a strengths-based approach is not just about working with individual service users, it can also be used as an approach to assuring quality and applying a continuous improvement approach to governance and assurance systems and arrangements.

The programme will provide an overview of some of the methods and tools used in SBP and how they can be applied to supervision. This modelling also helps embed SBP in both the culture of the organisation and individual practice.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- To understand the ethos, key models and evidence that underpins strengths-based practice and how this applies in the context of supervision and line management.
- To understand and apply the KcVETS model (DHSC, 2019) and associated practice framework guidance in relation to SBP in supervision.
- To explore and critically analyse supervisory practice and identify how a strengths-based approach can be used to improve practice, staff experience and ultimately service user outcomes.
- To provide the opportunity to reflect on knowledge and skills and work with peers to embed the strengths-based approach into organisational practice.

Learning Outline:

Professional Development & Reflective Supervision, Managing Expectations & Workloads



This 3-hour session is designed for Practice Assessors (PA's) for Newly Qualified Social Workers (NQSW's) undertaking their initial post-qualifying year in practice. The session outlines the basic requirements of the post qualifying programme for both the PA and the NQSW and explores how this can be achieved via managing the expectations of both the NQSW & the assessor, appropriate workload management and effective reflective supervision.

This course explores how to ensure the NQSW gets sufficient learning opportunities throughout the year to be able to manage a full & varied caseload at the 12 month point without being overloaded. The course also looks at the support NQSW's need to link policies, procedures & theory to their cases, and will explore how supervision underpins the assessment process against the KSS and PCF.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- Understand what the requirements are for the NQSW and the Assessor – including roles and responsibilities and links to the KSS & PCF assessment
- Understand the supervision & caseload requirements for NQSW's including the 90% guidance and progressing the nature and amount of work allocated over the course of the year.
- Understand the supervision requirements for NQSW's including exploring well-being, professional development & case reflection to improve practice underpinned by law & best practice.

Learning Outline:

ASYE Supervision



This 3-day course equips managers, supervisors, practice educators and ASYE Assessors to understand the framework for supervision, in terms of the PCF and KSS, from student level to senior staff level and to be able to assess effectively against these and the individual's job description and the organisational standards as well as make the links to the SWE standards.

Supervisors will be guided to consider how to ensure they have sufficient management oversight of the caseload of their team and how to address any concerns that arise.

There will be ample opportunity for peer support and learning as well as to consider how best to capture supervision discussions in a meaningful and accountable way.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- An understanding of supporting and assessing students, NQSW's and staff against the PCF, KSS and SWE standards , as well as their own job description and the organisational polices, procedures and expectations.
- What constitutes effective supervision and its relationship to safe practice and positive outcomes for service users and the role of supervision throughout the stages of professional development from student to experienced practitioner.
- How past experience of supervision can impact on the supervisory relationship and the importance of developing and reviewing the supervisory relationship.
- Utilising the authoritative supervisory style in promoting good outcomes through supervision and be able to apply authority appropriately to avoid setting people up to fail by applying strategies for addressing poor performance.

Learning Outline:

Supervising MCA Practice



At the current time team managers and supervising practitioners, across and between different agencies, practice in a variety of ways in relation to delivering responsibilities of the legal framework. This ranges from supervising practitioners and auditing assessments, through to acting as chair within best interest discussions and meetings and providing directive leadership in relation to the processes within their teams.

In preparation for the upcoming changes brought about by the Mental Capacity (Amendment) Act 2019, these one-day sessions are designed to capture areas of good practice, and both upskill and increase the confidence of managers in the application of the legislative framework.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- Develop an evidence-based understanding of the mental capacity assessment and best interest requirements, including the learning and evolution of practice via an understanding of developments brought about by statutory guidance and caselaw.
- Understand how the principles of the Mental Capacity Act should be used to underpin mental capacity assessment and best interest decision making and how this should be evidenced in practice.
- Develop professional confidence in application of the Act to support delegates management and leadership of this area of practice.
- To inform the development of a robust, evidence-based, process for best interest decision making.
- To develop a greater awareness of the value of quality assurance and peer review processes as a means of improving practice.

Learning Outline:

Utilising Supervision Effectively for Supervisees



Supervision is a key organisational tool in ensuring high quality provision and consistent outcomes. It can also contribute to meeting performance standards and help to embed critical thinking and reflection into practice.

There are a range of models of supporting reflective practice and reflective learning. Critical reflection is seen as a fundamental element of professional practice.

Effective supervision is the responsibility of both the supervisor and supervisee. This day aims to give staff in receipt of 1:1 supervision in health and social care an opportunity to understand the key elements of supervision, and how they can work with their supervisors in order to utilise the process successfully to improve practice & wellbeing.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- What constitutes effective supervision and its functions.
- How previous experience of being supervised can impact upon their current supervisory relationship.
- The importance of effective agreements within supervision.
- The relationship between supervision and outcomes for service users.
- How the supervision cycle aids the process of reflecting, analysing and action planning within supervision.
- The role of the supervisee in working with their supervisors to develop positive supervision practice
- The supervision policy, including how this outlines the role of supervisees in supervision and the interaction with the supervisor.
- How to address difficulties in supervision.



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