

## M5:10 Develop professional supervision practice in children and young people's work settings (R/615/0448)

**Unit aim:** The purpose of this unit is to assess the learner's knowledge, understanding and skills required to undertake professional supervision of others.

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1. Understand the purpose of professional supervision in children and young people's work settings.	1.1. Analyse the principles, scope and purpose of professional supervision.
	1.2. Outline theories and models of professional supervision.
	1.3. Explain how the requirements of legislation, codes of practice and <b>agreed ways of working</b> influence professional supervision.
	1.4. Explain how findings from research, critical reviews and inquiries can be used within professional supervision.
	1.5. Explain how professional supervision can protect the: <ul style="list-style-type: none"> <li>• <b>individual</b></li> <li>• supervisor</li> <li>• supervisee.</li> </ul>
2. Understand how the principles of professional supervision can be used to inform performance management in children and young people's work settings.	2.1. Explain the performance management cycle.
	2.2. Analyse how professional supervision supports performance.
	2.3. Analyse how performance indicators can be used to measure practice.
3. Be able to undertake the preparation for professional supervision with supervisees in children and young people's work settings.	3.1. Explain factors which result in a power imbalance in professional supervision.
	3.2. Explain how to address power imbalance in own supervision practice.

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
	<p>3.3. Agree with supervisee confidentiality, boundaries, roles and accountability within the professional supervision process.</p> <p>3.4. Agree with supervisee the frequency and location of professional supervision.</p> <p>3.5. Agree with supervisee sources of evidence that can be used to inform professional supervision.</p> <p>3.6. Agree with supervisee actions to be taken in preparation for professional supervision.</p>
<p>4. Be able to provide professional supervision in children and young people’s work settings.</p>	<p>4.1. Support supervisees to reflect on their practice.</p> <p>4.2. Provide positive feedback about the achievements of the supervisee.</p> <p>4.3. Provide constructive feedback that can be used to improve performance.</p> <p>4.4. Support supervisees to identify their own development needs.</p> <p>4.5. Review and revise professional supervision targets to meet the identified objectives of the work setting.</p> <p>4.6. Support supervisees to explore different methods of addressing challenging situations.</p> <p>4.7. Record agreed supervision decisions.</p>
<p>5. Be able to manage conflict situations during professional supervision in children and young people’s work settings.</p>	<p>5.1. Give examples from own practice of managing conflict situations within professional supervision.</p> <p>5.2. Reflect on own practice in managing conflict situations experienced during professional supervision process.</p>

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
6. Be able to evaluate own practice when conducting professional supervision in children and young people's work settings.	6.1. Gather feedback from supervisee/s on own approach to supervision process.
	6.2. Adapt approaches to own professional supervision in light of feedback from supervisees and others.