

Unit Title:	Develop professional supervision practice in health and social care or children and young people's work settings
Sector unit number	LM2c
Level:	5
Credit value:	5
Guided learning hours:	39
Unit Reference Number:	M/602/3187

Unit purpose and aim

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

Learning Outcomes	Assessment Criteria	Exemplification
<p>The Learner will:</p> <p>1 Understand the purpose of professional supervision in health and social care or children and young people's work settings</p>	<p>The Learner can:</p> <p>1.1 Analyse the principles, scope and purpose of professional supervision</p> <p>1.2 Outline theories and models of professional supervision</p> <p>1.3 Explain how the requirements of legislation, codes of practice and agreed ways of working influence professional supervision</p> <p>1.4 Explain how findings from research, critical reviews and inquiries can be used within professional supervision</p> <p>1.5 Explain how professional supervision can protect the:</p> <ul style="list-style-type: none"> • Individual • Supervisor • Supervisee 	<p>Agreed ways of working will include policies and procedures where these exist.</p> <p>An Individual is someone accessing care or support</p>
<p>2 Understand how the</p>	<p>2.1 Explain the performance</p>	

Learning Outcomes	Assessment Criteria	Exemplification
<p>principles of professional supervision can be used to inform performance management in health and social care or children and young people's work settings</p>	<p>management cycle</p> <p>2.2 Analyse how professional supervision supports performance</p> <p>2.3 Analyse how performance indicators can be used to measure practice</p>	
<p>3 Be able to undertake the preparation for professional supervision with supervisees in health and social care or children and young people's work settings</p>	<p>3.1 Explain factors which result in a power imbalance in professional supervision</p> <p>3.2 Explain how to address power imbalance in own supervision practice</p> <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</p>	
<p>4 Be able to provide professional supervision in health and social care or 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</p>	

Learning Outcomes	Assessment Criteria	Exemplification
	<p>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 health and social care or 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>	
<p>6 Be able to evaluate own practice when conducting professional supervision in health and social care or children and young people's work settings</p>	<p>6.1 Gather feedback from supervisee/s on own approach to supervision process</p> <p>6.2 Adapt approaches to own professional supervision in light of feedback from supervisees and others</p>	

Assessment

This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment principles.

Assessment decisions for competence based learning outcomes (eg those beginning with 'Be able to') must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.

This unit is competence based. This means that it is linked to the candidate's ability to competently perform a range of tasks connected with their work. This unit may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met. This unit requires workplace assessment of occupational competence.

Competence based assessment must include direct observation as the main source of evidence.

Guidance on assessment and evidence requirements

OCR does not stipulate the mode of delivery for the teaching of the content of this unit. Centres are free to deliver this unit using any mode of delivery that meets the needs of their candidates. Centres should consider the candidates' complete learning experience when designing learning programmes.

Details of relationship between the unit and national occupational standards

This unit has been developed by Skills for Care and Development in Partnership with Awarding Organisations. It provides a key progression route between education and employment (or further study/training leading to employment). It is directly relevant to the needs of employers and relates to national occupational standards developed by Skills for Care and Development.

As such, the unit may provide evidence for the following national occupational standards in the children and young people's workforce developed by Skills for Care and Development.

Additional information

For further information regarding administration for this qualification, please refer to the OCR document '*Administrative Guide for Vocational Qualifications*' (A850).

The *OCR Children and Young People's Workforce Centre Handbook* contains important information for anyone delivering, working towards or involved with the Children and Young People's Workforce qualifications, of which this unit forms a part. This can be downloaded from OCR's website www.ocr.org.uk.

This unit is a shared unit. It is located within the subject/sector classification system 01 Health, Public Services and Care and 01.5 Child Development and Well Being.