

Tool 30: Audit of supervision principles

The principles of good social care practice with adults and carers and good supervision are the same.

This tool enables you to consider how far your supervision or your organisation’s supervision reflects these principles and what you might do to embed them.

You can use this tool in individual or group supervision to consider how far your supervision meets the aims. You can also use it when reviewing supervision or as an evaluation tool. Organisations can use the tool to identify actions for organisational improvement. It therefore enables learning, identification of support and mediation of relationships in the organisation.

In our supervision we...	1-5 (1 = low)	Comment	Actions to embed the principles	When and who will do these actions
Keep adults and carers at the centre of all that we discuss				
Behave in the same way that we strive to behave with adults and carers, including taking a strengths-based approach				
Work through a relationship to support us to achieve outcomes				
Are aware of power and accountability, and exchange expertise				
Are clear about ethics				

In our supervision we...	1-5 (1 = low)	Comment	Actions to embed the principles	When and who will do these actions
Work within the framework of social care law				
Are evidence-informed, learning from adults' and carers', from practice experience and from research				
Are reflective about what is happening, why and how it can be improved				
Make every supervision contact count				
Try to understand what difference we make				
Are attentive to individuals and to the context				
Recognise that change requires support				

Tool 31: Reflective supervision Audit Tool

Proportionate and outcomes-focused audit plays an important role in a learning organisation. This is an interactive tool that draws on the project participants' 'six principles of reflective supervision' to provide a framework for auditing the occurrence and quality of reflective supervision.

Six principles of reflective supervision:

1. Deepens and broadens workers' knowledge and critical analysis skills.
2. Enables confident, competent, creative and independent decision-making.
3. Helps workers to build clear plans that seek to enable positive change for adults and carers.
4. Develops a relationship that helps people feel valued, supported and motivated.
5. Supports the development of workers' emotional resilience and self-awareness.
6. Promotes the development of a learning culture within the organisation.

Aims

To facilitate the identification of:

- > Practice that may need challenging
- > Practice that should continue to be embedded and promoted more widely.

Application

This tool has been designed for audit of reflective supervision at both team and organisational level and is suitable for multi-agency and peer audit. Evidence might be gathered via a range of methods, including observation, interviews, adult and carer feedback and case note audits.

Instructions

For a given practitioner, fill in their details and details of the supervision they receive below. You are then asked to provide evidence relating to a number of statements about the supervision they receive, along with actions required and one of four possible audit outcomes for each statement.

Practitioner's name:

Team:

Length of experience:

Type of contract:

Please answer for each type of supervision received.	Type of supervision			
	Group	Peer	One-to-one	Other
Frequency?				
Who provides (role)?				
Where?				

Audit outcomes (see worked example at end of this tool):

Challenge: The practice is detrimental to adults/carers/practitioner/organisation and needs to be changed.

Support: The current practice is not meeting all the standards and the supervisor/supervisee require support in terms of training, practice, policy (individual/organisation).

Maintain: Ensure that the current practice is embedded and able to continue/develop.

Promote: The current practice is excellent and should be promoted across the organisation for everyone to learn from (individual/organisation)

Evidence:	Required actions:	Audit outcome:
This should support the final audit outcome in each section	Opportunities for promoting excellent practice or improving practice in each area	Challenge (C) Support (S) Maintain (M) Promote (P)

Principle 1 – Is the reflective supervision deepening and broadening the worker's knowledge and critical analysis skills?

Is there evidence that the reflective supervision:

... has identified the worker's learning needs?			
... has deepened and broadened their knowledge?			
... has developed the worker's critical analysis skills?			
... has promoted a consideration of power and the wider social and public contexts?			
... supports the worker to learn from their experiences, and apply this learning in practice?			

	Evidence	Required Actions	Audit Outcome
Principle 2 – Is the reflective supervision enabling confident, competent, creative and independent decision-making?			
Is there evidence that the reflective supervision:			
... has enabled confident, competent and creative decision-making?			
... has supported the worker to make confident, competent and creative decisions independently of supervision where appropriate (reducing ‘supervisor dependency’)?			
... has supported, encouraged and appropriately challenged decision-making (eg, in the style of a ‘critical friend’)?			

	Evidence	Required Actions	Audit Outcome
Principle 3 – Is the reflective supervision helping workers to build clear plans that enable positive change for children and families?			
Is there evidence that the reflective supervision:			
... has enabled a focus on the impact of the following in relation to the service user: Gender, Race, Religion, Age, Abilities, Class, Culture, Ethnicity, Spirituality, Sexual Orientation?			
... has resulted in specific actions/ outcomes for the person?			
... considers performance in relation to standards, policies, procedures, etc, to identify 'correct' actions to follow?			
... explores the views of other agencies, and promotes joint development of holistic plans that meet all of the adult's needs?			

	Evidence	Required Actions	Audit Outcome
Principle 4 – Is the reflective supervision helping people to feel more valued, supported and motivated?			
Is there evidence that the reflective supervision:			
... is helping the worker to feel more valued supported and motivated?			
... supports exploration of the worker's health and wellbeing (in terms of sickness, punctuality, ability to manage workload, for example)?			
... has increased worker's job satisfaction?			

	Evidence	Required Actions	Audit Outcome
Principle 5 – Is the reflective supervision supporting the development of workers' emotional resilience and self-awareness?			
Is there evidence that the reflective supervision:			
... has promoted the worker's emotional resilience?			
... has developed the worker's self-awareness by exploring how thoughts and feelings may unconsciously shape judgements and decision-making?			
... considers the following in relation to the worker: Gender, Race, Religion, Age, Abilities, Class, Culture, Ethnicity, Spirituality, Sexual Orientation?			

	Evidence	Required Actions	Audit Outcome
Principle 6 – Is the reflective supervision promoting and developing the organisational learning culture?			
Is there evidence that the reflective supervision:			
... has resulted in specific actions/ outcomes for organisations? (eg, staff development training or sharing of good practice)			
... makes use of any tools to assist in the reflective process?			

Comments from the supervisor

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Comments from the practitioner

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Signature of Auditor Date:

Signature of Supervisor Date:

Signature of Practitioner Date:

Worked Example

Evidence:		Required actions:	Audit outcome:
This should support the final audit outcome in each section		Opportunities for promoting excellent practice or improving practice in each area	Challenge (C) Support (S) Maintain (M) Promote (P)
Principle 1 – Is the reflective supervision deepening and broadening the worker's knowledge and critical analysis?			
Is there evidence that the reflective supervision:			
1.1 Has identified worker's learning needs/ deepened their skills?	<p><i>Supervision notes dated 3/7, 12/8, and 20/9/2015 demonstrate the worker putting into action her learning about domestic violence issues that had been explored. She was able to link her experience and learning to plan her next interactions with the father.</i></p> <p><i>The supervisor used Kolb's learning cycle and introduced the the RiPfA resource coercivecontrol.ripfa.org.uk.</i></p>	<p><i>Practitioner is presenting her case to the team at next team day to share her experience and learning.</i></p> <p><i>RiP resource to be shared with team.</i></p>	<p><i>(P)</i></p> <p><i>Promote the resource to the team and continue to use the Kolb cycle in supervision.</i></p> <p><i>Consider using the case and a RSS model in the group to explore DV as an issue.</i></p>

Source: Developed by project participants

Tool 32: Supervision self-audit

This tool is an example of a supervision self-audit that asks about the quality and impact of supervision.

This tool relates to questions in the supervision evaluation framework in this resource. You can use this tool to gather feedback from supervisors and supervisees about the quality and impact of supervision. It enables individual development and organisational understanding of the impact of supervision. The tool also supports practice supervisors to consider their supervision practice and to gather feedback on their practice, as part of collecting evidence for the Knowledge and Skills Statement.

About this audit

This audit helps to identify how far supervision practice makes a difference to supervisees.

Who will the audit be used for?

The audit will be used to identify strengths and areas for improvement for individuals, and to collate learning about these for organisational improvement.

Ethical information

The findings of each audit will be shared to inform the supervisor and supervisee of each other's views. The findings from the audits will be used by the organisation to share and celebrate good practice, and to support staff to improve where this is needed.

Completing the audit

This audit allows you to identify the difference that you think supervision makes. It also allows you to add comments. Please fill it in as completely as possible as this will better enable learning.

Date of audit

Completed by supervisor/ supervisee

Feedback to supervisee/ supervisor Yes/ No

My views on supervision	1-5 where 5 is completely agree	Comments
I receive/offer regular and appropriate supervision		
There is a suitable supervision environment		
There is a respectful and trustworthy relationship		
I have time to prepare and to follow up on supervision		
We have critically reflective discussions		
Supervision helps the supervisee feel more confident and capable in their work		
Supervision helps the supervisee to feel supported		
Supervision helps the supervisee to learn and develop		
Supervision helps the supervisee to manage their role in the organisation		
Supervision helps the supervisee to identify clear actions		
Supervision helps the supervisee to feel motivated and valued		

Tool 33: Supervision audit

This tool is an example of a supervision audit that looks for evidence related to good practice in supervision.

This tool relates to questions in the supervision evaluation framework in this resource. You can use this tool to look at the quality and impact of supervision. It enables individual development and organisational understanding of the impact of supervision. The tool also supports practice supervisors to consider their supervision practice and to gather feedback on their practice, as part of collecting evidence for the Knowledge and Skills Statement.

About this audit

This audit helps to identify how far supervision practice reflects the evidence of and standards for good supervision.

Who will the audit be used for?

The audit will be used to review supervision records in order to identify strengths and areas for improvement for individuals, and to collate learning about these for organisational improvement.

Ethical information

The findings of each audit will be shared with the supervisee and supervisor to support their professional development.

If an issue relating to safety wellbeing is identified, then this will be reported to the line-manager immediately.

The findings from the audits will be used to share and celebrate good practice, and to support practice improvement where this is needed.

Completing the audit

This audit allows you to identify how far key areas of practice are met. It also allows you to add comments. Please fill it in as completely as possible as this will better enable learning.

Date of audit:

Completed by:

Feedback to supervisee and supervisor completed? Yes/ No

Supervisee role:

There is evidence of...	1-5 where 5 is completely agree	Comments
Regular and appropriate supervision		
A suitable supervision environment		
Preparation and use of an agreed agenda		
Appropriate and proportionate recording		
The record reflecting elements of an agreed model		
There is evidence of...	1-5 where 5 is completely agree	Comments
Actions and the expected outcomes of these		
Previous outcomes being reviewed and met		
The well-being of service users and carers being considered throughout		
Critical reflection		
Use of law, theory and evidence in reflection		
Recognition of and response to practice issues		
Appropriate managerial input to decision making		
Consideration of support needed for wellbeing		

There is evidence of...	1-5 where 5 is completely agree	Comments
Discussion and identification of learning needs and how these are being met		
Two-way communication about organisational issues		
Recognition and response to anti-oppressive practice and equality issues		

Tool 34: Fit with other activities

Supervision is not an add-on activity but one which is intimately linked with the quality of practice and its impact on the lives of people who use services. Supervision fits with other activities that reinforce and support what happens in supervision.

This tool helps you to identify how supervision fits with other activities.

You can use this individually as a supervisee to prepare for a discussion with your supervisor about how to join up supervision with other areas. Supervisors can use this tool to identify how the supervision they offer is complemented by other activities. Organisations can use this tool to consider how they support supervision with other activities.

Area of supervision	Where else does this happen	How can we build on this
Building relationships		
Involving adults and carers		
Critical reflection		
Oversight of quality of work		
Oversight of quantity of work		
Support for staff wellbeing		
Learning and development		
Mediation of relationships between people and organisation		

Tool 35: Supervision evaluation framework

Supervision is an investment of time and energy. It is important to understand how well it is delivered and what difference it makes.

This framework sets out how an organisation can evaluate supervision. It uses a model of evaluation that considers three questions:

- > How much are we doing?
- > How well are we doing?
- > What difference are we making?

Friedman M (2005)

	Quantity	Quality
Effort	How much did we do? (How much supervision for how many people?)	How well did we do? (What did supervisees and supervisors think of our supervision?)
Effect	What difference did we make? (What impact did supervision have – on wellbeing of adults and carers, supervisees, the system?)	What difference did we make? (How much impact did supervision have – on wellbeing of adults and carers, supervisees, the system?)

You can use this framework to think through how you currently capture information about how much supervision you do, how well you do it, and what difference you make. This resource includes additional tools to help with evaluation:

- > Supervision audit
- > Supervision observation
- > Supervision self-audit.

All of these tools also support practice supervisors to consider their supervision practice and to gather feedback on their practice, as part of collecting evidence for the Knowledge and Skills Statement.

The table below sets out some important questions for each area of evaluation and methods that you can use to monitor this. The tools that are available in this resource are underlined.

How much did we do?

Suggested questions	Suggested methods
<ul style="list-style-type: none"> > Is everyone getting regular and appropriate supervision? > Is everyone getting supervision in accordance with the local Supervision policy > Are new supervisees/ people in new roles getting more supervision? > Are NQSWs/ AMHPs getting the supervision they should? > Are registered professionals getting supervision from someone in their profession? > What kind of supervision are people having (one-to-one, group, ad hoc) and is this a range that suits them? 	<p>Health check – asks about experience of getting supervision</p> <p><u>Supervision audit (Tool 33)</u></p> <p><u>Supervision self-audit (Tool 32)</u></p>

How well did we do?

Suggested questions	Suggested methods
<ul style="list-style-type: none"> > Have supervisees been involved and influenced how they receive supervision > Does supervision have a clear purpose? > Are we using a model? – based on reflection and including practice, support, learning, relationships > Do the supervisor and supervisee have learning and development opportunities about supervision practice? > Is there a suitable supervision environment? > Is there a signed supervision agreement? > Is there preparation, use of an agreed agenda and follow up? > Is supervision recorded appropriately? > Is there a respectful and trustworthy relationship? 	<p>Audit of supervision policy</p> <p>Audit of supervision learning and development content</p> <p><u>Supervision audit (Tool 33)</u></p> <p><u>Supervision observation (Tool 26)</u></p> <p><u>Supervision self-audit (Tool 32)</u></p> <p>Feedback on supervisor/ee in appraisal</p> <p>360 degree feedback</p> <p><u>Adults and carers feedback (Tool 22)</u></p>

What difference did we make?

Suggested questions	Suggested methods
> Does supervision result in clear outcomes and actions for adults and carers?	Audit of case files Supervision audit (Tool 33)
> Does supervision focus on adults' and carers' wellbeing?	Supervision observation (Tool 26)
> Does supervision include critical reflection, and use of theory and evidence in reflection?	Supervision self-audit (Tool 32)
> Does supervision include management, support, development and mediation?	Feedback on supervisor/ee in appraisal
> Does the supervisee feel supervision has helped them try out different ideas and approaches?	360 degree feedback
> Does the supervisee feel more confident and capable?	Sickness rates
> Does the supervisee feel more supported?	Retention of staff
> Does the supervisee feel helped to learn and develop?	Attendance at learning and development
> Does the supervisee feel supported to manage their role?	CPD records
> Does the supervisee feel more motivated and valued?	Adult and carer feedback (Tool 22)
> Does the supervisee want to continue in the organisation	