

## 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)

<b>Evidence:</b>	<b>Required actions:</b>	<b>Audit outcome:</b>
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:**

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

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

	Evidence	Required Actions	Audit Outcome
<b>Principle 3 – Is the reflective supervision helping workers to build clear plans that enable positive change for children and families?</b>			
<b>Is there evidence that the reflective supervision:</b>			
<b>... 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?</b>			
<b>... has resulted in specific actions/ outcomes for the person?</b>			
<b>... considers performance in relation to standards, policies, procedures, etc, to identify 'correct' actions to follow?</b>			
<b>... explores the views of other agencies, and promotes joint development of holistic plans that meet all of the adult's needs?</b>			

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

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

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

**Comments from the supervisor**

.....

.....

.....

.....

.....

**Comments from the practitioner**

.....

.....

.....

.....

.....

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:

<b>1.1 Has identified worker's learning needs/ deepened their skills?</b>	<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 <a href="http://coercivecontrol.ripfa.org.uk">coercivecontrol.ripfa.org.uk</a>.</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