Supervision Policy

Adult Services

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> *"We do not learn from experience…we learn from reflecting on experience".*
>
> – John Dewey

Contents

Introduction

Swindon Borough Council Adult Services is committed to a strengths-based approach to practice, which enshrines and values the principles of The Care Act 2014. It therefore goes hand in hand that our approach to supervision also reflects strengths-based principles, emphasising the importance of the supervisory relationship and critical reflection to make it a meaningful process.

Purpose

This policy sets out the requirements and expectations of supervision for all registered and non-registered staff, including agency workers across Adult Services. The purpose of this supervision policy is to ensure that all staff benefit from regular, high quality, critically reflective supervision, which underpins the work we do to ensure that the people who use our services, their carers and families receive the best advice to ensure their rights are upheld, the best support to meet their needs and achieve their desired outcomes. It is important that this policy promotes that supervision should foster a curious approach to practice (LGA, 2020).

This policy also supports and enables all registered staff to meet the regulatory and professional standards as set out by Social Work England and the Health Care Professions Council.

It is expected staff will be familiar with the contents of this policy and engage in supervision in a way that upholds the required standards and makes the most of the opportunities supervision has to offer.

The following key documents underpinning this policy are as follows:

- Department of Health and Social Care 'Post Qualifying Standards for Practice Supervisors' - 2018
- Royal College of Occupational Therapists' Professional standards for occupational therapy practice, conduct and ethics 2021
- Health Care Professions Council 'Standards of proficiency for occupational therapists'
- Department of Health and Social Care 'Strengths Based Approach Practice Framework & Handbook' - 2019
- Local Government Association framework 'Standards for Employers of Social Workers in England 2020'
- Local Government Association framework 'Standards for Employers of Occupational Therapists in England 2022'
- Royal College of Occupational Therapists' Supervision Guidance for occupational therapists and their managers

What is supervision?

Supervision is when a named employee is given responsibility by the organisation to fulfil the role of 'supervisor' and work with another employee the 'supervisee' to meet certain organisational, professional and personal objectives which together promote person centred practice and best outcomes for the people we work with (Morrison, 2001). Supervision is not controlled by the supervisor, but is a two-way supportive process where both parties plan, set the agenda, provide and ask for feedback and agree actions and objectives.

The Royal College of Occupational Therapy describes supervision at its simplest as a professional relationship and activity which ensures good standards of practice and encourages development. (RCOT 2015). Supervision is the cornerstone of good practice. It enables staff to question their practice, critically analyse, evaluate experiences and debrief following challenging or stressful encounters (SCIE, 2017). Research in Practice (2020) highlights that high quality supervision blends the following four elements:

1. **Support –** To create a safe space for the supervisee to reflect on the personal impact of work and prevent issues adversely affecting professional standards. Exploring any health, safety and wellbeing concerns (which may include personal difficulties) and agree appropriate strategies to support and manage this e.g. referral to Care First, Occupational Health, signposting to HR Wellbeing Support.

2. **Development –** to enable supervisees to have structured opportunities for critical reflection on their practice. To explore the supervisees value base and its impact on practice. To reflect upon learning opportunities and effect on practice. To ensure supervisees have up to date relevant skills and knowledge. To utilise feedback on practice constructively including recognition of good work and identification of learning needs to support development and career progression. Feedback can be from people with lived experience, audits, observations, colleagues, complaints and compliments.

3. **Management –** to support the management of the supervisee's time, resources and workload. To ensure that work is undertaken to a satisfactory standard in the context of strategies, policies and other procedures affecting the department's work. To ensure professional judgements and decision-making is clear and evidence based. To check progress against previous actions and objectives. To ensure adherence to legal frameworks, case law and national policies. To highlight any performance issues and ensure action is taken in accordance with the Swindon Borough Council HR Capability Policy and Procedure.

4. **Mediation –** to link the supervisee with the aims and priorities of Adult Services and wider council priorities. To be clear about the remit of the team and associated KPI's. To reflect staff needs to senior management. To initiate, clarify and contribute towards policy formation. To brief staff on organisational developments and information. To help supervisees resolve difficulties in workplace or partner organisation relationships. To assist and coach staff through matters involving the

complaint procedure. To explore how government directives affect the profession, which could present new challenges or considerations to personal and/or professional value base.

Social Work England (2020) place emphasis on the supervisory relationship being enabling in nature to build upon confidence, whilst also providing the foundations to enable constructive challenge to reflect on practice. Royal College of Occupational Therapists recognise that the support provided and the value demonstrated through supervision has a direct impact upon the quality, safety, appropriateness and effectiveness of service provision.

This is further emphasised in the Post Qualifying Standards for Practice Supervisors, which require that:

> 'Practice supervisors must promote, build and model a culture that recognises excellent practice and professional leadership, enhancing social workers' confidence in their practice. They must challenge complacency with a commitment to continued improvement and confidently hold poor practice to account' (Standard 8.2, DHSC 2018).

High quality, regular supervision is key to ensuring consistently high standards of practice and if there is a need to put in place additional structured support to help a supervisee to achieve these standards, supervision should be used in the first instance. Feedback should by provided to the supervisee using specific examples, mapped to professional standards if appropriate and tailored support, action planning and review mechanisms should be put into place to help the supervisee improve to the required standards, as part of a supportive process. Supervisors should refer to the Swindon Borough Council HR Capability Policy and Procedure, if there are continued concerns about a supervisee's performance.

Supervision should also identify and document good practice; particularly where the supervisee has made changes to their practice because of learning something new or where there has been a positive outcome for the individual with lived experience. Reflective supervision can help to validate and celebrate what has gone well, as well as evaluate the reasons why something has not gone well. Supervisors should highlight examples of best practice and share across the wider organisation through the Adults Newsletter, Professional Forums and Quality Assurance Processes.

Critical Reflection

Supervision is a process aimed at supporting staff to critically reflect on their practice. Reflection in its most simplest terms is 'learning from experience' (DHSC, 2018). Reflection helps the worker to make links between their experiences, knowledge and skills, whilst also

integrating thinking, feelings and actions.   Reflective discussions should focus on the experience not only of the practitioner, but consider how the individual may have experienced the intervention themselves (DHSC, 2019). How it is done can vary and can include use of theoretical frameworks or models to help structure the process.

Fook (2007) describes that reflection becomes _critical_ when it involves two aspects:

1. When it is fundamental enough (goes deep enough) to unearth deeply held assumptions to effect transformative change and drastically new ways of thinking and practicing
2. When it is based on an analysis of power dynamics and strives to equalise power imbalances

Therefore, staff need to able to recognise the influence and impact of oneself on a situation. This may involve the influence of your own body (e.g. age, illness, physical, characteristics); other material considerations (e.g. your economic class); psychological elements (e.g. emotional and cognitive aspects of yourself); social aspects (e.g. gender, ethnicity); historical and cultural contexts; and structural factors (e.g. social class). Being aware of oneself (reflexivity) enables you to be aware of whatever thinking, biases or blind spots might be influencing the way you interpret people and situations, and therefore the way you practice. This in turn should enable the practitioner to appreciate different perspectives, make reasonable adjustments and in changing and sometimes unpredictable situations.

Ways to provide supervision

*   **Reflective supervision**
    This policy is primarily concerned with reflective supervision that takes place between supervisor and supervisee in private at a pre-arranged time. Reflective supervision should be uninterrupted. Both parties should contribute and agree agenda items and ensure they are adequately prepared. It should not solely be a discussion centred on case discussion/management. All staff within Adult Services will have access to this method of supervision. See Form B for further information on how to record reflective supervision.

*   **Ad hoc supervision**
    A supervisee may need to 'check something out' with a supervisor or manager, outside of a formal supervision session to support decision-making in real time. Ad hoc supervision should be made available to all supervisees. Any significant discussions or decisions should be recorded on a case note in Liquid Logic. Ad-hoc supervision should not replace reflective supervision sessions.

- **Peer supervision**

  Research demonstrates that practitioners will be more effective if they receive good quality reflective supervision, both from their supervisor or manager as well as peer supervision in teams (BASW/CoSW, 2012). Peer supervision should complement not replace reflective supervision between supervisor and supervisee.

  A key feature of peer supervision includes the creation of a positive and safe environment where colleagues can openly discuss specific case examples or practice themes/issues. Using critical reflection and problem-solving skills, effective peer supervision can generate opportunities for peer-to-peer learning, exploring cases, sharing experiences, studying published literature, enhancing practitioner confidence and sharing examples of best practice. An experienced or advanced member of the team should facilitate peer supervision. It can be valuable to invite colleagues from other teams or specialisms to support the process. Peer supervision is a formal process. Form C can support with the planning and recording of peer supervision sessions. Peer supervision is not helpful in terms of discussing individual or personal issues and these should continue to be raised directly with the relevant supervisor.

Who can supervise?

All staff with supervisory responsibilities within their job description. The only exception to this would be Newly Qualified Workers (NQOT/NQSW) who are not expected to supervise others within their first year of practice.

The structure within Adult Services may mean that the supervisor is also the nominated line manager within the organisation. In accordance with the Post Qualifying Standards for Practice Supervisors, if the line manager is not a registered social worker and is overseeing a supervisee who is employed to undertake direct social work practice, reflective supervision will need to be provided separately by a registered social worker (DHSC, 2018). All registered social workers in Adult Services can be asked to provide critically reflective supervision to staff from both their own and other teams, whose line manager/supervisor is not a registered social worker. Whilst this standard relates specifically to social work, other professional groups should also consider how they can have professionally connected discussions through attending professional forums and peer supervision to enhance their practice.

Swindon Borough Council is committed to supporting its supervisors through the provision of learning and development opportunities. All supervisors are required to undertake supervision training within the first six months of taking on their supervisory role. As part of this training, supervisors will have an observation of their supervisory practice.

The practice and skills of all supervisors should adhere to the eight standards set out in the Post Qualifying Standards for Social Work Practice Supervisors in Adult Services 2018 or to the Supervision Guidance (2015) by the Royal College of Occupational Therapists. See

Appendix 1 for links to these documents, which outlines standards and guidance in full detail. A key theme throughout both these documents is the 'prime importance' on the quality of the relationship between supervisors and practitioners, identifying this as the key to creating the learning conditions that will effect change and improve practice accordingly (DHSC, 2018).

Practice Educators supervising student social workers should also adhere to the Practice Educator Professional Standards (PEPS). Practice Educators supervising student occupational therapists should follow guidance and training provided by the university.

Frequency and duration of supervision

Job Role	Frequency of Supervision	Duration of Supervision
Any role within Adult Services	Full time staff – At least monthly Part time staff – At least 6 weekly	At least an hour and a half of uninterrupted time
Newly Qualified Worker (Social Work and Occupational Therapy)	Weekly for the first 6 weeks of employment, then fortnightly from week 7 to 6 months and monthly thereafter for the remainder of the assessed first year in practice	At least an hour and a half of uninterrupted time
Approved Mental Health Professionals (AMHP's)	Full time staff – At least monthly Part time staff – At least 6 weekly	At least an hour and a half of uninterrupted time – provided by the SBC AMHP lead
Students	Please refer to relevant student handbook	Please refer to relevant student handbook

The frequencies listed above are the minimum requirement expected and it maybe that Reflective Supervision is required at a greater frequency (for example if the supervisee has returned from a career break or had a significant change in role). This will be agreed on an individual basis and reflected in the Supervision Agreement.

Supervision can take place in person or via Microsoft Teams. Staff are encouraged to use their camera when supervision is taking place virtually. The venue and location of supervision should be mutually agreed and particular attention should be given to privacy and confidentiality.

If supervision is postponed for any reason, the person who is cancelling the session should assume responsibility for rearranging an alternative date.

If a supervisor is absent from work for a long period it is the responsibility of the Team Manager or Service Manager/Head of Service to ensure effective arrangements are in place for the supervision of staff within their team or service area. If the supervisee does not have access to supervision, they can escalate this to HR, Principal Social Worker or Principal Occupational Therapist.

Supervision agreement

It is expected that a supervision agreement will be jointly written at the start of the supervisory relationship using the Supervision Agreement Template (Form A). The agreement forms the basis of how the supervisor and supervisee will work together. Supervisors should share the template with their supervisee ahead of meeting together to enable a meaningful conversation to take place. The supervision agreement should be jointly negotiated and agreed and must adhere to the requirements set out within the supervision policy. The supervision agreement needs to be reviewed annually or before in the event of any significant changes. A new agreement will need to be completed if there is a change of supervisor.

The supervisee and supervisor need to take responsibility for their part of the supervisory relationship and together explore any difficulties that arise, making changes that are necessary and possible (RCOT, 2015). When the supervision process or supervisory relationship is not working effectively the supervisee and supervisor should have an open and honest conversation referring back to the supervision agreement in the first instance. If this conversation is not successful then the supervisor's line manager should facilitate a meeting between the supervisor and supervisee to mediate and come to an agreement on the future arrangements for supervision. If difficulties between the supervisor and supervisee cannot be resolved, the Service Manager or Head of Service will be asked to mediate. It is expected this will be in exceptional circumstances only.

Recording supervision – Storage, retention and access

The responsibility of ensuring there is a record of supervision sits with the supervisor. Supervision should be recorded using the Supervision Record template (Form B) and shared with the supervisee within 5 working days.

When a significant decision is made or actions agreed in relation to a person the supervisee is working with it should also be documented in Liquid Logic in accordance with SBC Adult Services Recording Guidance (see appendix 1).

The supervision record, when complete, should be agreed and signed by both parties.

All supervisees are expected to store copies of supervision records electronically on their team SharePoint site. Each individual document can be password protected (with Supervisor and Team Manager being aware of the password) or the folder can be locked down to manager/supervisee/supervisor only access. Teams can determine what will work best for them. Saving on the U drive is not advised as the supervisor/manager may need to access the records.

Supervision should be treated as a confidential process except where it is necessary to share information in order to discharge a legal duty, where a third party is at risk of harm or where it is specifically allowed for within corporate policies.

There may be situations when a supervisor needs to discuss the content of supervision with their own line manager or HR for example on matters relating to health or wellbeing and performance. The same commitment to confidentiality then rests with those the supervisor involves in respect of sharing information on a need to know basis.

All supervision records should be kept for the duration of employment. When a member of staff leaves the organisation, their supervision records should be kept electronically by their line manager for a period of 6 years in accordance with Swindon Borough Council's Retention and Disposal Policy.

Supervision records may also be requested and accessible to others for purposes including:

- Audits (i.e. for quality assurance purposes);
- Investigating Officers (i.e. for disciplinary investigation).
- Investigating complaints
- Fitness to practice concerns (i.e. regulator SWE/HCPC)

At Our Best: My Performance Conversations (MPCs) and Performance Development Reviews (PDRs)

Adult services are part of a wider system – the council as a whole and the commitments we have made to the public and our partners. Our Swindon values are:
- What we do really matters

- We do things right

- We make things happen together

What we do and how we behave directly relates back to how we bring our values to life, our wider commitments, priorities and aspirations. To keep us on track we need to know how our personal objectives underpin everything we are working towards, from meeting our local team targets to achieving Swindon Borough Council's vision and priorities. This is where supervision comes in. Swindon Borough Council have launched a Values and Behaviours Framework (2023) which has a renewed focus on 1:1s (My Performance Conversation - MPC).

In Adult Services the 'My Performance Conversation' is known as 'Supervision' and as part of supervision staff will be required to highlight where they demonstrate Swindon Borough Council's behaviours for their role type. Please see Appendix 1 for full guidance on the SBC behaviours framework and the adult services practice guidance on how to bring this conversation to life in supervision.

All supervisees will have a Performance Development Review (PDR) at least twice a year (a full year PDR and a mid-year review). PDR's will be held with their Line Manager and the learning plan documented. PDR's reflect back over a time period - how have I been? What overall has gone well, not so well? Where have I demonstrated values, behaviours, what else/more could I do to afford me stretch? A set amount of time dedicated to reflection and personal growth. PDRs can be held at any point in the year. The learning outputs of the conversation will be documented and reported on the LMS system by the supervisor. The corporate PDR template will be used to record PDR conversations.

Reflective tools

An extensive toolkit is available on the Research in Practice website to support supervisors and supervisees to explore and reflect on different areas of practice in supervision.

In addition to this, the KcVETS model supports the application of a strengths-based framework to supervision.

See Appendix 1 & 2 for links to these tools/models and how to use them in supervision to support critical reflection.

Continuing Professional Development

The DHSC Post Qualifying Standards for Practice Supervisors outline that in order to create confident and capable staff supervisors should promote continuous professional development (CPD) through critical reflection in the supervision process. They should support staff to meet their learning needs through identifying and addressing barriers for learning and by regularly reviewing and co-constructing a professional development plan, which outlines relevant learning opportunities and resources (Standard 3.5, DHSC 2018).

The 'Principles for continuing professional development and lifelong learning in health and social care' (Interprofessional CPD and Lifelong Learning UK Working Group 2019) state that continuing professional development (CPD) should:

1. Be each person's responsibility and be made possible and supported by your employer;
2. Benefit people who user our services;
3. Improve the quality of service delivery;

4. Be balanced and relevant to each person's area of practice or employment; and

5. Be recorded and show the effect on each person's area of practice.

Supervisors should develop a culture and community of learning and improvement, drawing on the expertise held across teams. Supervisors must invest available resources into staff and service development, drawing on the expertise of adults and their carers (Standards 3.6, DHSC 2018).

Social Work England research 'Social Work & Continuing Professional Development' published May 2021 highlights the two main barriers that social workers face in relation to CPD. The first being lack of time prioritised during working hours and the second being disparity between what CPD is and what it is believed to be. Whilst this research focuses on the social work profession, it is likely that these trends reflect the position of other professional groups across the Adult Services workforce.

The Local Government Association recommend that staff are provided with the time and opportunity to learn, keep their knowledge and skills up to date, and critically reflect on the impact this has on their practice. Registered staff are required to demonstrate this learning as part of their regulatory requirements and log this with their respective professional body. It is therefore recommended that staff engage in ½ a day per month of CPD activity as a minimum requirement (see list below).

CPD opportunities are wide ranging and can include the following activity:

- Formal training (face to face or virtual facilitated by a trainer)
- Shadowing
- Reflective Supervision which has promoted learning & change
- Receiving and reflecting on feedback
- External conferences / training / events
- eLearning
- Self-directed learning – (accessing publications, articles, journals, podcasts, webinars using Research in Practice and TRI.X platforms)
- Peer supervision / peer coaching
- Undertaking a recognised qualification or post qualifying award
- Attending professional forums
- In house development offers (e.g. ASYE programme, PEPS, legal updates/refreshers)
- Spontaneous 'on the job' learning
- Facilitated learning in Team Meetings

Quality assurance

Quality assurance embraces all activity that contributes to service improvement and the development of a culture of learning. It is widely known there is a direct link between the quality of supervision and outcomes for people who access social care services (Wonnacott, 2012).

Therefore, to be effective the supervision process requires monitoring through quality assurance arrangements, which include:

- Direct Observation of Supervisory Practice (at least every 12 months)
- Direct Observation of Supervisee's Practice (at least every 12 months)
- Frequency and quality of supervision measured through data collection and audit of a random sample of supervision files
- Staff surveys

Direct observations

There is an expectation that supervisors will carry out at least one direct observation of their supervisees practice per year. This form of direct observation is often referred to as 'live supervision'. It is an opportunity for supervisors to see the work undertaken by their supervisee and offer practical feedback. Supervisors should make specific use of practice observations and feedback from individuals, carers and other professionals to reflect on and improve the supervisees practice (DHSC, 2018).

There is also an expectation that all staff who have supervisory responsibilities will have their supervisory practice observed annually. The supervisor's supervisor or line manager will carry out at least one direct observation of a supervision session per year and offer feedback to support their development in this role. The observer should make efforts to ascertain feedback from the supervisee on their experience of supervision. When undertaking this direct observation it will be useful to refer to the Post Qualifying Standards for Social Work Practice Supervisors in Adult Services 2018 or Royal College of Occupational Therapy's professional standards and code of ethics 2021.

Verbal feedback should be given to the person being observed at the earliest available opportunity and this can be followed up in subsequent supervision sessions. Observers should utilise the Direct Observation Template (Form D) to make notes and formalise feedback that will in turn enable the person being observed to create an action plan based upon this. The outcome of either an observation of practice or supervisory observation should contribute towards the setting of objectives in supervision where appropriate.

Newly Qualified Workers (Social Work and Occupational Therapy) are required to have direct observations as part of their assessed first year in practice. As such, there is no requirement to complete any additional observations of practice outside of the requirements set out by

the programmes during this year. The above will however apply on completion of the relevant programme and upon taking on supervisory responsibility.

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Appendix 1 – Resources

DHSC Post-qualifying Standards for Social Work Practice Supervisors in Adult Services

Local Government Association: The Standards for employers of social workers in England

DHSC Strengths-based approach: Practice Framework and Practice Handbook (including KcVETS strengths based supervision model)

RCOT Professional standards for occupational therapy practice, conduct and ethics

Supervision Guidance for occupational therapists and their managers (2015) | Royal College of Occupational Therapists (rcot.co.uk)

Occupational therapists | (hcpc-uk.org)

The Nursing and Midwifery Council - Standards for Nurses

SBC Occupational Health Service

SBC Health & Wellbeing

SBC HR Policies & Guidance

SBC Learning & Organisational Development

SBC Social Work and Leadership Academy

SBC PEPS Handbook

SBC Adult Services Recording Policy 2019

SBC Our Values and Behaviours: at our best

Appendix 2 – Research in Practice Supervision Toolkit

Supporting supervision conversations using remote technology

Tools 1-6: Identity, power, values and ethics

Tool 1
Social Graces. (Burnham 2017) – What makes each of us who we are? This tool support reflexive practice

Tool 2
Extension of reflecting on Social Graces. This tool supports considerations as a person and as an enabler of practice supervision, and implications of this.

Tool 3
Privilege exercise. Video and group discussion on "white privilege"

Tool 4
Effective Use of Power and Authority. Workshop group exercise as supervisors, considering supervision styles.

Tool 5
Anti-oppressive practice. This tool helps you to consider the oppression that may be experienced by people that you work with. You can use this in individual or group supervision to discuss the barriers people face, the impact on them and the impact on your relationship. This will help you to plan how to engage with them in an anti-oppressive way.

Tool 6
Ethics and values discussion. Supervision can support good decision making through enabling critical reflection. This requires self-awareness and the ability to recognise how our own ethics, values, beliefs, experiences and biases affect the way that we think. You can use this tool sensitively in individual supervision to prepare for and talk through an ethical dilemma that you face.

Tools 7-13: Supporting reflection

Tool 7
Individual reflection. My strengths in relationship-based practice supervision
I'm good at, I'm proud of, I've help my organisation by…

Tool 8
Reflective Cycle. You can use this tool in individual or group supervision to talk through a situation and identify insights that feed into action planning. It is particularly helpful in complex cases. This is also a useful tool for development as it helps you to identify learning from your experiences.

Tool 9
This is a model of group reflection called Systemic Reflective Space (SRS)
You can use this model in group supervision to support critical reflection that enables someone experiencing a situation to gain insight that will help them judge what to do. Gives ground rules for session and a model of how to consider the situation. Requires planning by the facilitator.

Tool 10

Effective Group Supervision. This tool sets out some of the considerations around group supervision and helps you to think through how group supervision will work. It can also be used to inform a group supervision policy.

Tool 11
Levels of reflection. This tool helps you to consider what level of reflection you use and how to increase the depth of your reflection. You can use this in supervision to identify what level of reflection is needed for a particular situation. This tool supports critical reflection on cases and also development of your professional capability.

Tool 12
Wonnacott's Discrepancy Matrix. This tool encourages practitioners to reflect on what is known about a case and what is unknown or not yet known – a vital aspect of working with uncertainty. It supports the practitioner to tease out the information they hold into four types: evidence, ambiguous, assumption, and missing.

Tool 13
Using law, theory and research in a reflective discussion. This tool sets out a method for reflective discussion that deliberately brings in law, theory and research. This tool provides example questions to bring in law, theory and research in all four stages of Kolb's (1984) reflective cycle.

Tools 14-21: Supporting resilience

Tool 14
Resilience and Self-help. This tool enables you to identify how to build your professional resilience skills. You can use this individually to prepare for a discussion with your supervisor, or in supervision to jointly consider how to support resilience. You can also use this in a group or as a team to reflect on resilience and share your experiences.

Tool 15
Seven learnable skills of resilience Using this tool practitioners rate their abilities in seven key areas of resilience, and identify factors which might be supporting or blocking them. The aim of this tool is to encourage practitioners to think about and reflect on their own resilience in order to support their wellbeing.

Tool 16
Self-help audit plan. Developing appropriate self-care strategies is one way of limiting the negative impacts. This tool takes practitioners through reflection and considering a plan of action to develop appropriate self-care strategies

Tool 17
Wagnild and Young resilience scale. This standardised measure comprises a series of questions about practitioner resilience. The results can form the basis of a discussion on issues of wellbeing, the impact on the supervisee's own life and their work.

Tool 18
Emotional resilience postcards. This tool focuses on individual strategies for coping with emotional stress. It is a detailed tool that needs planning for before undertaking. Is important to note that emotional resilience is an organisational issue and it is vital that individual practitioners are not held solely responsible for their own responses to the emotional demands of their role.

Tool 19

Debrief. This tool offers an approach to debriefing after an experience that has impacted on you. You can use the tool in individual or group supervision to talk about an experience that has affected you. The environment needs to be safe and supportive. This tool fits alongside robust organisational support for people to manage the impact of their work. It is not a quick fix.

Tool 20

Supervision in times of change. This tool helps you to consider the impact of change and the reasons for how it is affecting you. You can use this in individual or group supervision, or in team meetings to discuss how to respond to and affect change.

Tool 21

Managers' Audit Tool. This is useful for managers to demonstrate whether they currently exhibit the behaviours necessary to promote emotional resilience and, therefore, offer effective services.

Tools 22-26: Gathering feedback

Tool 22

Adults and Carers Feedback. This tool enables you to identify how adults and carers can be involved in improving practice, through using feedback in supervision discussions.

Tool 23

Bridging Interview. This exercise helps you to prepare feedback and to rehearse giving the feedback.

Tool 24

Giving feedback on supervision. This tool helps you to give feedback on the supervisory relationship in a constructive way to ensure that you get what you need from supervision. Ideally this will happen regularly from both parties.

Tool 25

Practice observation. This tool supports practice observation and discussion of this in supervision. It is based on the ASYE observation tools developed by Skills for Care.

Tool 26

Supervision observation. This tool supports observation of a supervisor and discussion about this in their supervision. It is based on the ASYE observation tools by Skills for Care.

Tools 27-29: Developing practice

Tool 27

Appreciative Inquiry. Appreciative inquiry is an approach that enables us to learn from what has gone well by seeking to understand the factors that caused things to go well. It involves identifying good work and then analysing it. (Elliott 2015). This tool enables you to build on what is good in your work using an appreciative inquiry method.

Tool 28

Coaching. Mentoring and coaching can help shape an individual's confidence, practice and values in a positive way. It can help workers to improve their awareness, and to set and achieve goals. This tool helps you to use a coaching method to consider a situation.

Tool 29

Learning and development action plan. This tool enables individuals to plan ongoing learning and development. The tool can also be used by organisations to identify learning and actions for organisational improvement.

Tools 30-35: Audit

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.

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.

Tool 32
Supervision self-audit. This tool is an example of a supervision self-audit that asks about the quality and impact of supervision.

Tool 33
Supervision audit. This tool 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.

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. You can use this tool 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.

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

Tools 36-41: Building the supervision relationship

Tool 36
Supervision Relationship. This tool helps you and your supervisor to consider some important aspects of the supervisory relationship, and how you can promote them.

Tool 37
Person centred approaches. Supervision works best when it tailored to the needs of the supervisee and the supervisor. This tool sets out how you can use person-centred approaches to develop your supervisory relationship.

Tool 38

What works for me. Different supervisees will respond differently to different supervisory support. This tool helps you to identify what support you need as a supervisee.

Tool 39

Building a good relationship. This tool helps the supervisor and supervisee to consider how the relationship is working and identify ways to change this if needed.

Tool 40

Supervision Agreement. Supervisors should ensure that there is a commitment to supervision from both parties. This should be done through discussion to enable a shared understanding and agreement of how best to work together. This tool sets out the main areas that need to be included in this.

Tool 41

Supportive / Directive. Workers will need different levels of support and direction throughout their careers and for different sorts of situations. This tool helps workers to gain appropriate support and direction, depending on the situation they are in

Tools 42-47: Organisation & recording

Tool 42

Supervision Policy Outline. A supervision policy can support shared understanding of supervision and the kind of practice that is needed for adults and carers (Daly and Muirhead 2015). This tool sets out areas to consider in your supervision policy.

Tool 43

Supervision Recording. This tool helps you to plan for supervision, to cover the main areas in supervision and to record supervision.

Tool 44

Organisational Culture. This tool helps you to think through how the culture of the organisation you work for supports good supervision.

Tool 45

Retaining Staff. Research points to factors that support people to stay working in social care and those that push them away (Bowyer and Roe 2015). One of the factors is supervision. This tool enables you to consider the push and pull factors and how you are supporting a context where supervision can thrive.

Tool 46

Workload considerations. This tool highlights considerations around workload for discussion in supervision. It is based on research about workloads (Baginsky et al 2009).

Tool 47

Case Prioritisation. There may be a perception that each supervision session should include discussion of every open case in order to retain oversight and accountability. This is generally impossible in the time available and does not support workers in taking ownership and prioritising issues and cases for discussion themselves. (Earle et al 2017) This tool supports prioritisation of cases so that they can be discussed with the appropriate level of critical reflection.