

UNIT SPECIFICATION				
<b>Unit title</b> <b>PROFESSIONAL SUPERVISION IN HEALTH AND SOCIAL CARE</b>				
<b>Level</b>	Level 7	<b>Credit value</b>	20 (10 ECTS)	
<b>Is this a common unit?</b>		No	<b>Expected contact hours for unit</b>	24
<b>Pre and co-requisites</b> None				
<b>Aims</b> Good supervision is at the heart of effective professional practice, and the rapidly changing context of health and social care means it is a complex and demanding activity. Through exploration of theory and research evidence the student will develop a critical knowledge base of the nature and context of supervision in their current environment. The unit will also encourage the student to reflect and evaluate their own practice and role in relation to their professional values and standards.				
<b>Intended learning outcomes (ILOs)</b> Having completed this unit the student is expected to: <ol style="list-style-type: none"> <li>1. Evaluate and synthesis the theoretical frameworks and research related to the study of supervision and assess their relevance to the health and social care context</li> <li>2. Demonstrate an in depth knowledge and critical understanding of the current policy drivers in health and social care services and their impact on their role supervision strategies in their organisation.</li> <li>3. Demonstrate advanced knowledge and critical understanding of the personal skills, professional standards and approached needed to engage in effective supervision</li> <li>4. Critically examine the effectiveness of their practice, using reflection and analysis to develop a conceptual understanding of their work as well as a critical awareness of the impact of their interventions.</li> </ol>				
<b>Learning and teaching methods</b> The taught component uses a variety of methods building on students' professional experience, skills and knowledge. Learning and teaching methods include lectures, discussion groups, reflection on practice and guided independent study. Unit guides and specific reading materials will be designed to enable students to continue in the professional development of their existing knowledge base and maximise opportunities to advance their professional practice. Core text, and encouragement to read widely, will also provide foundation knowledge for students to analyse and advance their professional practice. Bournemouth University's online learning resources will be used for student learning and support.				
<b>Assessment</b>				
<b>Formative assessment/feedback</b> Formative feedback on students' thinking so far will be provided on the last day of the unit when the assignment requirements /guidance etc. are discussed. Students will be expected to reflect upon their learning based on their observed supervision practice which will have taken place before the last day. Students with individual/ additional needs will be encouraged to contact the unit lead via e-mail to arrange a 1 to1 meeting.				
<b>Summative assessment</b> ILOs 1-4 will be assessed by 100% course work			<b>Indicative assessment</b> The coursework comprises a reflective learning log equivalent to 2000 words and an observed	

			supervision practice equivalent to 1000 words		
<b>Indicative unit content</b> <ul style="list-style-type: none"><li>• Models and theories of professional supervision</li><li>• Current policy, practice and standards of supervision in health and social care context</li><li>• Blocks to effective supervision</li><li>• Formal, informal and group supervision</li><li>• The evidence for “effective” supervision</li><li>• Leading in public sector organisations – current dilemmas and issues</li><li>• Supervising and leading teams</li><li>• Managing conflict and performance</li><li>• Supervising in a multi-disciplinary team</li><li>• Managing and developing professionals and professional practice</li><li>• Personal vision and values</li><li>• Personal diagnostic exercises and personal development planning</li></ul>					
<b>Indicative learning resources</b> <p>Core texts*</p> <p>Brown, A. and Bourne, I., 1996. <i>The Social Work Supervisor</i>. Buckingham: Open University Press</p> <p>Davys, A. &amp; Beddoe,L., 2010. <i>Best Practice in Supervision</i>. London: Jessica Kingsley.</p> <p>Goleman, D., 1998. <i>Emotional Intelligence</i>. London: Bloomsbury.</p> <p>Gould, N. and Baldwin, M., 2004. <i>Social Work, Critical Reflection and the Learning Organisation</i>. Aldershot: Ashgate.</p> <p>Hafford- Letchfield, T., 2009. <i>Management and Organisations in Social Work</i> London: Sage.</p> <p>Hawkins, P. &amp; Shohet, R., 2006. <i>Supervision in the Helping Professions</i> ( 3<sup>rd</sup> ed). Maidenhead: OUP.</p> <p>Holroyd, J., 2012. <i>Improving Personal and Organisational Performance in Social Work</i>. London: Sage/Learning Matters.</p> <p>*Howe, K and Gray,I., 2012. <i>Effective Supervision in Social Work</i>. London: Sage/Learning Matters</p> <p>Huczynski, A., &amp; Buchanan, D., 2001.<i>Organisational Behaviour, an introductory text</i>. 4<sup>th</sup> ed. London: Prentice Hall.</p> <p>Hughes, L. &amp; Pengelly, P., 1997. <i>Staff Supervision in a Turbulent Environment</i>. London: Jessica Kingsley.</p> <p>McKimm, J and Phillips, K., 2009. <i>Leadership and Management in Integrated Services</i>. London: Sage.</p> <p>Mullins, I., 2007. <i>Management and Organisational Behaviour</i> ( 8<sup>th</sup> ed.) Harlow: Prentice Hall.</p> <p>*Northouse, P., 2012. <i>Leadership</i> (6<sup>th</sup> ed.) London: Sage.</p> <p>Rosenberg, M., 2003 <i>Non Violent Communication</i>. Encinitas, CA: Puddle Dancer Press.</p> <p>Skills for Care, 2007. <i>Effective Supervision</i>. London: Skills for Care.</p> <p>Wonnacott, J., 2011 <i>Mastering Supervision</i>. London Jessica Kingsley.</p> <p><b>Useful Websites</b></p> <p><a href="http://www.kingsfund.org.uk">www.kingsfund.org.uk</a></p> <p><a href="https://www.gov.uk/government/organisations/department-of-health">https://www.gov.uk/government/organisations/department-of-health</a></p>					
Unit number		Version number	1.1	Date effective from	Sep 2019