Social Work & Social Care
Supervision Policy, Standards and Criteria

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SUPERVISION POLICY, STANDARDS, AND CRITERIA

Supervision Policy
Introduction
This policy sets the framework and minimum standards to implement an effective and consistent approach to social care supervision practice.

Supervision and appraisal are the most important ways of ensuring staff deliver a high standard of service to adults, children and families, carry out their duties according to policy and procedures and meet departmental and corporate targets. Supporting staff through supervision improves working practices and contributes to better service delivery and outcomes for all service users.

Aims
The aims of this policy are to define:
- The uniform supervision model to be adopted for all posts within Social Care Health & Housing in order to support high quality practice and develop the professional competencies of all those involved.
- The rights and responsibilities of all staff in respect of supervision.
- The standards to be met.
- The means by which the practice of supervision will be qualitatively assessed and monitored.

Scope
This is a mandatory policy. It applies to the supervision of all staff within Social Care Health & Housing, including:
- All social work staff (including senior social workers, social workers, and social workers on assessed year in employment).
- All social care staff (including OT's, key workers etc.)
- Deputy and Team managers.
- Advanced practitioners.
- Senior managers

Consideration is needed about how this policy and standards might be applied to other staff e.g. in multi disciplinary teams, administrative staff and other managers who work within SCH&H.

Definition, Purpose and Functions
Morrison (2001) defines supervision as:

'a process in which one worker is given responsibility by the organisation to work with another worker(s) in order to meet certain organisational, professional and personal objectives.'

The purpose of supervision is to develop workers and ensure the quality of work so that service users / adults, children and young people have the capacity to lead independent and fulfilling lives. It is the direct practice, guidance and reflection provided by supervision that enhances professional development and supports competent, accountable and safe practice

The functions of supervision are:
- Management (ensuring competent and accountable performance)
- Educative (developing the professional practice of the supervisee)
- Support (managing the impact of the work, stress, work/life boundary)
- Professional Impact & Engagement (engaging the individual with the organisation).

Literature/ Research
There is a substantial body of literature and research into the practice of supervision within social care that demonstrates that in many cases supervision has not met minimum standards or been of the requisite quality, (Laming, 2009; Cantrill, 2009). A key theme is that of the four functions (see above) the management function takes precedence over the others, especially the educative and support functions – with the unfortunate consequence that the latter two functions are given insufficient attention. This is a significant shortcoming as a competent and confident workforce is central to the provision of quality services and to the efficient operation of children's services. In addition few social care organisations have audited supervision to ensure that it is of the requisite frequency and quality
(OFSTED, Healthcare Commission, 2008)

Hillingdon's adopts and promotes an interactional style of supervision that covers four core supervisory functions as described above. Interactional supervision is relationship centered and is based on the theory that the positive working relationship between supervisor and supervisee is key to effective and reflective supervision (Shulman, 1991)[1] (Shulman, 2005, 2011)[2].[3]

The Social Work Reform Board report (Department of Education, 2010) asserts the need for a national framework for standards which includes:
The combination of effective supervision arrangements, together with a suitable working environment, manageable workloads, supportive management systems and access to continuous learning, to help ensure that social workers are able to provide good and responsive services for children, adults and families.

Core Values and Principles
These are the core values which underpin the policy and the following standards and criteria (adapted from Morrison 2001).
1. Supervision must ensure the effective management of practice, develop and support staff and promote their engagement with the organisation.

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[1] Shulman, L. (1991). Interactional social work practice: Toward an empirical theory. Itasca, IL: F. E. Peacock Publishers.
[2] Shulman, L. (2005). The clinical supervisor-practitioner working alliance: A parallel process. In L. S. Shulman & A. Safyer (Eds.), Supervision in counseling: Interdisciplinary issues and research (pp. 23-48). New York, NY: Haworth Press Inc.
[3] Shulman, L. (2011). Interactional supervision (3rd ed.). Washington, DC: National Association of Social Workers Press.

2. All staff, irrespective of their role, have the right to receive high quality supervision.
3. All staff bear responsibility for the quality of their own work and, to this end, should prepare for and make a positive contribution to the supervisory process. They are not passive recipients.
4. Senior managers have a responsibility to promote good supervision by implementing this policy and ensuring training is provided for both supervisors and supervisees.
5. Senior managers need to conduct regular audits to ensure that this policy and standards are being implemented.
6. Supervision must promote anti discriminatory practice.
7. All practice must be consistent with the College of Social Work / HPC Codes of Conduct.

Responsibilities

Supervision is a process not an event. It entails preparation, open discussion and the implementation of decisions. Both supervisors and supervisees have a responsibility to actively engage in this process and supervisors should ensure adherence to the standards outlined in this policy. (Appendix 1)

Supervisees will make a substantial contribution to the quality of their own supervision by, for example:

- Ensuring that actions agreed within supervision are carried out in a timely manner.
- Notifying the supervisor of any difficulties in implementing decisions or plans.
- Identifying development and support needs.
- Understanding and implementing policy.

Where the supervisee is a practitioner s/he will also contribute to the supervision process (and promote high quality service delivery) by, for example, ensuring that:

- There is a 'written' plan for each child, young person or adult.
- The desirable outcomes for each child, young person or adult are defined, including the purpose of contact and agreed interventions, and progress measured against these.
- Case recording contains clear analysis, plans and summaries.
- Diversity is integrated into all work and records.

Supervisors will make a substantial contribution to the quality of supervision by adhering to the standards set out in appendix 1.

Neither supervisors nor supervisees are likely to maximise the benefit of supervision unless they are adequately trained to understand and carry out their duties. Supervision must be integrated into induction processes and training must be provided.

Methods

The principle method of supervision within Hillingdon Social Care is one-to-one supervision – where one worker is given the responsibility to work with another worker to meet certain

organisational, professional and personal objectives. Supervision as defined in this policy should operate at all professional levels in the organisation up to deputy director level.

However, it may be unrealistic to expect one-to-one supervision to meet all four functions for all staff all of the time. It is therefore appropriate to use other methods of supervision. These include group supervision, team supervision, mentoring or the use of other expertise and skills.

In Residential Units in particular the above methods may have relevance. Given that the work often takes place in a group setting and the observations of skills and competence is inherent in the work, the workplace itself can be an evidence base for supervision. In utilising these other methods it remains essential that residential Social Workers have access to a level of one-to-one supervision on a monthly basis. It is acknowledged that, with the other opportunities available, this may be of shorter duration. The guiding principle, irrespective of which methods are used, is that the line manager is responsible for ensuring that all four functions of supervision are formally addressed.

Performance And Development Appraisal

All staff are required to contribute to a Performance And Development Appraisal (PADA) on an annual basis, reviewed 6 monthly.

The PADA provides an opportunity for the staff member, to reflect on their knowledge, skills and values in a structured way, focusing on the knowledge and skills required for their job whilst assimilating the feedback they receive from their manager.

PADA reviews and Supervision are linked. The PADA appraisal provides an overview of the work plan, expected achievements and development for the year; whereas Supervision provides the detail of the work undertaken. Evidence of performance contained in supervision records should be used towards PADA appraisals.

The PADA appraisal review and supervision records may be used towards the Health and Care Profession Council (HCPC) registration and renewal. Social workers should keep a copy of their PADA, Personal Development Plan and any evidence of achievements in their Career Pathway folder as they may be asked to present this as confirmation of their continuing professional development.

Confidentiality

Supervision sessions are, in general confidential exchanges between supervisor and supervisee. However, the supervision record is an organisational document which may be seen by others for e.g. audit and inspection purposes, where there are grievances or disciplinary proceedings, without the consent of the parties involved. The supervision agreement should clarify the constraints upon confidentiality.

Recording

Supervision should always be recorded in a timely manner and in such a way that the content and decisions can be readily understood and audited.

Supervision records should be maintained by the supervisor with a copy for the staff member. Where other staff are providing aspects of supervision/mentoring this should also be recorded using the same templates contained in this document.

All notes should be signed as agreed records at the end of a session or beginning of the next (appendix 3). Personal information will only be recorded where it is causing concern in relation to the individual's work performance. The supervision agreement should state how supervision will be reviewed, including feedback about quality and helpfulness (see appendix 2).

The supervisor and supervisee will agree what case decisions and actions need to be entered in Protocol, or other relevant case management system, and who takes responsibility for entering these on the system. Where a management decision has been made it is the responsibility of the supervisor / manager to record the management decision in Protocol, or other relevant case management system.

In recording decisions, the writer should make clear with whom they have consulted, especially if a decision is made outside a formal supervision meeting (an ad hoc consultation) or involves another manager.

Quality Assurance/ Audit

Quality assurance is the responsibility of both the first-line manager and senior management.

The first-line manager should read a sample of the supervisee's case notes regularly to ensure adherence to policy and the quality of work undertaken. From this s/he should select a number of cases to review in supervision.

Senior managers are also responsible for assuring the quality of supervision and the performance of its staff. To this end they should regularly audit small random samples of case and supervision records to ensure adherence to policy and the provision of high-quality supervision. Appendix 5 has a template pro forma for this.

It is not realistic for senior managers to review all case/ supervision records. The key is regular audit of small samples – maybe six or eight such records. It may be productive to conduct case records thematically i.e. to examine a sample of files relating to disabled or looked after children or children subject to child protection processes.

The quality assurance processes are described in standard 12 (in addition see the pro forma for case file audit in appendix 4).

Appendix 1 - Supervision Standards and Criteria

Standards are used in many different areas of life. They describe the basic level of performance or ability that is required for a product or service to be effective and do the job it was designed to do.

In this case the standards define what needs to be in place to ensure a consistent approach to supervision at all levels. Under each standard are a number of criteria – indicators that will help decide whether this standard has been met.

Standard 1
All staff will receive formal and regular supervision.

Criteria:

- For those undergoing the assessed year in employment, staff will receive formal one to one supervision weekly for the first six weeks, fortnightly for the duration of the first six months and a minimum of monthly supervision thereafter for the rest of the year.
- For those undergoing induction they will receive supervision within their first week and thereafter more frequently than monthly as specified and agreed in the Supervision Agreement.
- Following confirmation in post, practitioners receive formal supervision, as a minimum, at monthly intervals with opportunities for ad hoc consultation as and when needed.
- A supervision session lasts on average between one and a half to two hours (a protected 90 mins as the minimum). In addition time will be needed for preparation and recording.

N.B. The frequencies stipulated in this standard assume staff are in full-time employed. There may need to be adjustment where staff are employed part-time.

Standard 2
Supervision is arranged and conducted in such a way as to permit proper reflection and discussion.

Criteria:

- Supervision is not subject to cancellation and is only postponed in exceptional circumstances. Any postponed session is reconvened at the earliest opportunity. Where the practitioner postpones supervision it is the practitioner's responsibility to reconvene and where it is the Manager who postpones, it is their responsibility. However, the manager has overall responsibility to ensure that supervision takes places and meets Standard 1

- Where the supervisor is absent long-term from work (because of e.g. sick leave) alternative arrangements should be made by senior management to provide supervision.
- Supervision takes place in an environment which affords privacy and where arrangements have been made to avoid interruptions (other than in circumstances described in the supervision agreement).

Standard 3

All supervisory relationships are subject to a written agreement and are drawn up during the first supervision meeting. (see Appendix 2).

Criteria:

The agreement addresses:
- Respective roles and responsibilities.
- The frequency of supervision.
- How agendas are to be drawn up.
- How the supervision sessions are to be recorded.
- How confidentiality is to be maintained – and what the limits are to this.
- How PADA review requirements are to be met.
- How differences in the working relationship are to be managed.
- How the principles of diversity (within the supervisor/ supervisee relationship and in service delivery) are to be handled.
- How and when the agreement is to be reviewed.

Standard 4

Supervision is a planned and purposeful activity.

Criteria:

- Both supervisor and supervisee prepare for supervision by identifying issues to be addressed.
- An agenda will be drawn up prior to or at the start of the supervision meeting. Both supervisor and supervisee should contribute to this.
- Decisions made at the previous supervision meeting are reviewed to ensure actions have been taken, (see appendix 3).

There is a further criterion under this standard.

Where the supervisee works directly with children and families:
- The supervisor reads 3 of the supervisee's electronic case files per month and reviews the supervisee's work tray (in Protocol, or other relevant case management system) prior to supervision. The cases the supervisor has read should be noted in the Supervision Record

Where the supervisee works directly with adult service users:

- The supervisor reads a sample of the supervisee's electronic case files and reviews the supervisee's work tray (in Protocol, or other relevant case management system) prior to supervision. The cases the supervisor has read should be noted in the Supervision Record

Standard 5
All supervision sessions should be recorded promptly, competently and stored properly.

Criteria:

- Regardless of whether there is individual, joint supervision or an ad hoc discussion, the supervisor and supervisee will agree what case decisions and actions need to be entered in Protocol, or other relevant case management system, and who takes responsibility for entering these on the system. Where a management decision has been made it is the responsibility of the supervisor / manager to record the management decision in Protocol, or other relevant case management system.
- All agreed decisions and action must be entered into Protocol, or other relevant case management system, within 2 working days
- Records relating to other matters are entered on the relevant pro forma, signed by both the supervisor and supervisee and are placed in the supervisee's file within, other than in exceptional circumstances, 10 working days. A copy should be handed to the supervisee and the supervisee can hold their own supervision paperwork but the manager maintains the official record of supervision
The supervision records may be read by an interim supervisor but normally only read by more senior management for the purposes of auditing the quality of work and supervision.
- Records demonstrate that issues of diversity have been addressed both in the supervisory relationship and service delivery.
- All supervision records are typed or legibly written.

Standard 6
Supervisors and supervisees are trained to carry out their role.

Criteria:

- Induction of all staff addresses the supervision policy and standards.
- Supervisors attend designated training within 1 year of taking up their first supervisory/ management post.
- On-going training is available to supervisors to consolidate skills and is discussed within the supervisor's PADA appraisal.
- Supervisors receive regular feedback from their managers regarding their performance and from supervisees as part of their appraisal process.

Standard 7

The supervisor ensures that the management (competent, accountable performance) function is met.

Criteria:

Supervision meets this function by ensuring that:
- Agency policies and procedures are understood and adhered to.
- The supervisee's workload is managed and priorities are set.
- The quality of the supervisee's performance (including anti-discriminatory practice) is measured.
- Statutory responsibilities are addressed.
- Work is allocated according to the experience and skill of the practitioner.
- Case / Protocol recording, including daily case notes are of the requisite standard.
- Case / Protocol files are audited as per Hillingdon's requirements.
- Care plans are devised, implemented, reviewed and recorded in Protocol or other relevant case management system.
- When advice / consultation on case work is given outside of formal supervision, the supervisor and supervisee will agree what case decisions and actions need to be entered in Protocol, or other relevant case management system, and who takes responsibility for entering these on the system. Where a management decision has been made it is the responsibility of the supervisor / manager to record the management decision in Protocol, or other relevant case management system
- The needs and desirable outcomes of the child, young person or adult are understood and that risks are identified and countered.
- PADA appraisals objectives are reviewed on a regular basis and, if necessary, amended.

Standard 8

The supervisor ensures that the continuing professional development function (including the CPD requirement set by the HCPC) is met.

Criteria:

Supervision addresses this function by:
- Helping staff to develop their professional competence.
- Enabling staff to meet their post qualifying and training requirements related to their ongoing Social Work registration with HCPC.
- Helping staff to initiate fresh ways of working in response to changing needs, including through the use of technology.
- Enabling staff to relate theory and research to practice.
- Assessing training and development needs.
- Developing skills and knowledge.
- Helping workers to reflect on their work and interaction with service users.
- Providing feedback on performance.
- Reviewing the supervisees (PADA) development plan to ensure it is relevant.

- Discussing how the learning gained through any development activity can be integrated into the supervisee's work and embedded into practice.

Standard 9

The supervisor ensures the support function is met.

Criteria:

Supervision addresses this function by:
- Enabling staff to cope with the stresses that the work entails.
- Signposting available services the Council offers to help cope with stress and personal issues.
- Creating a safe climate for workers to examine their practice.
- Helping workers explore the effect of the work on them, both personally and professionally.
- Monitoring the overall functioning of workers, especially with regard to the effects of stress, team dynamics and relationships.

N.B. It is important to distinguish between support and counselling. Whilst the impact of the work on the supervisee is an appropriate focus of supervision, seeking to resolve the personal problems of the supervisee is not. Hillingdon provides an Employee Assistance Programme that can provide support for all staff.

Standard 10

The supervisor ensures the engagement (of the individual with the organisation) function is met.

Criteria:

Supervision addresses this function by:
- Communicating effectively with staff about organisational changes and initiatives.
- Briefing management about resource issues.
- Representing staff needs to management / the Principal Social Worker.
- Seeking policy clarification.
- Consulting with staff and feeding back to management / the Principal Social Worker on how organisational policies/practice is perceived.
- Promote communication between team members when required.
- Negotiating on differences which may arise between supervisees and other professionals, teams or services.
- Ensure the supervisee is properly prepared to work to the goals of the organisation

Standard 11

Supervision promotes a commitment to diversity in all aspects of work (i.e. that all children, young people, their families and adults are entitled to the same quality of service irrespective of ethnicity, religion, language, gender, age, disability or sexual orientation).

Criteria:

Supervision addresses this function by ensuring that:
- All assessments, plans and interventions address the implications of the child, young person or adult's ethnicity etc (see list above).
- The risk associated with specific disabilities is identified and countered.
- Discrimination that children, young people or adults may experience is acknowledged and, in so far as this is possible, countered by service provision.
- There is effective communication with all children, young people and adults (this is to include those people for whom English is a second language or who are disabled).
- All children, young people and adults receive an appropriate level of protection.
- Children, young people, their families and adults receive services appropriate to their individual needs irrespective of ethnicity etc (see list above).

Standard 12

Managers assure the quality of supervision.

Criteria:

- If any functions of supervision are undertaken by a third party, the line manager coordinates the process and ensures effective communication.
- Senior management ensures there is an audit, at least once every 6 months of a small sample of:
  - Electronic case files to track the decision making process, actions and outcomes.
  - Supervision records.
- Senior management conducts an annual audit of supervision practice.

Appendix 2 - Supervision Agreement

This document should be read in conjunction with Hillingdon's supervision policy and standards document.

This document is designed to help the supervisor and supervisee construct a contract in which expectations are clear. It should act as a template rather than be simply copied. However, in amending it, staff should be careful to adhere to the policy and standards.

This contract is between supervisor _____ and supervisee _____

Frequency, Length and Location – Standard 1

We will normally meet at _____ intervals. Our supervision session will last as a minimum for 90 mins. We will meet in a location which is private. Interruptions will be kept to a minimum.

Agenda and Structure – Standards 2, 3 &4

We will both prepare for supervision by identifying cases/ issues to be addressed. We will notify each other of any major issues to be addressed in advance. An agenda will be drawn up at the start of the supervision session.

Functions – Standards 7, 8, 9 & 10

Supervision will cover:
a) Management (ensuring competent/accountable performance)
b) Development
c) Support
d) Professional Impact & Engagement (engaging the individual with the organisation).

Additional requirements for PADA reviews and professional development.

Through the PADA appraisal review, the supervisee will have a personal development plan detailing the learning and development required that period. This will be reviewed in supervision along with any requirements emerging from regulation e.g. assessed year in practice, HCPC continuous professional development.

The PADA review meetings are undertaken separately from supervision sessions. However, the preparation for and the supervision session are an opportunity for the supervisee to gather and record evidence of their performance so that PADA review discussion are meaningful and accurately reflect the supervisee's work

(The supervisor) will support the above processes in supervision by e.g.:

- Considering how (the supervisee) is applying his/her knowledge and skills.
- Reviewing progress against the development plan and identifying opportunities.
- Providing feedback around the skills and performance of the supervisee
- Consider the career aspirations of the Supervisee and using Hillingdon's SW Career Pathway offer advice and where possible different work experiences to improve the supervisees chances of career development

Equalities Issues – Standard 11

Supervision will be based on anti-discriminatory principles and sensitive to differences between our backgrounds and experiences. We will deal with these differences by _____

Record Keeping – Standard 5

All supervision sessions will be recorded on a pro-forma (see appendix 3 & 4) by the supervisor and passed to the supervisee within stipulated timescales (see policy and standards).

Confidentiality

Personal information will be treated as confidential and not recorded, unless the personal information has or will have an impact on the work. There are however, constraints on confidentiality in that supervision records may be accessed by interim managers or senior management for e.g. audit and inspection, grievances and disciplinary purposes

Disagreements

Areas of disagreement between us will be recorded on the supervision records. In the first instance we will seek to resolve differences within supervision. However, if they cannot be resolved either of us may refer these to the supervisor's line manager.

Review of Supervision – Standard 12

Supervision session process, content, length, frequency, format and style should be reviewed by the supervisor and the supervisee on a six monthly basis.

Feedback on the quality of the supervision will be given by (the supervisee) to (the supervisor) by the following method _____ (please state frequency too).

Absence of Supervision

Hillingdon's policy requires that supervision be provided at stipulated minimal intervals. We will only postpone supervision in exceptional circumstances. Should supervision not take

place e.g. long-term sickness, failure to adhere to the supervision timetable, we will refer this to (the supervisor's line manager).

Specific Expectations

Our expectations of each other are as follows[4]:_____

_____

_____

_____

If anyone other than the line manager is going to take responsibility for some part of the supervision process (mentoring, action learning etc) then this should be clearly recorded below and the process specified for regular review and communication.

Signed: Supervisor _____   Date _____

               Supervisee _____   Date _____

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[4] Record here any expectations which are not, for example specified elsewhere in the contract, raised by prior positive or negative experiences etc..

Appendix 3 – Case Notes Template

Child/Young Person name:		
What is the focus of the work?:		
Action to be taken	**By who?**	**By when?**

Name of Supervisor: Signature:

Name of Supervisee: Signature:

Date:

Appendix 4: Supervision Record Pro-Forma

It is very important that supervision is recorded in a structured way and addresses the following four elements:
- Management (competent and accountable performance
- Development
- Support
- Engagement (with organisation)

The table below should be used to record what was discussed and any decisions and actions. There is no expectation that all the supervision elements (in the table below) are covered in every supervision session. However, it is expected that over a period of time all will be commented on.

The supervisor and supervisee will agree what case decisions and actions need to be entered in Protocol, or other relevant case management system, and who takes responsibility for entering these on the system. Where a management decision has been made it is the responsibility of the supervisor / manager to record the management decision in Protocol, or other relevant case management system.
All decisions and action must be entered onto Protocol, or other relevant case management system, within 2 working days

Record of supervision meeting between _____and_____

Date: _____ Date of last supervision meeting _____

Agenda items – Line Manager	Agenda items - Supervisee

Outstanding issues / actions from previous supervision discussion

Management and Case Discussion (Standard 7 – Workload, Performance Management & Quality Assurance)

Action (including by whom)	When

Professional Development (Standard 8 – CPD and PADA review)	
Action (including by whom)	When

Support (Standard 9 – Case reflection, impact of work, team dynamics & relationships)	
Action (including by whom)	When

Engagement (Standard 10 – Working within the wider organisation, working with other professionals, HR issues – leave, absence, equalities, Health & Safety, organisational change)	
Action (including by whom)	When

Supervisee Comments

Any Other Business	
Action (including by whom)	When

Signed: Supervisor _____   Date _____

                   Supervisee _____   Date _____

Date of next supervision session: _____

Appendix 5: Case File Audit Sheet

The specific tool for Deputy Team Manager / Assistant Team Managers to use whilst auditing case files is service specific.

However, regardless of the service concerned the following themes will be measured

- Appropriate and adequate recording
- Evidence of risk management (with a research base)
- Evidence that there has been sufficient management oversight
- Evidence that the manager/supervisor has made / approved / signed off key decisions
- Evidence of the worker / manager following local and statutory procedures
- Evidence that there is timely progress and that drift in cases is minimised
- Evidence that the wishes of the child, young person, adult, parent or carer have been taken into consideration
- Evidence of anti-discriminatory practice

As a minimum, each case will be reviewed in supervision 3 monthly

Appendix 6: Supervision Audit Tool

This tool is designed to assist managers to audit supervision (see standard 12) with a view to establishing whether the supervision policy has been adhered to.

It is intended that this tool can generally be completed with reference to supervision records. However, including an audit of the electronic case-files will present a fuller picture.

The findings of the supervision audit should be published and shared within the Service

Standard 1 – Formal and regular supervision	Yes	Partially	No
Has supervision been provided at the stipulated intervals?			
Comment			

Standard 2 – Permitting proper reflection and discussion	Yes	Partially	No
Was supervision postponed only in exceptional circumstances – and sessions reconvened asap?			
Where the supervisor was absent long-term, were alternative arrangements made?			
Is there evidence of the reflective approach to supervision?			
Comment			

Standard 3 – Written agreement	Yes	Partially	No
Was a written agreement drawn up within the stipulated timescale?			
Did the agreement address the stipulated issues?			
Has the agreement been reviewed as described in the agreement?			
Comment			

Standard 4 – Planned and purposeful activity	Yes	Partially	No
Is there evidence that supervision was planned?			
Were decisions made at the previous session reviewed?			
Comment			

Standard 5 – Recording and storage	Yes	Partially	No
Were all records made on the correct pro forma, typed and signed within the stipulated timeframe?			
Were all significant care planning and management decisions accurately and appropriately recording in Protocol, or other relevant case management system, within the specified time scales?			
Were all staff performance issues recorded? See Standard 7 below			
Do records demonstrate that issues of diversity/ anti-discriminatory practice have been addressed?			
Comment			

Standard 6 – Training	Yes	Partially	No
Has the supervisor received training/ refresher training in their role (as outlined in this standard)?			
Comment			

Standard 7 – Management Function	Yes	Partially	No
Has the workload been managed and work allocated as specified in the standard?			
Has supervision ensured that care plans are devised, implemented, reviewed and recorded?			
Has supervision ensured that outcomes and risks are identified?			
Has good work been acknowledged and poor performance identified, managed and addressed?			
Comment			

Standard 8 – Professional Development Function	Yes	Partially	No
Has supervision provided opportunities to staff to develop their skills, knowledge and competence?			
Have training needs and opportunities been identified?			
Has feedback on performance been provided?			
Comment			

Standard 9 – Support Function	Yes	Partially	No
Is there evident that the supervisor and supervisee have discussed the impact of the work and its effects on the supervisee?			
Comment			

Standard 10 – Engagement with the Organisation	Yes	Partially	No
Has supervision enabled the supervisee to think about how they interact with other professionals in the organisation			
Has supervision enabled the supervisee to feel they have a voice in the wider organisation			
Comment			

Standard 11 – Diversity/ anti-discriminatory practice	Yes	Partially	No
Has supervision promoted the integration of diversity principles into assessments, plans and interventions?			
Has supervision helped to identify and counter specific risks to children young people and adults?			
Has discrimination been acknowledged and (in so far as this is possible) countered by service provision?			
Comment			

Standard 12 – Assuring the quality of supervision	Yes	Partially	No
Was the last audit of supervision completed 6 months ago?			
Where a sample of supervision records and electronic case files reviewed?			
Have any actions resulting from the last review been implemented?			
Comment			