

Title:	Youth Work Supervision
Level:	4
Credit value:	5
GLH:	30
Unique Reference Number:	F/651/2771
Sector Subject Area:	13.1 Teaching and Lecturing
Aim:	The aim of this unit is to provide learners with the skills and knowledge to be able to provide learners with a comprehensive understanding of the role and practical aspects of supervision in youth work, explore key theories informing supervision practice, examine the impact of identity, culture, equality, and diversity on supervision, and articulate the benefits of supervision for effective youth work practice.
Assessment Type:	Assessment of this unit will be through an internally set and internally assessed portfolio of evidence.
Assessment Guidance:	Assessment decisions for skills-based learning outcomes must be made during the learner's normal work activity. Skills-based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time.

Learning outcomes

The learner will:

1. Be able to understand the role of supervision and practicalities related to its delivery.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to comprehend the foundational aspects of supervision in youth work, including its purpose, roles, functions, professional boundaries, relevant policies, procedures, and components of a supervision agreement.

The learner must:

- 1.1 Explain the **purpose of supervision** in youth work.
- 1.2 Outline the role and functions of the **Supervisor and Supervisee**.

<p>1.3 Analyse professional boundaries and challenges relevant to supervision practice.</p> <p>1.4 Explain policies and procedures relevant to the delivery of supervision.</p> <p>1.5 Summarise what could be included in a supervision agreement.</p>
<p>2. Be able to become familiar with some theories that underpin and inform supervision practice.</p>
<p>Delivery content:</p> <p>The aim of this learning outcome is to provide learners with the knowledge and skills to develop a critical understanding of theories underpinning supervision practice, enabling learners to reflect on their own supervisory experiences and apply theoretical frameworks to enhance professional judgement in supervision.</p> <p>The learner must:</p> <ul style="list-style-type: none"> 2.1 Critically analyse four theories that underpin supervision practice. 2.2 Use theory to critically reflect on your experiences of supervision. 2.3 Explain how theory supports the making of professional judgement through supervision.
<p>3. Be able to understand how identity, culture, equality, and diversity impact on supervision for youth work practice.</p>
<p>Delivery content:</p> <p>The aim of this learning outcome is to provide learners with the knowledge and skills to understand the influence of identity and culture on supervision practices, explore their impact on supervisory experiences, and develop strategies to overcome communication and learning barriers within supervision.</p> <p>The learner must:</p> <ul style="list-style-type: none"> 3.1 Outline key areas of identity and culture that may impact supervision. 3.2 Explore how culture and identity may influence experiences of supervision as both a supervisor and supervisee. 3.3 Discuss how to overcome barriers to communication and learning within supervision.
<p>4. F/651</p>

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to practical engagement in supervision sessions, critically evaluate experiences from both supervisee and supervisor perspectives, and create a personal development plan to enhance future supervision practice.

The learner must:

- 4.1 Provide **evidence of participation and learning** from at least six sessions of supervision as both a supervisee and supervisor.
- 4.2 Evaluate your **experience of supervision** as a supervisee.
- 4.3 Evaluate your **experience of supervision** as a supervisor.
- 4.4 Develop a **personal development plan** for how you will improve your supervision practice.

Scope of Training

The Scope of Training identifies areas that must be covered during the delivery of this unit. This is the minimum that is expected but tutors are expected to include other areas, knowledge of which will benefit their learners, based on location, types of work available and from the tutors own professional experience.

Requirements

Purpose of supervision

This must include the purposes of supervision in relation to youth workers, organisations, and young people. Learners must demonstrate a broad understanding of supervision’s role in terms of supporting the learning and development of youth workers through reflective practice, of how this helps improve judgement and underpins good practice. Learners must consider how this process aids organisations in quality assuring youth work practice by scrutinising youth worker decision-making. Strengthening decision-making in turn benefits young people by ensuring their

	workers and the projects they engage in are well supported and held to high standards.
Supervisor and Supervisee	Learners must demonstrate an understanding of the collaboration between supervisor and supervisee, but also the distinctive key roles and functions each have within the process.
Professional Boundaries and Challenges	<p>Learners must show awareness of appropriate boundaries to be considered in supervision and equip themselves with the capacities to deal with its challenge. This will deal with issues that could include:</p> <ul style="list-style-type: none"> • Time and time-keeping - when to meet, for how long and how frequent and making sure that each other's time is respected. • Space – on where to meet and ensuring this is suitable and appropriate. • Confidentiality and transparency – on what will and will not be shared beyond the supervision, with who and for what purpose to promote trust and respectability. • Safeguarding – The responsibility of the supervisor to respond and report concerns where there is a risk of harm to the supervisee or others and provide support and feelings of care that can enhance the detached bond between themselves. • Relationship – Understanding the professional nature of the relationship. • Communication – Concerning the appropriate forms of communication within supervision as well as making sure there is clear communication related to scheduling, cancellation or informing of lateness. • Relevance – Ensuring that discussions are relevant to the practice of youth work. • Learning – Concerning the commitment to learning and action resulting from learning because of supervision. • Inclusive practice – ensuring that supervision models anti-oppressive and anti-discriminatory practice, considering reasonable adjustments to support access and challenging discrimination and prejudice. • Other professional boundaries could relate to appropriate behaviour, dress, language, or attitudes. <p>Learners must show an understanding of at least four of the areas listed above, describing boundaries appropriate for meeting professional standards, and exploring their meaning for supervision.</p>
Policies and Procedures	Learners must identify and demonstrate knowledge and local and national policies relating to the practice of supervision.

	<p>Organisations could have a bespoke supervision policy that outlines expectations and approaches to supervision. This should be explored in depth wherever possible, demonstrating a good level of understanding. Other policies may not always be obviously related to supervision, but hold a relevance for its practice, such as:</p> <ul style="list-style-type: none"> • Safeguarding Policy • Safer working or other policy that deals with professional boundaries. • Staff training and development policies • Youth Work and curriculum policies • Health and Safety at work policies • Equality, diversity, and inclusion policies • Support and scaffolding framework policies <p>Where there is a core supervision policy, the learner must explore what this along with two other policies meant for supervision practice in their organisation. Where there is no supervision policy, learners must describe and explore how three other policies impact supervision practice.</p>
<p>Supervision Agreement</p>	<p>This could include the core components of a supervision agreement. Learners could create a new agreement or explore one specific to their organisation. Typical agreements could cover:</p> <ul style="list-style-type: none"> • The arrangement and expectations from both supervisor and supervisee. • When, where, length, how often and length of the supervision commitment. • Professional boundaries as already discussed, with specifics where necessary. • Highlight links to existing policies as discussed. • Outline processes related to complaints or including how any disputes will be resolved. • Signed by both supervisor and supervisee.

<p>Underpin Supervision Practice</p>	<p>Supervision presents supervisors and supervisees with an opportunity to discuss practice/ideas, explore, reflect, foster critical thinking, and offer occasional guidance. Therefore, supervision is a space where praxis (theory and practice) can be scrutinised (quality assured), tested, adapted, and changed; new ideas emerge from supervision to inform and influence practice. Here, the essence of supervision is underpinned by the potential to educate and learn. For our purpose, the learner will need to critically analyse four theories that underpin and influence supervision practice. Some direction with this has been offered below. For example, central to supervision is a dialectical model of practice in which both supervisor and supervisee are both learners and teachers/educators. The aim here is to examine the opportunities mentioned above. In practice, this might look like this,</p> <p>‘The supervisor or supervisee starts off with an idea (Thesis). This demands to be met with ideas that might challenge or enlarge the idea (Antithesis). This brings about a new understanding (the two perspectives coming together – the Synthesis).’ (Belton, p55: 2011)</p> <p>The dialectical model is a continuing process that includes the testing out of theory. The learner could use the following: the dialectical model above, praxis (theory & practice), reflective practice, reflexivity, and educational theory. In addition to this, the learner may also wish to consider cognitive dissonance, confirmation bias, transference, transactional analysis (i.e. the drama triangle), theories of emotion, power relations, social control, and colonialism in the context of supervision.</p> <p>However, it is not sufficient for the learner to simply outline or summarise any theories used. The learner must critically engage with their chosen material, demonstrating exploration, reflection, and analysis. For example, the learner could scrutinise a theory</p>
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	<p>mentioned above. The learner may also offer their own insight, but any claims must be supported with evidence. For example, experiences and observations from their supervision practice. The learner may also wish to draw from their own experiences using a hypothesis to develop a theory, but again, the learner will be expected to show how this relates to supervision and provide evidence to support any claims. The idea being to offer a thesis, antithesis, and potential synthesis that can be applicable for different supervision settings.</p>
<p>Experiences of Supervision</p>	<p>Learners must provide three pieces of evidence, either as a supervisor or supervisee. This could include:</p> <ul style="list-style-type: none"> • Reflective accounts/recordings • Self-assessments • Case studies • A piece of dialogue • Observations <p>This evidence could be used to explore the following:</p> <ul style="list-style-type: none"> • Power dynamics • Comfort and discomfort during supervision • The environment/space in which supervision takes place • Boundaries • Cultural competence • Intersectionality • Managing difference/commonality
<p>Professional Judgement</p>	<p>The learner must reflect on their work with young people and explore real life scenarios/case studies (x3) that explain how supervision has supported the making of professional judgement. Here, the learner could make use of praxis and reflexivity. For example, has the learner acknowledged how their feelings, values, beliefs, motives, actions, skills, knowledge, culture, status, gender, sexuality, class, ethnicity, and so on have influenced/impacted their professional judgements? How has the learner benefitted from supervision, and can this be identified and explained in the context of making professional judgements with positive impacts?</p>

<p>Identity and Culture</p>	<p>Learners must demonstrate the concepts of:</p> <ul style="list-style-type: none"> • Identity • Culture • Equality • Diversity <p>Learners must demonstrate an understanding of these terms and how they intersect. For example; to gain an understanding of Social Graces theory that represents aspects of difference in power, beliefs, and lifestyles. To examine beliefs and narratives that are voiced/unvoiced; visible/invisible.</p> <p>Learners must also consider how unconscious bias comes into play and how ingrained stereotypes are learned, unintentional and automatic and can influence the domain.</p>
<p>Experiences of Supervision</p>	<p>Learners will gain the opportunity to self-reflect on which Social Graces influence the supervisor/supervisee and themselves. They will critically examine how these influences affect the supervisory relationship. This could be explored through several interactive activities such as micro-supervisions or role plays using forum theatre techniques. They may use the “Daisy Model” (Pearce 1994) to encourage professional curiosity, and to examine how they see the world. Learners will develop a self-reflective approach recognising that we work within multiple contexts that are rich and of equal value. They must demonstrate how awareness of culture and identity influence practice and activity, and therefore professional praxis. Learners must recognise the power of language, and how it has an afterlife.</p>
<p>Barriers to Communication and Learning</p>	<p>Learners must be able to develop intentional interventions within the supervisory domain that allow them to respond to potentially recurring practice dilemmas. By having the ability to recognise biases in oneself, the learner will be better placed to explore practice and recognise its complexity, and how this intersects and interacts.</p>

	<p>Learners must be able to demonstrate methods, through conversations and discussion, that illustrate barriers, and provide means of addressing and overcoming them, and to respond to patterns within recurring practice dilemmas to create a new narrative and collaborative space through understanding and intentionality.</p>
<p>Evidence of Participation and Learning</p>	<p>The learner must ensure they can participate as both a supervisee and supervisor for a minimum of six sessions. This supervision should be in addition to any line management supervision responsibilities or relationships. Additional supervision may be arranged between learners, from outside of the learner's organisation or with a colleague from a different team or part of their own organisation.</p>
<p>Experience of Supervision</p>	<p>Learners must consider what they have learnt about themselves through supervision. For example:</p> <ul style="list-style-type: none"> • Was there anything that they found helpful or beneficial? • What was challenging or difficult and how did they overcome any problems? • How have they applied their learning to practice or changed their practice following supervision? • How do they plan to change their practice in the future? <p>Learners must consider these questions in relation to both giving and receiving supervision. It may be helpful to keep separate diaries to help differentiate their reflections for future references of evidence and what works and what does not work.</p> <p>After completing the sessions, the learner must complete a self-assessment of their learning that demonstrates coherent, clear, and concise points of learning. These may include:</p> <ul style="list-style-type: none"> • Skills developed as a supervisor and supervisee • Understanding of the responsibilities of both supervisor and supervisee, • Management of feelings – for example feeling uncomfortable

	<ul style="list-style-type: none">• Putting thoughts into action – committed action emerging from supervision whilst continuing to explore and develop new ideas.
Personal Development Plan	Learners must create a plan based on their self-assessment that outlines the steps they will take to develop their supervision practice. The plan must give clear and specific actions that relate to their experience and can be easily monitored.

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