

MODULE SPECIFICATION PROFORMA

Module Title:	Professional Supervision	Level:	6	Credit Value:	20
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Module code:	YCW608	Is this a new module?	Yes	Code of module being replaced:	YCW604
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Cost Centre(s):	GAYC	JACS3 code:	L530	HECoS code:	100466
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With effect from:	June 19
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School:	Social & Life Sciences	Module Leader:	Hayley Douglas
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Scheduled learning and teaching hours	30 hrs
Guided independent study	170 hrs
Placement	0 hrs
Module duration (total hours)	200 hrs

Programme(s) in which to be offered	Core	Option
BA (Hons) Youth and Community Work (incorporating a JNC-recognised Qualification)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Stand Alone CPD module	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Glyndŵr University Certificate of Continuing Education (Youth, Community and Care Studies) (completion of any two modules from YCW406; YCW413; YCW415; YCW416; YCW608)	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Pre-requisites
none

Office use only

Initial approval: April 17

APSC approval of modification: February 2019

Version: 2

Have any derogations received Academic Board approval?

Yes No N/A

Module Aims

To explore the theory and practice of supervision in professional practice in the helping professions, including the role of supervision in the safeguarding of children, young people and vulnerable adults.

Intended Learning Outcomes

Key skills for employability

- KS1 Written, oral and media communication skills
- KS2 Leadership, team working and networking skills
- KS3 Opportunity, creativity and problem solving skills
- KS4 Information technology skills and digital literacy
- KS5 Information management skills
- KS6 Research skills
- KS7 Intercultural and sustainability skills
- KS8 Career management skills
- KS9 Learning to learn (managing personal and professional development, self-management)
- KS10 Numeracy

At the end of this module, students will be able to

Key Skills

		Key Skills	
1	Critically analyse on the role and value of effective supervision in professional practice.	KS1	KS2
		KS3	KS5
		KS6	KS8
2	Critically analyse the role and impact of power in supervisory relationships	KS1	KS2
		KS3	KS5
		KS8	KS9
3	Critically analyse the importance of professional supervision in the safeguarding of children, young people and vulnerable adults	KS1	KS2
		KS5	KS6
		KS8	KS9
4	Apply the principles and practice of effective professional supervision	KS1	KS2
		KS3	KS4
		KS8	KS9

Transferable skills and other attributes

- Ability to collaborate and plan as a team member
- Contribute proactively to team aims and objectives
- Study, writing, IT skills

- Communication skills
- Learning to learn
- Presentation skills

Derogations

All elements of all assessments must be passed at 40% or more.

Assessment:

1. As per professional endorsement guidelines students will need to attend at least 80% of taught sessions
2. Students will write 6 reflective journals of their experience of supervision, acting as both supervisor and supervisee. This will be supported by a critical commentary drawing on key theory and research evidence

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1,2,3	Attendance	Pass/Fail		
2	1,2,3,4	Reflective Practice Assignment	100%		3500

Learning and Teaching Strategies:

A variety of teaching and learning activities will be employed on this course, predominantly those that emphasise interactive learning and student participation. These will include practical classes and workshops; case studies and problem based learning activities; role play; class and small group discussion; simulation and group work. This module will also use the VLE to provide additional resources and learning support through forums and other interactive means of communication.

Syllabus outline:

Indicative content will include:

- What is Supervision?
- Understanding the Functions of Professional Supervision
- Supervision and the Reflective Practitioner
- Supervisory techniques and skills in practice
- Dealing with challenging situations
- Becoming a “good enough” supervisor

Bibliography:

Essential reading

Beddoe, L. & Davys, A (2016) *Challenges in Professional Supervision; Current Themes and Models of Practice*. London: Jessica Kingsley

Carroll, M. (2014) *Effective Supervision for the Helping Professions*. London: Sage

Henderson, P., Holloway, J. & Millar, A. (2014) *Practical Supervision; how to become a supervisor for the helping professions*. London: Jessica Kingsley Ltd

Other indicative reading

Belton, B, Hill, J., Slater, T. & Peaper, J. (2011) *Supervision: praxis and purpose; developing a critical model of practice for those working with children and young people post Munro*. Lyme Regis: Russell House Publishing

Daveys, A & Beddoe, L (2010) *Best Practice in Professional Supervision*. London: Jessica Kingsley

Hawkins, P & Shohet, R (2012) *Supervision in the helping Professions*. Milton Keynes: OU

Hughes, L, & Pengelly, P. (1996) *Staff Supervision in a Turbulent Environment*. London: Jessica Kingsley Ltd.

Reid, H.L & Westergaard, J. (2006) *Providing Support and Supervision; An introduction for professionals working with young people*. London: Routledge

Scaife, J. (2010) *Supervising the Reflective Practitioner; an essential guide to theory and practice*. London: Routledge

Tash, M.J (1984) *Supervision in Youth Work*. London: YMCA George Williams College

Thompson, S. & Thompson, N. (2008) *The Critically Reflective Practitioner*. Basingstoke: Palgrave MacMillan

Journals:

Ethics and Social Welfare

Youth and Policy

Radical Community Work

Youth Studies

Journal of Vocational Studies

Power and Education

LSI YW00 Youth Work National Occupational Standards (2012):

Key Area A Work with young people and others

- YW 04 Develop productive working relationships with colleagues and stakeholders to support youth work
- MV D2 Lead and motivate volunteers

Key Area B Facilitate the personal, social and educational development of young people

- YW 15 Advocate on behalf of young people and enable them to represent themselves to others

Key Area C Promote inclusion, equity and young people's interests and welfare

- YW 20 Embed organisational policy for the protection and safeguarding of young people
- ML B11 Promote equality of opportunity and diversity and inclusion in your area of responsibility
- YW 21 Develop a culture and systems that promote inclusion and value diversity
- YW 22 Ensure that youth work activities comply with legal, regulatory and ethical requirements

Key Area D Develop youth work strategy and practice

- YW 23 Investigate the needs of young people and the community in relation to youth work
- YW 24 Evaluate and prioritise organisational requirements for youth work activities
- YW 25 Influence and develop youth work strategies
- YW 26 Identify and secure funding and resources for youth work
- YW 27 Facilitate and engage young people in the strategic development and delivery of youth work
- VM A3 Develop structures, systems and procedures to support volunteering
- YW 29 Monitor and evaluate the quality of youth work activities

Key Area E Develop, lead and manage self and others

- YW 30 Work as an effective and reflective youth work practitioner
- ML A2 Manage your own resources and professional development
- ML B5 Provide leadership for your team
- ML D5 Allocate and check work in your team
- ML D3 Recruit, select and keep colleagues
- YW 31 Provide youth work support to other workers
- ML D7 Provide learning opportunities for colleagues
- HS S1 Make sure your own actions reduce risks to health and safety
- ML E6 Ensure health and safety requirements are met in your area of responsibility