

**MODULE SPECIFICATION FORM**

Module Title: <b>Professional Studies in Supervision</b>	Level: 6	Credit Value: 20
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Module code: YCW604	Semester(s) in which offered: 2	With effect from: Sept 2010
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Existing/New: New	Title of module being replaced (if any): N/A
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Originating Subject: Youth & Community Studies	Module Leader: Colin Heslop
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Module duration	200	Status: Elective
contact hours	40	core/option/elective
directed study	100	
private study:	60	

Percentage taught by Subjects other than originating Subject	0%
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Programme(s) in which to be offered: BA (Hons) in Youth & Community Work	Pre-requisites per programme (between levels):	Co-requisites per programme (within a level):
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**Module Aims:**

This course will provided students with the opportunity to explore the theory and practice of the supervision of professional practice. It will:

- encourage students to critically reflect upon
- explore historical development of supervision within youth work and allied professions
- examine modes and methods of supervision
- evaluate and analyse the supervisory relationship
- conceptualise organisational context of professional supervision

Students will also be encouraged to critically reflect upon their own practice as supervisors through the use of 'Reflective Practice Groups' and through associated module assessments.

**Expected Learning Outcomes (Linked to NOS)**

By the end of the module, participants will be able to:

1. Provide evidence of critical reflection and in depth personal knowledge and understanding of the role and value of effective supervision in professional practice.
2. Analyse, demonstrate and evaluate the practical skills and collaborative abilities associated with effective supervision and supporting reflective practice.
3. Evidence an analytical awareness of the role and impact of power in interpersonal relationships and a commitment to anti-oppressive practice.

Assessment: please indicate the type(s) of assessment (e.g. examination, oral, coursework, project) and the weighting of each (%). This module will be assessed by the submission of a 2000 essay accompanied by a 2,000-word journal giving a critical, reflective account of the supervision process assessed in this report.

Assessment	Type of assessment	Weighting	Duration	Word count
Assessment One:	Essay (LO's 1, 2 & 3)	50%		2,000-words
Assessment Two	Reflective Journal and critical commentary (LO's 1, 2 & 3)	50%		2,000 - Words

**NOTE:**

**All elements of assessment must be passed in order to pass the module.**

Learning and Teaching Strategies: Teaching and learning will make use of lectures, seminars, reflective practice groups and provide direct experiential learning through the student's participation in supervision in a managerial or non-managerial capacity & as both supervisor & supervisee.

**Syllabus outline:**

Taught input practical sessions and directed learning tasks on related to the supervision of a student or work colleague and personal experiences as a supervisee. Theory sessions will include:  
 Part One Exploring Supervision  
 Part Two Modes and Methods – Developing a Supervisory Framework.  
 Part Three The Supervisory Relationship  
 Part Four Supervision and the Organisational Context

**Bibliography**

Author	Date	Title	Publisher	Place	ISBN
<b>KEY TEXT</b>					
Hawkins, P & Shohet, R,	2000	Supervision in the Helping Professions,	OUP	Buckingham	978-1-412930-65-9
LLUK	2008	National Occupational Standards for Youth Work.	LLUK		
<b>Background Reading</b>					
Brookfield, S	1987	Developing Critical Thinkers: Challenging Adults to Explore Alternative Ways of Thinking & Acting,	OUP	Milton Keynes.	
Eagan, G	2002	The skilled helper	University of Michigan	Michigan	
Eraut, Michael	1994	Developing Professional Knowledge and Competence, Falmer: London. Gardiner, D, 1989, The Anatomy of Supervision,	Macmillan	London.	
Forde, C et al	2006	Professional development, reflection & enquiry	Paul Chapman	London	1-4129-1937-1
Heron, J	1989	Helping the Client,	Sage	London:	
Houston, Gale	1990	Supervision and Counselling	Rochester Foundation:	London.	
Hughes, L & Pengelly, P	1998	Staff Supervision in a Turbulent Environment,	Jessica Kingsley:	London.	
Carroll, M & Tholstrup M	2001	Integrative Approaches to Supervision	Jessica Kingsley	London	1853029 661
Ingram G & Harris J,	2001	Delivering Good Youth Work: A guide to Surviving & Thriving,	RHP:	Lyme Regis.	
Jarvis, Peter	1988	Adult and Continuing Education: Theory & Practice	Routledge	London	
Kadushin, A & Harkness, D	2002	Supervision in Social Work	Columbia University Press		0231120 94X

Parsloe, Eric	1993	Coaching, Mentoring & Assessing: a practical guide to developing competence	Kogan Page	London
Reid, H & Westergaard, J. Eds.		Providing Supervision and Support – An introduction for professionals working with young people.		
Schon, D A	1983	The Reflective Practitioner: how professionals think in action	Harper Collins	London
Scott, D. W	1990	Positive Perspectives -developing the contribution of unqualified workers in Community and Youth Work	Longmans	London
Senge, P, M	1994	The Fifth Discipline	Doubleday	
Smith, M. K	1994	Local Education – community conversation, praxis.	Open University Press	Milton Keynes

**Websites** [www.infed.org.uk](http://www.infed.org.uk) [www.nya.org.uk](http://www.nya.org.uk)

### **Youth Work National Occupational Standards (LLUK: 2008) addressed:**

- 2.2.3 - Promote a culture that safeguards the welfare of young people
- 2.2.4 - Embed an organisational policy for the protection of young people
- 2.3.1 - Promote equality of opportunity and diversity in your area of responsibility (MSC B11)
- 2.3.2 - Develop a culture and systems that promote equality and value diversity
  
- 2.4.2 Ensure that youth work activities comply with legal, regulatory and ethical requirements
  
- 3.3.1 Develop productive working relationships with colleagues (MSC D1)
- 3.3.2 Develop productive working relationships with colleagues and stakeholders (MSC D2)
- 4.1.2 Evaluate and prioritise requirements for youth work activities from your organisation
- 4.2.1 Influence and support the development of youth work strategies
- 4.2.2 Develop a strategic plan for youth work
- 4.2.3 Identify and address new youth work opportunities
- 4.2.4 Identify and secure resources for youth work
  
- 4.3.1 Lead change (MSC C4)
- 4.3.2 Plan change (MSC C5)
- 4.3.3 Implement change (MSC C6)
- 4.4.1 Monitor and evaluate the quality of youth work activities
  
- 5.1.1 Work as an effective and reflective practitioner
- 5.1.2 Manage your own resources and professional development (MSC A2)
- 5.2.1 Provide leadership for your team (MSC B5)
- 5.2.2 Allocate and check work in your team (MSC D5)
  
- 5.3.1 Provide support to other workers
- 5.3.2 Provide learning opportunities for colleagues (MSC D7)
- 5.4.1 Make sure your own actions reduce risks to health and safety (ENTO)
- 5.4.2 Ensure health and safety requirements are met in your area of responsibility (MSC E6)

