Regional Approach for Preparation of Supervisors
This document was developed by NIPEC in collaboration with the Health and Social Care Trusts in Northern Ireland, the Beeches Management Centre and the Nurse Education Development Consortium, North and West. The members of the working group are attached at Appendix One.
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1.0 BACKGROUND AND CONTEXT

1.1 The Chief Nursing Officer for Northern Ireland published Standards for ‘Supervision for Nursing’ in July 2007. From November 2007 to May 2008 Northern Ireland Practice and Education Council for Nursing and Midwifery (NIPEC) facilitated a regional project to implement these standards across the five Health and Social Care (HSC) Trusts. Part of this project was the production of a Learning and Development Strategy to prepare new supervisors for their role.

1.2 NIPEC convened a working group comprising representation from Health and Social Care Trusts, the Beeches Management Centre, Nurse Education Development Consortium, North and West, and NIPEC to develop a regional approach to the preparation of new supervisors. To enable each Trust to establish arrangements to meet their own needs, it was agreed that a broad approach to support preparation of supervisors would be adopted based on the above Learning and Development Strategy.

1.3 An outline programme was developed to support the development of new supervisors; each Trust will make its own decisions regarding programme structure, length and delivery. The development programme is structured to enable nurses to evidence previous learning and experience using a self-evaluation process and, in collaboration with an identified experienced supervisor, identify the development they require, if any, to demonstrate competency in the role of a supervisor. It was also agreed to include supervisee competencies developed within the Learning and Development Strategy.

This document presents the following

- The outline programme for preparation of supervisors
- Guidance and self-evaluation form for supervisors
- Supervisor competencies
- Supervisee competencies

1.4 Individual programme providers should evaluate and quality improve the programmes they provide and liaise with each other to ensure on-going consistency

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1 Chief Nursing Officer for Northern Ireland (2007) Standards for Supervision for Nursing. Belfast, DHSSPS.
of approach. It is recommended that a review should take place in 2011; to quality
assure the utility of the approach.

2.0 OUTLINE PROGRAMME FOR PREPARATION OF SUPERVISORS

AIM OF PROGRAMME
To facilitate participants to be competent and confident in providing supervision

LEARNING OUTCOMES
The learning and development undertaken will enable supervisors to:

- Understand the concept of supervision and its influence in developing people to improve practice
- Facilitate one to one and group supervision sessions
- Facilitate supervisee(s) to actively engage in the development of nursing practice
- Enable supervisors to critically reflect on their role in the development of practice

PARTICIPANTS
Nurses registered on the NMC Professional Register who are required by their employer to undertake the supervision of other staff. Attendees must have the support of their manager and have access to an allocated supervisor for portfolio development and assessment.

ELEMENTS OF PREPARATION
1. Competence assessment
In advance of undertaking preparation for their role, potential supervisors will undertake a self-evaluation of competence through completion of a self evaluation tool (Appendix One) and in collaboration with an experienced supervisor, will agree a personal development plan to enable him/her to meet outstanding supervisor competencies.

2. Flexible individualised learning
The personal development plan will include learning activities that meet the needs of the individual and may include attending elements of a supervisor preparation programme. The development plan will also have a fixed period over which learning will take place which should be no longer than twelve months.

3. Validation of competence
The potential supervisor will be required to maintain a portfolio of evidence which may include supervised practice. Following the completion of the required learning and development activities the individual will submit their portfolio of evidence for validation of competence by an identified experienced supervisor.
Programmes should have a strong focus on experiential learning and involve group discussion and practical workshops. Exact programme content and delivery will be decided at a local level, the following topics should be included in the course design:

**a. Learning and Development**

Programmes should include theory of:

- Supervision
- Reflective practice
- Facilitating lifelong learning
- Using a model of reflection
- Evaluation of the process of supervision

**b. Skills for Supervision**

Programme content should include learning activities to demonstrate the principles of:

- Establishing the supervision relationship
- Communicating and facilitating
- Supporting learning and development
- Managing interpersonal dynamics
- Facilitating the supervision process including both one-to-one and group facilitation
- Understanding supervisee competencies (Appendix Two)

**c. Change Management**

Programme content should include learning activities to demonstrate the principles of:

- Supporting and challenging
- Being a catalyst for change
- Promoting positive attitudes and behaviour
- Problem solving approaches
- Overcoming resistance and reluctance
- Managing difficult situations

**d. Portfolio Development**

Programmes should include the intention to review and validate evidence of competence through the development of a portfolio which should demonstrate:

- Critical analysis of individual professional development
- Formative and summative evaluation of competence

Supervisor competencies have been met by the registrant (Appendix Three).
## APPENDIX ONE

### WORKING GROUP MEMBERS

<table>
<thead>
<tr>
<th>Name</th>
<th>Organization</th>
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<tbody>
<tr>
<td>Lesley Barrowman</td>
<td>NIPEC</td>
</tr>
<tr>
<td>Chair</td>
<td></td>
</tr>
<tr>
<td>Robert Brown</td>
<td>South-Eastern Health and Social Care Trust</td>
</tr>
<tr>
<td>Marie Doran</td>
<td>Southern Health and Social Care Trust</td>
</tr>
<tr>
<td>Audrey Dowd</td>
<td>Belfast Health and Social Care Trust</td>
</tr>
<tr>
<td>Angela Drury</td>
<td>NIPEC</td>
</tr>
<tr>
<td>Gerald Johnston</td>
<td>Beeches Management Centre</td>
</tr>
<tr>
<td>Carolyn Kerr</td>
<td>Northern Health and Social Care Trust</td>
</tr>
<tr>
<td>Marie Nesbitt</td>
<td>North and West Education and Development Consortium</td>
</tr>
<tr>
<td>Anne Witherow</td>
<td>Western Health and Social Care Trust</td>
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</table>
Guidance for Self-Evaluation of Supervisor Competencies
Guidance for completion of the self-evaluation tool

1.0 Introduction

The self-evaluation process has been developed to ensure supervisors meet the competencies required for the role. It will be used by registrants who will be undertaking a Development Programme for preparation as a supervisor. Prior to undertaking the self-evaluation you must be allocated an experienced supervisor who will confirm your competence or agree a Development Programme with you and assess your competence in preparation for undertaking the role of a supervisor.

2.0 Registrants who require development for the role of a supervisor

2.1 You will have already developed areas of competence achieved through a variety of roles and development activities. The self-evaluation form attached at Appendix One will help you to evaluate your level of competence against the identified supervisor competence areas and, in collaboration with your allocated supervisor, agree the development required to prepare you for your future role as a supervisor.

2.2 The self-evaluation form only requires that you enter a mark against the areas where you feel you have already acquired competence. It is recommended that you include a few examples of activities that you have been involved in to show when you have used the competencies, these will be used for discussions with your allocated supervisor. You are required to sign the form and arrange a meeting with your allocated supervisor to agree a development programme. At this meeting discussion will take place regarding the extent to which the allocated supervisor considers the competencies have been met and agree development activity which could include, for example:

- Supervised practice to confirm the supervisor competencies
- Observing an experienced supervisor
- Attending specific elements of a supervisor programme
- Undertaking co-supervision with an experienced supervisor.
- Distance and e-learning activities

Once the development programme is agreed, your allocated supervisor will sign the form, which you will retain within your personal professional portfolio.
2.3 Your allocated supervisor will facilitate you in completing your development programme and will be responsible for assessing your competence by verifying examples of activities you provide to demonstrate ALL the competencies for supervisors have been met.

2.4 On completion of the development programme you will be required to review your self-evaluation form to confirm which competencies you have achieved and arrange a meeting with your allocated supervisor. At this meeting discussion will take place regarding the extent to which the allocated supervisor considers the competencies have been met. If it is agreed that the competencies have been met, your supervisor will verify this and confirm by signing the form, which is retained by you within your personal professional portfolio. If further development is required this is agreed and documented. The outcomes of the meeting are recorded as agreed within Trust policy.
## SELF EVALUATION FORM FOR SUPERVISORS

### 1. Understand the concept of supervision and its influence on improving nursing practice

<table>
<thead>
<tr>
<th></th>
<th>Please mark if achieved</th>
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<tbody>
<tr>
<td>1.1</td>
<td>Demonstrate an understanding of the concept of supervision</td>
</tr>
<tr>
<td>1.2</td>
<td>Demonstrate an ability to work within the scope of supervision</td>
</tr>
<tr>
<td>1.3</td>
<td>Be able to describe models of supervision</td>
</tr>
<tr>
<td>1.4</td>
<td>Demonstrate an understanding of the role of supervisors and supervisees in implementing supervision</td>
</tr>
<tr>
<td>1.5</td>
<td>Identify how supervision can be used to affirm and improve practice</td>
</tr>
<tr>
<td>1.6</td>
<td>Relate supervision to life-long learning for supervisor and supervisees</td>
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### 2. Manage one to one and group supervision processes

<table>
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<tr>
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<th>Please mark if achieved</th>
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<tbody>
<tr>
<td>2.1</td>
<td>Plan and Manage supervision sessions and demonstrate effective record keeping</td>
</tr>
<tr>
<td>2.2</td>
<td>Establish the supervision contract and ground rules</td>
</tr>
<tr>
<td>2.3</td>
<td>Work within the NMC Code of Professional Conduct</td>
</tr>
<tr>
<td>2.4</td>
<td>Manage conflict arising in the supervision session</td>
</tr>
<tr>
<td>2.5</td>
<td>Use facilitation skills to ensure active participation by all group members</td>
</tr>
<tr>
<td>2.6</td>
<td>Facilitate supervisee(s) to engage in critical reflection on practice to improve their practice</td>
</tr>
<tr>
<td>2.7</td>
<td>Facilitate the supervisee in creating action plans</td>
</tr>
<tr>
<td>2.8</td>
<td>Critically evaluate their own role within supervision</td>
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</table>

### 3. Facilitate supervisee(s) to actively engage in the development of nursing practice

<table>
<thead>
<tr>
<th></th>
<th>Please mark if achieved</th>
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<tbody>
<tr>
<td>3.1</td>
<td>Demonstrate an understanding of the context within which the supervisee(s) practices in relation to legal, professional, employee and personal accountability</td>
</tr>
<tr>
<td>3.2</td>
<td>Facilitate supervisee(s) in developing their practice</td>
</tr>
<tr>
<td>3.3</td>
<td>Use positive challenge to encourage the supervisee(s) to reflect on and in</td>
</tr>
<tr>
<td>3.4</td>
<td>Promote self-reliance in supervisee(s)</td>
</tr>
<tr>
<td>3.5</td>
<td>Facilitate supervisee(s) in identifying and managing conflict</td>
</tr>
<tr>
<td>3.6</td>
<td>Demonstrate the ability to motivate, support, and empower supervisee(s)</td>
</tr>
<tr>
<td>3.7</td>
<td>Facilitate supervisee(s) in using problem solving techniques in supervision sessions</td>
</tr>
</tbody>
</table>

### Biographical details

**Name**

**NMC registration PIN number:**

**Trust and work area**
Please provide some examples of activities that you can discuss with your allocated supervisor that show where you have used supervisor competences
**Supervisor Self-Evaluation**

On completing the self-evaluation, please confirm the extent to which you can demonstrate all supervisor competences.

I meet all supervisor competences

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
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(please mark)

If you do not consider that you have met all supervisor competences please agree a development programme with your allocated supervisor.

**Allocated Supervisor Confirmation**

I have read the self-evaluation documentation and held a discussion with the potential supervisor and confirm that I am/am not (please delete, as relevant) satisfied that he/she meets the all supervisor competencies based on available evidence. Where the potential supervisor has not met the required competencies the development programme identified below has been agreed

Signature potential supervisor

Date:

Signature allocated supervisor

Date:
SUPERVISOR COMPETENCIES AND INDICATORS

The following set of competencies and indicators have been developed for supervisors to enable them to provide effective supervision.

1. Supervisors will be able to understand the concept of supervision and its influence on improving nursing practice.
   Supervisors will:
   - Demonstrate an understanding of the concept of supervision
   - Demonstrate an ability to work within the scope of supervision
   - Be able to describe models of supervision
   - Demonstrate an understanding of the role of supervisors and supervisees in implementing supervision
   - Identify how supervision can be used to affirm and improve individual practice
   - Relate supervision to life-long learning for supervisor and supervisees

2. Supervisors will be able to manage one to one and group supervision processes.
   Supervisors will:
   - Plan and manage supervision sessions and demonstrate effective record keeping
   - Establish the supervision contract and ground rules
   - Work within the NMC Code of Professional Conduct
   - Manage conflict arising in the supervision session
   - Use facilitation skills to ensure active participation by all group members
   - Facilitate supervisee(s) to engage in critical reflection on practice to improve their practice
   - Facilitate the supervisee in creating action plans
   - Critically evaluate their own role within supervision

3. Supervisors will be able to facilitate supervisee(s) to actively engage in the development of nursing practice.
   Supervisors will:
- Demonstrate an understanding of the context within which the supervisee(s) practices in relation to legal, professional, employee and personal accountability
- Facilitate supervisee(s) in developing their practice
- Use positive challenge to encourage the supervisee(s) to reflect on and in practice
- Promote self-reliance in supervisee(s)
- Facilitate supervisee(s) in identifying and managing conflict
- Demonstrate the ability to motivate, support, and empower supervisee(s)
- Facilitate supervisee(s) in using problem solving techniques in supervision sessions
APPENDIX FOUR

SUPERVISEE COMPETENCIES AND INDICATORS

The following set of competencies and indicators have been developed for supervisees to enable them to fully engage in the supervision process.

1. Supervisees will be able to understand the concept of supervision and its influence on improving nursing practice.
   Supervisees will:
   - Demonstrate an understanding of the concept of supervision
   - Demonstrate an ability to work within the scope of supervision
   - Be able to describe models of supervision
   - Demonstrate an understanding of the role of supervisors and supervisees in implementing supervision
   - Identify how supervision can be used to affirm and improve individual practice
   - Relate supervision to life-long learning for supervisor and supervisees

2. Supervisees will be able to actively engage in one to one and group supervision sessions.
   Supervisees will:
   - Negotiate the supervision contract and agree ground rules
   - Work within the NMC Code of Professional Conduct
   - Actively participate in the supervision process
   - Demonstrate the ability to reflect on practice using reflective models
   - Implement agreed action plans in response to supervision
   - Effectively communicate
   - Demonstrate the importance of honesty, integrity and openness in supervision relationship
   - In preparation for the supervision session, identify opportunities for learning and reflection on practice
   - Use learning from supervision to contribute to professional development
   - Demonstrate effective record keeping in relation to own supervision records
For further Information, please contact

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This document can be downloaded from the NIPEC website www.nipec.n-i.nhs.uk

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