

# Peer professional supervision

This project was designed to provide a framework for peer supervision for registered managers. It delivered training to participants in facilitating groups, guided reflective practice and supported managers in setting up a peer supervision group in their workplace.

## Background

ARC was established in 1976 to promote the quality of life, maintenance of standards and diversity of provision for people with a learning disability. It is a membership organisation which has a history of supporting staff development, and the development of best practice.

The need for support for registered managers became clear following the Winterbourne Review which stated that there was a need for effective and appropriate leadership, management, mentoring and supervision for registered managers.

ARC realised that registered managers did not have the same support that is available to clinical managers. The peer professional supervision programme was designed to address this gap.

## What we wanted to achieve

The aim of the project was to put a process in place to support and develop registered managers in developing supervision and mentoring skills for use in their day-to-day role.

To do this, it aimed to support a group of managers, employed by different organisations, to engage in Peer Professional Supervision. Managers are often very busy and do not have much opportunity to 'stand back' and reflect on practice in mentoring and supervision in the workplace.

The project's vision was a better quality person-centred service in place for staff in social care, from registered managers who are better able to manage the personal and emotional impact of their practice.

Participants received a QCF recognised award in mentoring on completion of the training.

“ I was able to put the theory into practice. It was useful to carry out real sessions with real outcomes and plans to move forward ”

Registered manager who attended training

## What we did

A training programme was designed to provide participants with the skills and knowledge needed to become effective mentors and supervisors. It also aimed to enable them to produce evidence to meet the learning outcomes necessary for the mentoring award. Documents containing relevant information were also produced for participants.

Two days of training were delivered and were followed by practical and assessment (through direct observation) days. On training days, material was delivered in the morning and then discussed by participants during the afternoon.

Participants were “paired” with peers as part of the training to allow them to discuss the application of the theory delivered as part of the course.

Assessment days involved direct observation of participants’ practice in the workplace. Feedback was provided afterwards which allowed participants to reflect on their practice.

Participants were also asked to build a portfolio which documented their practice. This was aimed to allow participants to write their evidence of knowledge, performance and reflective practice.

## What we achieved

All eight participants achieved the Peer Mentoring Award; a QCF recognised qualification in peer professional supervision.

In feedback, participants stated that the training helped them sharpen their mentoring skills and also taught them new skills that were relevant to their day-to-day roles.

Seven of the eight participants have started carrying out peer professional supervision in their workplace following their training. The feedback from participants has been that this has been a very positive experience for staff and that it has changed the way in which staff work.

## What we learnt

One of the most positive aspects about this project was the opportunity it gave participants to apply theory into practice. Participants highlighted the blending of theory and performance during the course days as being one innovative aspect.

The linking of participants with “peer” managers was considered to be an important factor in the success of the project. The feedback that participants received as part of the direct observation process was also highlighted as being very useful.

Material for training courses needs to be relevant. For registered managers, attending training can cost time and money so participants need to feel that they are getting value from the material.

Registered managers need a process where they can be supported and developed. Everybody benefits from a confident and competent manager

Trainer

## For more information please contact

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## Skills for Care Recommends

From guidance to induction programmes to peer support networks, Skills for Care and the National Skills Academy for Social Care produce resources to assist Registered Managers.

### Registered managers programme

This helps equip Registered Managers meet the challenges they face on a daily basis. It provides network opportunities at both local and national levels to support their pivotal leadership role.

[www.skillsforcare.org.uk/registeredmanagers](http://www.skillsforcare.org.uk/registeredmanagers)

### Recommendations for CQC providers

This comprehensive guide helps Registered Managers to comply with CQC expectations around various areas of workforce development.

[www.skillsforcare.org.uk/cqc](http://www.skillsforcare.org.uk/cqc)

### Manager induction standards



Following the standards and the accompanying Becoming the new manager publication

help registered managers adapt to their new role.

[www.skillsforcare.org.uk/mis](http://www.skillsforcare.org.uk/mis)

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