



SSSC

10. Evaluating and reviewing supervision



By the end of this section the aim is that you will:

- have a critical understanding of the role that review and evaluation plays in the supervisory process
- have considered how you might prepare, as either supervisor or supervisee, for the ending of a supervisory relationship.

It is useful to build in time at the end of each supervision session to reflect on what added value supervision has brought for all those involved: the supervisee, the supervisor and ultimately for people who use services. Hawkins and Shohet⁴³ offer the following questions as a basis for reflective dialogue.

- What have we learned that neither of us knew before supervision?
- What have we learned that neither of us could have arrived at alone?
- What do we think this will mean for the person we are working alongside?

You will also want to review supervision more formally, including reviewing the supervision contracts in place. When a supervision contract is drawn up this is one of the areas that should be covered: when and how the supervision contract will be reviewed to make sure it remains meaningful.

10.1 Endings

Although each planned supervision session will have a beginning, middle and end there will be more formal endings: for example, when either the supervisor or supervisee moves to a new post or leaves the organisation. It is important to mark these transitions and acknowledge the significance of the supervisory relationship. Writing in relation to practice, Walker and Thurston⁴⁴ comment that 'reviews and endings are occasions like beginnings that can set the tone for future contact and activity' and the same is true of supervision. Reviews and endings are an opportunity to evaluate and recognise progress and identify areas for future development. It is likely that at the end of a supervision relationship you will need to discuss the nature and limits of confidentiality again so the supervisee is clear what information will be passed on, to who, how and why. It may be the policy in your organisation to offer exit interviews and exploring experiences of supervision can be a useful part of this process.

⁴³Hawkins, P and Shohet, R (2012) *Supervision in the Helping Professions*, 4th ed., Maidenhead, Open University Press

⁴⁴Walker, S. and Thurston, C. (2008) *Safeguarding children and young people: A resource to integrated practice*, Lyme Regis, Russell House Publishing

Exercise 12

In your role as supervisor/supervisee how did you prepare for your last formal ending (you may have been changing jobs or moving to a new role)?

Is there anything you or your supervisor/supervisee could have done differently which might have helped set a positive 'tone' for future activity?

Is there anything you will do differently in the future to prepare for endings in supervision?

10.2 Reflecting and looking ahead

Now you are near the end of this resource you may find it helpful to go back to **Exercise 1** where you imagined you were explaining to a new colleague at work what supervision is and what your experience has been. This will allow you to reflect on your learning while working through the resource and any changes this has brought to your supervision.

By now, you will be aware of different models of supervision, all identifying that professional development is an important function of supervision. You may want to consider whether there are aspects of your own professional development and practice which you think might benefit from more training or learning opportunities and how you will raise this in your own supervision.

The key aim of this supervision resource is to support the development of good practice across the workforce and contribute to improving outcomes for people who use services. It is possible that you have become aware of aspects of policy and practice in relation to supervision which are new or relatively unfamiliar to you. You may want to take some time to find out more about these areas. It may also be the case that reading the resource has enabled you to reconsider and question areas of policy and practice which you are familiar with. For those of you who have chosen to keep a formal record of your learning you will have a comprehensive portfolio which can be used as part of your continuing professional development as a social service worker.