



SUPERVISION FRAMEWORK FOR THE SOCIAL WORK PROFESSION IN SOUTH AFRICA

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The Department of Social Development partnered with the South African Council for Social Service Professions (SACSSP) to establish a task team to develop a supervision framework for the social work profession in South Africa. The task team consisted of internal and external stakeholders in the social welfare sector.

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FOREWORD

Social workers, social auxiliary workers, student social workers and learner social auxiliary workers are critical role players in the social welfare sector. They offer social welfare services to beneficiaries of service and make the “moment of truth” a reality in this sector, that is, they strive for rendering quality social welfare services to their beneficiaries. Supervision strengthens these services and has been hailed by Lord Laming (2009) as the cornerstone of good social work practice.

The function of professional supervision in the social welfare sector is to produce a cadre of practitioners who are well trained, highly skilled, and are passionate about making a difference in the lives of beneficiaries. Professional supervision enhances the individual development and professional growth of supervisees. It also promotes adherence to the Code of Ethics for the Social Work Profession, which ensures a high quality of service and the protection of the beneficiaries of social welfare services. In addition, the Recruitment and Retention Strategy of 2006 envisages that supervision will contribute towards maintaining and strengthening the social work sector.

Policies, legislative frameworks and supervision theories informed the development of the Supervision Framework for the Social Work Profession in South Africa. The Supervision Framework has been set

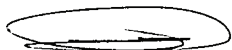
up to promote the effective supervision of social workers, student social workers, social auxiliary workers, learner social auxiliary workers, social work specialists and private practitioners in order to ensure competent, professional social work practice and improved social welfare services.

The Supervision Framework applies to supervisors and practitioners respectively. Benefits for supervisors include, but are not limited to, access to standardised tools, the option to utilise them, the option to participate in supervisors' learning forums designed to facilitate peer support and the continuing professional development of supervisees, all to the benefit of beneficiaries. Of major importance is the elevation of the supervisory role to a significant position with a unique competency profile, which young professionals should aspire to reach. Employers providing an enabling environment for supervision are likely to see increased productivity, improved service delivery, a satisfied clientele, retention of core competencies, attraction of funding for programmes and, consequently, exponential organic growth. More importantly, such employers are likely to internalise a culture of learning and continue to be preferred service providers and employers of choice. The ultimate winner is the beneficiary.

The Supervision Framework has been designed for the Department of Social Development, non-government organisations (NGOs), other government departments, and local government and private practice social workers to guide them to conduct effective

supervision. However, the framework needs to be customised to suit their varied contexts.

Finally, it should be noted that the Supervision Framework is not intended to provide a comprehensive, theoretical exposition of supervision. It does not purport to be a training manual or an academic text. Concepts defined in the glossary are for the purpose of the framework. Readers should also note that they are not limited by the theories and concepts used in the framework.



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GLOSSARY

Consultation in supervision: an activity in supervision; it is determined by the contract and the performance appraisal.

Continuing professional development: the improvement of knowledge towards becoming more skilled and thus more competent in performing one's duties.

Mentoring: the formal or informal transmission of knowledge, skills, attitudes, psychosocial support and professional development in a sustained period.

Orientation: a process of training new employees to become accustomed to new positions, what is expected of them and how their role fits into the overall objectives of their organisation.

Performance appraisal: a process that enables the supervisor and the supervisee to reflect on the achievement of set outcomes in the supervisee's personal development plan and to identify future development areas for incorporation with the supervisee's personal development plan.

Performance management: a component of supervision concerned with both quantitative and qualitative evaluation of social work service delivery.

Personal development assessment: a process of information gathering to compile a register of learning needs, strengths, assets and capabilities that should be addressed in a personal development plan and subsequent supervision sessions.

Personal development plan: a tool that clearly indicates, in priority order, identified, developmental areas, based on a personal development assessment.

Portfolio of evidence: recorded evidence reflecting performance and professional development.

Social auxiliary worker: a person who delivers a supportive service to social work under the supervision of a social worker to further the aims of social work (South African Council for Social Service Professions, 2009:5).

Social auxiliary work learner: a person who is registered with the South African Council for Social Service Professions (SACSSP) in terms of chapter 2, section 18(b), sub-section 1 of the Social Service Professions Act, 110 of 1978, as amended.

Social worker: a person registered with the South African Council for Social Service Professions (SACSSP) in terms of chapter 2, section 17 of the Social Service Professions Act, 110 of 1978, as amended.

Social work manager: a social worker operating on management level in an organisation.

Social work management: the performance of tasks, such as planning, organising, leading and controlling in terms of functions relating to programmes, work load, human resources, etc.

Social work supervisor: a social worker with the required experience and qualifications to whom authority is delegated to supervise social work practitioners.

Social work supervision: an interactive and interminable process in a positive, non-discriminatory relationship. This process is based on distinct theories, models and perspectives on supervision whereby a social work supervisor supervises a social work practitioner. This is done by performing educational, supportive and administrative functions in order to promote efficient and professional social work services.

Student social worker: a person registered with the South African Council for Social Service Professions (SACSSP) in terms of chapter 2, section 17(a) of the Social Service Professions Act, 110 of 1978, as amended.

Social work organisation: a service provider of developmental social welfare services in South Africa. Such organisations may include the national government, provincial government, local government, NGOs, community-based and faith-based organisations and private sector entities.

Supervision theory: a theory and perspective on supervision that may be derived from applying a model of intervention or from extrapolating a model from another field.

ABBREVIATIONS

- CPD** Continuing professional development
- HETI** Higher education and training institution
- NGO** Non-government organisation
- SACSSP** South African Council for Social Service Professions

CHAPTER ONE: BACKGROUND

1.1 INTRODUCTION

In 2003, the Minister of Public Service and Administration declared social work a scarce skill. In response, the National Department of Social Development initiated the development of a Recruitment and Retention Strategy for social workers (Department of Social Development, 2006). One of the key objectives of the Recruitment and Retention Strategy is to address the concerns and conditions of service that have a negative impact on service delivery.

The strategy identified supervision as one of the critical areas that need attention if professionals are to be retained. The strategy further highlighted a decline in the productivity and quality of services due to a lack of supervision. This is the result of high case loads, emotional and other trauma experienced by workers in service delivery, high stress levels due to personal, professional and societal demands as well as lack of resources for social workers to deliver on their mandate. Moreover, the direct management of social workers by non-social workers often impacts detrimentally on the practice of the profession. Although the Social Service Professions Act, 110 of 1978, clearly stipulates that “a social worker may only be supervised on social work matters by

another competent and registered social worker”, many social workers have raised a concern that this is not complied with in practice. The South African Council for Social Service Professions (SACSSP) has also expressed concern about this matter.

It is firstly of critical importance to distinguish between the supervision of social workers on the one hand, and the general management of social work services on the other. It is accepted that while the latter requires management skills and competencies, it does not require competency or skills in social work, owing to its specific administrative focus. Secondly, given the current skills shortage, the strategic deployment of scarce skills is prudent. Deployment should be based on determining where social work skills and competencies are most needed in the operations of an organisation or department. Lastly, authoritative guidelines for an objective assessment of the roles and responsibilities of an administrative or executive manager versus those of a social work manager are essential to provide clear direction to organisations and the social work constituency on the issue of supervision.

Propelled by the concern of various stakeholders in South Africa’s social work sector, the SACSSP and the Department of Social Development initiated a process for the development

of a supervision framework, consisting of a conceptual and contextual framework, as well as norms and standards for supervision for use by all organisations employing social work practitioners.

The Supervision Framework for the Social Work Profession in South Africa presented in this document consists of the rationale, aims and objectives of the framework, followed by an exposition of a conceptual and contextual framework for the norms and standards of supervision in South Africa. However, the conceptual and contextual framework is not intended to be a comprehensive theoretical exposition of supervision. It does not purport to be a training manual or an academic text. It is assumed that the reader of this document has a conceptual background and basic understanding of social work supervision. Supervision is an academic discipline on its own, and endeavours to encapsulate its theoretical foundations in a single framework would be presumptuous and a negation of social work's rich heritage as a professional body of knowledge.

In addition, the roles, responsibilities and competencies of supervisors regarding the supervision of social workers are implied in the norms and standards for supervision of social workers as indicated in this Supervision Framework. The interrelatedness of management and supervision in

social work is furthermore addressed as peculiar to social work. Moreover, since the supervision of all social workers is a mandatory activity, consultation of experienced social workers is depicted in the Supervision Framework as an activity of supervision, as determined by the supervision contract between the supervisor and the social worker.

1.2 RATIONALE

The rationale for the Supervision Framework has been derived from the perceived need for (1) effective supervision in the social work profession, and (2) improvement of the quality of social work services, highlighted in the 2006 Recruitment and Retention Strategy for social workers. Amongst others, a lack of adequate training and structural support as well as unmanageable workloads informed the Supervision Framework. (The Supervision Framework acknowledges that some departments and NGOs have supervision policies and supervisory posts.) The rationale also ties in with the professional status of social work and the significance of supervision in the social welfare sector. The emergence of other social service professions brought another challenge with regard to supervision.

Botha (2002:1) argues that “the problem however does not lie with supervision practice or the nature thereof, but the

fact that supervision applied is either faulty or weak". The context of this postulation refers to (1) the necessity for effective, situation-relevant supervision, (2) the SACSSP's resolution to regulate certain areas of specialisation in social work such as supervision, and thus the need to (3) formulate recommendations regarding the regulation of supervision.

In South Africa, it is especially the unpredictable, non-routine, non-standardised, highly individualised and imperceptible nature of social work practice that necessitates supervision (Botha, 2002). In addition, the statutory requirements of the Social Service Professions Act (110 of 1978), the Code of Ethics of the Social Work Profession (SACSSP, 2007) and the Children's Act (38 of 2005) all imply supervision of social workers.

Hence, although supervision can take place in many different contexts and employment spheres, the core significance of social work supervision is that globally it is a professional activity ingrained in social work as a demanding and dynamic profession. The social work profession in South Africa is therefore compelled to put measures in place to contribute towards the passing on of a scholarly, theoretical body of knowledge as well as tacit practice experience and wisdom to subsequent generations through establishing effective supervision practices, and consequently a competent

professional social work heritage in this respect. This heritage should be the product of an ongoing process, as “practitioners who experience supervision from this perspective can be inspired in a way that will make them more effective and more immune to the despair, disillusionment, and isolation that erode pride in social work professionalism” (Munson, 2002:92).

1.3 AIM OF THE SUPERVISION FRAMEWORK

This document seeks to provide a framework for the effective supervision of social workers, student social workers, social auxiliary workers, learner social auxiliary workers, social work specialists and private practitioners in order to ensure competent professional social work practices that serve the best interests of service users in South Africa.

1.4 OBJECTIVES

The objectives of the framework are to conceptualise, contextualise and provide norms and standards guiding the execution of supervision.

CHAPTER TWO: POLICY-RELATED CONTEXT

2.1 POLICY AND LEGISLATIVE FRAMEWORK

With reference to the supervision of social workers, student social workers, social auxiliary workers and learner social auxiliary workers, organisations and employers operate within the ambit of different policies and legislative frameworks, which include, but are not limited to, the following:

Policy and legislative framework	Core mandate
Constitution of the Republic of South Africa, 108 of 1996	Chapter 10 of the Constitution highlights the basic values and principles governing public administration. Section 195(1)(a) (h) identifies the following principles: (a) A high standard of professional ethics must be promoted, and (b) good human resource management and career development practices must be cultivated to maximise human potential.

Policy and legislative framework	Core mandate
Social Service Professions Act, 110 of 1978, as amended; rules (section 27) and regulations (section 28); enactment of a Code of Ethics provided for in section 27(1)(a)	□ The Social Service Professions Act stipulates that a social worker may only be supervised on social work matters by another competent and registered social worker.
DSD (2005): Integrated Service Delivery Model	The Integrated Service Delivery Model captures the nature, scope and levels of intervention based on developmental social service delivery. It also guides service delivery.
DSD (18/2009): Recruitment and Retention Strategy	The Recruitment and Retention Strategy calls for the effective management and supervision of social welfare professionals as part of effective service delivery.
Batho Pele (People First) White Paper on Transforming Public Service Delivery (1997)	The Batho Pele principle promotes service delivery that is quality driven and person centred. It advocates access to information, transparency, redress and respect, compliance with standards and cost-effectiveness. It is also time bound.
Labour Relations Act, 66 of 1998	The Act ensures the right to fair labour practices and reflects workers' and employers' rights as envisioned by the Constitution.

Policy and legislative framework	Core mandate
White Paper on Social Welfare (1997)	Chapter 4 of the White Paper on Social Welfare gives an overview of the status of human resources within the welfare sector; specifically social workers. It captures issues of redeployment, capacity building and orientation, education and training, remuneration and working conditions.
DSD (2011, August): Framework for Social Welfare Services	Supervision of social service practitioners is aimed at ensuring the delivery of quality services to beneficiaries, while supporting and building the capacity of the practitioner.

2.2 PRINCIPLES OF SUPERVISION

The following principles, amongst others, underpin supervision of social workers, social auxiliary workers, student social workers and learner social auxiliary workers (Australian Association of Social Workers, 1999; SACSSP, 2007; Department of Health, Social Services and Public Safety, 2008; Kahui Whakamana Tauwhiro, 2009):

- Promotion and protection of the interests of beneficiaries;
- Active recognition of the cultural systems that shape the practice of social workers, social auxiliary workers, student social workers and learner social auxiliary workers;

- Encouragement of professional development;
- Accountability; and
- Respect for the inherent dignity and worth of every person.

All social workers must make ethically accountable, professional decisions based on the SACSSP Code of Ethics.

CHAPTER THREE: CONCEPTUAL AND CONTEXTUAL FRAMEWORK

3.1 CONCEPTUAL FRAMEWORK

Conceptualising key concepts in this document should ensure a context that can be used as a framework for understanding and executing supervision in the social work profession.

3.1.1 Social work supervision

Supervision is a formal arrangement through which supervisees review and reflect on their work. It is related to ongoing learning and performance. Social work supervision is an interactive process in a positive non-discriminatory relationship, based on distinct theories, models and perspectives of supervision. It entails educational, supportive and administrative functions that promote efficient and professional social work services.

3.1.2 Social work supervisor

A social work supervisor is a social worker with the required experience and qualifications to whom authority has been delegated to supervise social workers, social auxiliary workers,

student social workers and learner social auxiliary workers. Supervisors are accountable for the ethical approach and work performance of supervisees and manage supervisees' work by means of a supervision process. This process involves assessment, contracting, developing and operating a personal development plan, performance management and appraisal of supervisees in accordance with the policies and procedures of the organisation.

3.1.3 Interrelatedness of management and supervision in the social work profession

Management and supervision may be interrelated depending on the level of responsibility of the functionaries concerned. Management may be regarded as a function of supervision and supervision may be regarded as a management function. The interrelatedness also depends on whether a manager is a registered social worker or not. A manager who is not a social worker may manage the organisation, but cannot supervise social workers, student social workers, social auxiliary workers and learner social auxiliary workers on social work activities. However, a social work supervisor may also be a manager of the organisation and its social work practitioners.

3.1.4 Consultation and mentoring in social work supervision

Consultation and mentoring are some of the activities of supervision. For instance, newly qualified social workers or social auxiliary workers, learner social auxiliary workers and student social workers are often mentored, whereas consultation is more suitable in the case of experienced social workers, as determined by the supervision contract between the supervisee and the supervisor.

□ Consultation

Consultation is an activity of supervision determined by the supervision contract and performance appraisal after the achievement of the goals and outcomes of supervision in the initial contract. Consultation is work related and goal directed, seeks to solve problems and must be executed as part of the supervision process. Consultation does not usually focus on administrative control. In most instances it is advisory and conducted on request of the social worker.

A social work supervisor should provide consultation to social workers on social work matters. Social workers who provide consultation should have the necessary knowledge and skills and should be registered with the SACSSP. They should consult within their areas of knowledge and competence.

Consultation can be directed at an individual or a group.

In consultation, the supervisee takes full responsibility for the workload and his or her own actions. The supervisee should be motivated, professionally mature and able to work independently in the total scope of his or her work. In order to undertake assigned responsibilities, the supervisee should have confidence, be responsible and possess the required knowledge and skills.

□ **Mentoring**

Mentoring is a formal or informal transmission of knowledge, skills, attitudes, psychosocial support and professional development. It enhances the overarching goal of supervision. Mentoring can be used interchangeably with coaching, but for the purpose of this document, the focus is on mentoring.

3.2 CONTEXTUAL FRAMEWORK

Supervision takes place in different settings, that is, primary, secondary and facility-based settings. Different organisational structures and staffing are applied in these practice environments and should be considered during the implementation of supervision.

For the effective execution of supervision, the contextual framework should determine the roles and responsibilities of supervisors and supervisees, the functions of supervision, phases of supervision and methods of supervision.

3.2.1 Roles and responsibilities of supervisors

Some of the responsibilities of supervisors, as guided by the Code of Ethics of the SACSSP, are the following:

- Plan and prepare for the supervision sessions.
- Ensure that intervention techniques and approaches used by the supervisee are appropriately applied.
- Ensure competence in the supervisee's work and the protection of beneficiaries against harm.
- Identify the training needs of the supervisee and implement a personal development plan.
- Ensure correct interpretation of policies and legislation.
- Clarify lines of communication and authority.
- Conduct quality assurance of the work delivered by the supervisee.
- Note incentives that the supervisee receives from beneficiaries.
- Ensure that written and informed consent is given before confidential information on beneficiaries is disclosed.
- Set clear, appropriate and culturally sensitive boundaries.
- Ensure that the supervisee refrains from any dual or

multiple relationships with beneficiaries.

- Conduct performance management and appraisal.
- Evaluate the supervisee's performance in a manner that is fair and respectful.
- Keep record of supervision sessions.
- Accept accountability when a complaint is lodged against the supervisee.
- Ensure that adequate organisational resources are available to conduct effective supervision.
- Take reasonable steps to provide or arrange for continued education and support.
- Ensure that reasonable steps are taken to ensure the emotional well-being of the supervisee.
- Acknowledge limitations and take responsibility for their own development and training needs.
- Seek feedback and evaluation from the supervisee so as to enhance supervision.
- Assist in conducting assessments that are challenging for the supervisee and aimed at identifying conditions in service delivery that justify particular interventions.
- Assist the supervisee to perform functions that are challenging.
- Ensure that records of social work interventions, processes and outcomes are produced and maintained.
- Attend evaluation sessions for students and learner social auxiliary workers.

3.2.2 Roles and responsibilities of supervisees

It is the responsibility of supervisees to –

- comply with the Code of Ethics;
- attend the agreed supervision sessions;
- keep abreast of new developments in the professional field;
- keep record of the supervision sessions;
- seek feedback and evaluation from the supervisor for the enhancement of supervision;
- plan and prepare for the supervision session;
- develop an annual work plan and personal development plan;
- adhere to the lines of communication and authority; and
- review the contract if the relationship between supervisor and supervisee compromises effective supervision. If matters cannot be resolved between the parties, a third party can be involved.

3.2.3 Student supervision

The primary goal of student placement is to provide an opportunity for integration of theory and practice under the supervision of a social worker.

The objectives of student supervision are to apply –

- acquired theoretical knowledge to concrete problem solving;
- professional values and ethical standards of practice; and
- knowledge of organisational policies, procedures and intervention modalities.

Guidelines for the supervision of practitioners also apply to student supervision. However, the duration of placement, year of study as well as the requirements of the higher education and training institutions (HETIs) will influence student supervision processes. The student supervisor should work in collaboration with the HETI practicum coordinator of the training institution.

3.2.4 Expectations of student social workers in the organisation

Student social workers placed in an organisation are expected to –

- maintain the same standards and practices as organisational staff;
- complete the relevant documents;
- adhere to organisational policies and procedures;
- participate in planned supervision sessions;

- carry out assignments timely and in a responsible manner;
- integrate theoretical knowledge with practice;
- consult with the appropriate persons when there are challenges to learning; and
- compile the required reports on activities undertaken.

3.2.5 Functions of supervision

In essence, to make supervision functions operational, they should be *normative* (ensuring that the supervisee's work is professional in accordance with organisational policies and statutory norms), *formative* (developing the supervisee to become increasingly competent) and *restorative* (enabling the supervisee to mobilise the emotional energy needed for effective job performance).

Supervision has administrative, supportive and educational functions. The unique value of the supervision functions does not lie in any of the functions in particular, but in their combination and integration into a meaningful whole. For example, there can be support while administration is emphasised, or administration while education is emphasised (Engelbrecht, 2010(a)). The time spent on these functions is likely to reflect the organisation's mission, vision and human resource practices.

Administrative function

The administrative function focuses primarily on the correct, effective and appropriate implementation of agency policies and procedures. The primary goal is to ensure adherence

Educational function

The educational function focuses primarily on the ignorance and/or ineptitude of social workers regarding the knowledge, attitudes and skills required to execute their work (Kadushin & Harkness, 2002). The primary goal is to assist the supervisees to improve their knowledge, attitudes and skills so that they can perform to their optimal level when executing their duties. Supervisees must be empowered to intervene in various situations on different levels.

The educational function of supervision should be distinguished from staff development and in-service training. It maintains an individualised focus as it is directed at the educational needs of the supervisee within the context of a prescribed workload. The content of educational supervision shifts in focus, depending on the education, competencies and experience of each worker.

Supportive function

The supportive function focuses primarily on worker morale and job satisfaction. The goal is to improve morale, job satisfaction and the quality of work (Kadushin & Harkness, 2002). An enabling environment is created to enhance productivity. The supportive function helps the supervisor and supervisee to deal with job-related tensions and stressors, which may, if left unattended, impair the work to the detriment of service delivery.

3.2.6 Phases of supervision

All functions of supervision have a beginning phase, a middle phase and an evaluation phase. Formative evaluation is involved in all of them.

Beginning phase

Orientation of supervisees is one of the tasks in the beginning phase of supervision. This entails the supervisee's introduction to the policies of the organisation, the requirements of the post, the expectations of society and colleagues, and the objectives to be achieved. Orientation is mostly applicable to students and newly employed practitioners, since they have little or no experience of working in an organisation.

Cognisance should also be taken of those who have been in the employ of the organisation but lack relevant experience.

In the beginning phase a supervision contract should be developed jointly by the supervisor and the supervisee. In the contract they should –

- ✓ agree on the supervision schedule, that is, time, venue, frequency, agenda, etc;
- ✓ include a personal development plan that identifies the strengths and the developmental areas of the supervisee;
- ✓ identify the supervisor and supervisee's expectations;
- ✓ specify the goals and outcomes of the supervision; and
- ✓ clarify the supervisee's style of learning and the supervisor's style of teaching.

As the **supervision contract** is negotiated by the supervisor and the supervisee, it must be signed as a written agreement that identifies the terms of the supervision relationship.

The contract should cover, among others, the following:

- **Duration and frequency of supervision:** The supervisor, in consultation with the supervisee, will determine the duration and frequency of the supervision and will take into account –
 - ✓ the level of experience of the supervisee;

- ✓ the complexity of the work being supervised; and
- ✓ the number of hours worked.
- **Records:** The supervisor and the supervisee should both sign all the records, notes and significant decisions they make.
- **Roles, responsibilities and mandates:** Supervisors and supervisees should discuss their roles, responsibilities and mandates.

Middle phase

The middle phase focuses on the execution of the programme that addresses the learning areas, which areas have been identified in the beginning phase. The expansion of the supervisee's knowledge and the development of his or her skills are important in this phase.

The supervisee must be encouraged to function independently, that is, to take his or her own decisions and assume responsibility for their consequences. The supervisor only provides guidance and support on work-related issues if the need arises. This phase can be utilised to facilitate preparation for the evaluation phase.

Evaluation phase

In the evaluation phase, the goals and outcomes of supervision are evaluated in order to determine whether the supervisee

can be elevated to the consultation level, or the initial supervision contract needs to be reviewed.

3.2.7 Methods of supervision

Supervisory methods vary and their selection should be based on the particular needs of the social worker and social auxiliary worker concerned. Each need is informed by the requirements of the organisation (Humber Mental Health, 2003; Mbau, 2005; Tsui, 2005). Whether individual or group supervision is carried out, each should adhere to the Code of Ethics of the SACSSP. The supervision methods depend on the supervision contract, and the supervision sessions should be structured, goal oriented and based on the attainment of competencies and outcomes as stipulated in the supervisee's personal development plan.

Individual supervision

Individual supervision is a one-on-one method of supervision. It promotes the personal growth of the supervisee, as this type of supervision is intense. The role of the supervisor encompasses the administrative, educational and supportive functions.

Group supervision

Group supervision is often used to supplement, rather than substitute, individual supervision. The supervisor facilitates the social workers' sharing of experiences and knowledge in the group. It is more effective in educational supervision. Care is taken to ensure that group members are not too diverse in terms of their levels of professional training or practice experience.

Peer supervision

Peer supervision does not rely on a designated supervisor: all members participate equally. Regular case conferences and collegial consultation are common. Peer supervision must not substitute individual or group supervision.

3.2.8 Styles of supervision

Everyone has his or her unique way of participating in any interaction. Because of our attitudes, expectations and other individual attributes, we bring to supervision a preferred style. However, any style applied should be in line with the developmental approach (Patel, 2005; Engelbrecht, 2010(b)). The styles below are commonly observed supervision styles and are presented here to stimulate thinking.

Proportional participatory supervision: The focus is on only one aspect related to the individual involved, such as the cognitive, affective or behavioural aspect of a worker's understanding of a situation or activity. This style is characterised by a discussion of the worker's feelings about something, how he or she analysed a situation or what he or she has been doing. All of these areas are important and should be explored in the supervisory process.

Mutual participatory supervision: Both parties are actively involved in the support, education and training that characterise effective supervision. The agenda is mutually generated and both participants engage actively in the exploration of all areas. Both parties in the supervisory interaction have a preferred style.

It is important that we review our style and question how it affects the supervisory outcome. Given that supervision is an interaction between parties and designed to increase effectiveness, a mutual participatory style is more likely than a proportional participatory style to produce a satisfactory outcome for both parties.

CHAPTER FOUR: NORMS AND STANDARDS OF SUPERVISION

4.1 INTRODUCTION

The norms and standards of supervision apply to social workers, social auxiliary workers, learner social auxiliary workers, student social workers, specialists and social workers in private practice.

4.2 SUPERVISION OF SOCIAL WORKERS

4.2.1 Introduction

The aspects noted in the following paragraphs are viewed as the key areas and determinants in terms of norms and standards for the supervision of social workers.

4.2.2 Supervision policy

Employers of social workers must have a context-specific supervision policy in place for their organisation, aligned with the Supervision Framework for the Social Work Profession in South Africa.

The policy should address the following:

- Theoretical model underpinning the supervision;
- Ratio of supervisor to supervisees;
- Statement on non-discriminatory practices;
- Definition and goal of supervision in the organisation;
- Functions and requirements of the supervision;
- Methods of the supervision (e.g. individual or group) and their requirements;
- Requirements of a personal development assessment of the social worker based on competencies required of the social worker within his or her practice;
- Requirements of a personal development plan for the social worker;
- Requirements of a supervision contract between the social worker and the supervisor, covering the following:
 - ✓ Roles, responsibilities and mandates;
 - ✓ Frequency and duration of supervision sessions;
 - ✓ Revision of the supervision contract;
- Requirements of the performance management system;
- Requirements of supervision sessions;
- Requirements of supervision reports;
- Methods for resolving disagreements and breakdowns in the process;
- Responsibility of social workers in terms of continuing professional development, self-reliance and self-preservation;

- The priority that supervision should be given in relation to other tasks; and
- Continuous visibility of the SACSSP registration certificate and qualifications of the supervisor in his or her office.

4.2.3 Legislative requirements

- Supervision of all social workers is mandatory.
- Only social workers may act as social workers' supervisors.
- It is the responsibility of the employer of a social worker to appoint a supervisor who takes primary responsibility for the supervision of the social worker, and to provide the supervisor with an appropriate job description.
- Supervision services may be outsourced on contract to a social worker not in the employment of the organisation, and such a supervisor need not be physically present on a continuous basis at the organisation concerned.
- The organisation should state the ratio of supervisor to supervisees in its supervision policy and capture this in the contract with the supervisor.
 - ✓ The ratio of a supervisor whose key responsibility is supervision to supervisees who are in the same service office is 1:13.
 - ✓ The ratio of a supervisor whose key responsibility

is supervision to supervisees who are in a different service office is 1:10.

- ✓ The ratio of a supervisor who supervises and does casework or management of social welfare services to supervisees is 1:3.

4.2.4 Requirements for supervisors

The supervisor of a social worker should –

- be a social worker registered with the SACSSP;
- have a minimum of five years' experience as a social worker;
- attend a supervision course presented by an accredited service provider recognised by the SACSSP;
- have a portfolio of evidence available upon appointment in the organisation that reflects social work supervision or management courses completed, experience and competencies; and
- be listed on the database of supervisors of the SACSSP.

4.2.5 Ethics

- Supervision should be conducted in compliance with the Code of Ethics for the Social Work Profession.
- The supervisor accepts co-responsibility for the professional conduct of the social worker or supervisee.

4.2.6 Newly qualified social workers

- An orientation programme should be presented to all new appointees.
- They must be supervised on a fortnightly basis for at least three years before they advance to a consultative level.
- Should the person be ready to move to a consultative level, a report with recommendation must be submitted by the supervisor.
- Performance must be assessed quarterly in line with the personal development plan.
- Upon completion of the three years of structured supervision, a final assessment should be conducted to determine the frequency and format of further supervision to be specified in a new supervision contract.

4.2.7 Supervision after the initial contract (newly qualified social workers)

After three years, the frequency and format of supervision will be determined by the supervisor in collaboration with the supervisee, and will take into account –

- the experience and competency of the supervisee; and
- the nature and complexity of the work being supervised.

4.2.8 Experienced social workers in a new organisation

- Experienced social workers must undergo orientation upon appointment in a new organisation.
- The timeline for supervision must be at the discretion of the supervisor and the supervisee.
- Performance must be assessed twice a year in line with the personal development plan.

4.2.9 Supervision sessions

- Supervision sessions and their functions must be structured. This calls for proper planning, alignment with the personal development plan of the social worker, identification of the goal of a session, setting up an agenda, drafting a report and validating its contents by means of the signature of the supervisor and supervisee.
- Both the supervisor and the supervisee may apply to the SACSSP for group supervision sessions to be approved as well as be allocated continuing professional development (CPD) points.

4.2.10 Performance appraisals

- The social work supervisor must appraise the performance of social work activities annually.
- After each appraisal, the social work supervisor must give feedback to the supervisee.
- CPD accreditation must form part of the performance appraisal system and programme of the supervisee.

4.2.11 Requirements for an organisation

- The organisation must promote participatory management between the supervisor and management by establishing proper communication channels.
- The organisation must provide administrative, educational and developmental support to supervisors in order for them to render effective supervision.

4.3 SUPERVISION OF SOCIAL AUXILIARY WORKERS

4.3.1 Introduction

The functions of supervision (education, support and administration) of social auxiliary workers are the same as those of social workers. Social auxiliary workers always

work under the supervision of a social worker, although the social worker need not necessarily be a supervisor as set out in this document.

4.3.2 Supervision policy

An organisation's policy on the supervision of social workers is also applicable to social auxiliary workers.

4.3.3 Legislative requirements

- Supervision of all social auxiliary workers is mandatory.
- Only social workers with a minimum of three years' experience as social workers may supervise social auxiliary workers.
- The employer of a social auxiliary worker must appoint a supervisor who takes primary responsibility for the supervision of the social auxiliary worker. The employer must also provide the supervisor with an appropriate job description.
- Supervision services may be outsourced on contract to a social worker not in the employment of the organisation, and such a supervisor need not be physically present on a continuous basis at the organisation concerned.
- Social auxiliary workers may not supervise other social auxiliary workers irrespective of their years of

experience, since social auxiliary work is a supportive service of social workers. However, social auxiliary workers can mentor other social auxiliary workers only if they have a minimum of five years' experience.

- Supervision of social auxiliary workers is ongoing for the duration of their practice. Social auxiliary workers with a minimum of five years' experience may be supervised on a monthly basis and this must be captured in the supervision contract.
- The organisation should capture the ratio of supervisor to supervisees in its supervision policy and enter into a contract with the supervisor in terms of this ratio.
 - ✓ The ratio of a supervisor whose key responsibility is supervision to supervisees (social workers, student social workers, social auxiliary workers and learner social auxiliary workers) who are in the same service office is 1:13.
 - ✓ The ratio of such a supervisor to such supervisees who are in different service offices is 1:10.
 - ✓ The ratio of a supervisor whose added responsibility is casework or management of social welfare services is 1:3.

4.3.4 Requirements for supervisors

The supervisor of a social auxiliary worker should –

- be a social worker registered with the SACSSP;
- have at least three years' experience as a social worker;
- attend a comprehensive supervision course presented by an accredited service provider recognised by the SACSSP; and
- have a portfolio of evidence available upon appointment in the organisation that confirms social work supervision or management courses completed, experience and competencies.

4.3.5 Ethics

- Supervision should be conducted in compliance with the Code of Ethics for the Social Work Profession.
- The supervisor accepts co-responsibility for the professional conduct of the social auxiliary worker.

4.3.6 Newly appointed social auxiliary workers

- Newly appointed social auxiliary workers must undergo orientation on commencement of duty.
- They must have structured supervision on a fortnightly basis for at least five years.

- The performance of a social auxiliary worker must be assessed quarterly in line with the personal development plan.

4.3.7 Supervision sessions

- Supervision sessions must be structured to include all the functions of supervision. The sessions should be properly planned, linked to the personal development plan of a social auxiliary worker, state a specific goal and set out an agenda, and afterwards a report should be written and signed by the supervisor and the supervisee.
- Both the supervisor and the supervisee may apply to the SACSSP for group supervision sessions to be approved and allocated CPD points.

4.3.8 Performance appraisals

- The social work supervisor must conduct annual performance appraisals of social auxiliary work activities.
- The supervisor must give the supervisee feedback after each performance appraisal.

4.3.9 Requirements for the organisation

- In a situation where the social worker is providing operational guidance to the social auxiliary worker and is not necessarily the supervisor of the social auxiliary worker, the organisation must ensure clear communication channels, protocol and lines of authority.
- The organisation must ensure proper communication channels between the supervisor and management to promote participatory management of the social auxiliary worker.
- The organisation must provide for supervisors' individual needs regarding administration, education, development and support in order to enable them to supervise effectively.

4.4 SUPERVISION OF LEARNER SOCIAL AUXILIARY WORKERS

4.4.1 Introduction

The primary goal of learner placements must be to provide an opportunity for the integration of theory and practice under the supervision of a registered social worker. Organisations providing for learner placements must adhere to the following minimum standards:

4.4.2 Memorandum of understanding and supervision policy

- A memorandum of understanding must be signed by the provider of the learning programme and organisations providing placements for learner social auxiliary workers. It should specify –
 - ✓ roles and responsibilities;
 - ✓ the practice education programme;
 - ✓ infrastructure; and
 - ✓ communication channels and protocol.
- A policy on context-specific supervision of the learner social auxiliary worker must be in place and must address the matters referred to in the memorandum of understanding, contain a statement on non-discriminatory practices and set out the expectations of both parties.

4.4.3 Legislative requirements

- The organisation providing learner social auxiliary worker placements is responsible for appointing a supervisor for the primary supervision of the learner and providing the supervisor with an appropriate job description.

4.4.4 Requirements for supervisors

- The supervisor should be a social worker with at least three years' experience and registered with the SACSSP, and should attend a comprehensive supervision course presented by an accredited service provider recognised by the SACSSP.

4.4.5 Requirements for the organisation

- The organisation providing learner practice education placements is responsible for appointing a supervisor for the primary supervision of the learner social auxiliary worker and providing the supervisor with an appropriate job description.
- The primary goal of learner placements is to provide an opportunity for the integration of theory and practice under the supervision of a social worker. Organisations are required to facilitate the achievement of this goal. The following objectives apply:
 - ✓ Facilitating learners' application of acquired theoretical knowledge to concrete problem solving;
 - ✓ Facilitating learners' application of professional values and ethical standards of practice in real-life situations; and

- ✓ Facilitating learners' acquisition of knowledge of organisational policies, procedures and intervention modalities.

4.4.6 Ethics

- Supervision should be conducted in compliance with the Code of Ethics for the Social Work Profession.
- The supervisor accepts co-responsibility for the professional conduct of the learner social auxiliary worker.

4.5 SUPERVISION OF STUDENT SOCIAL WORKERS

4.5.1 Introduction

The primary goal of student placements must be to provide an opportunity for the integration of theory and practice under the supervision of a registered social worker. Organisations providing student practice education placements must adhere to the following minimum standards:

4.5.2 Memorandum of understanding and supervision policy

- A memorandum of understanding must be signed by higher education institutions and organisations providing practice education placements for student social workers. It should specify –
 - ✓ roles and responsibilities;
 - ✓ the practice education programmes;
 - ✓ infrastructure; and
 - ✓ communication channels and protocol.
- A policy on context-specific supervision of student social workers must be in place and must address the matters referred to in the memorandum of understanding, contain a statement on non-discriminatory practices and set out the expectations of both parties.

4.5.3 Requirements for the organisation

- The organisation providing student practice education placements is responsible for appointing a supervisor for the primary supervision of the student social workers and providing the supervisor with an appropriate job description.

- Organisations are required to facilitate the achievement of the primary goal of student placements, which is to provide an opportunity for integration of theory and practice under the supervision of a social worker. The following objectives apply:
 - ✓ Facilitating students' application of acquired theoretical knowledge to concrete problem solving;
 - ✓ Facilitating students' application of professional values and ethical standards of practice in real-life situations; and
 - ✓ Facilitating students' acquisition of knowledge of organisational policies, procedures and intervention modalities.

4.5.4 Requirements for supervisors

- The supervisor of a student social worker should be a social worker with at least three years' experience and registered with the SACSSP. The supervisor should attend a comprehensive supervision course presented by an accredited service provider recognised by the SACSSP.

4.5.5 Ethics

- Supervision should be conducted in compliance with the Code of Ethics for the Social Work Profession.
- The supervisor accepts co-responsibility for the professional conduct of the student social worker.

CHAPTER FIVE: SUPERVISION OF SPECIALISTS, MONITORING AND EVALUATION

5.1 SUPERVISION OF SPECIALISTS

A person who has registered a specialisation in social work with the SACSSP may consult another social work specialist in a similar area of specialisation.

5.2 MONITORING AND EVALUATION

Social workers, social auxiliary workers, supervisors and employers must ensure that supervision is conducted in line with the Supervision Framework set out in this document. The Supervision Framework must be readily available and its application must be demonstrated on request of the relevant monitoring and evaluation authorities. Non-compliance may result in unprofessional conduct and will be dealt with in terms of the Social Service Professions Act, 110 of 1978, as amended, and/or mechanisms instituted by the Department of Social Development.

Supervisors of social workers and social auxiliary workers should have records of every social worker's personal development plan, supervision contract, reports and

performance appraisals, which should be available for monitoring and evaluation by the relevant authorities. A portfolio of evidence should be available for a period of three years after the social worker and social auxiliary worker terminated their services at the organisation.

Social workers and social auxiliary workers should also have a portfolio of evidence of their personal development plan, supervision contract, reports and performance appraisals, which should be available for monitoring and evaluation by relevant authorities. The final assessment report of the supervisee and/or the portfolio of evidence could be requested by the SACSSP for quality assurance.

Norms and standards contained in this document come into operation on the date of approval by the SACSSP and the Department of Social Development. Social workers, supervisors and employers will have a period of one year to adhere to the regulations of the Supervision Framework.

CHAPTER SIX: CONCLUSION

The Supervision Framework for the Social Work Profession in South Africa highlights the critical importance and value of conducting effective supervision. The framework has been designed to enhance the quality of professional practice, which in turn improves the quality of social welfare services rendered by social work practitioners.

The framework guides implementation of supervision in line with the goals, policies and legislation of social work organisations. It further explains the concepts and context of the framework, and the associated norms and standards. It also recognises the interrelatedness between management and supervision so as to increase the effectiveness and efficiency of social work practitioners.

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SUPERVISION CONTRACT

Supervision contract between:

Name of Supervisor _____

Name of Supervisee _____

The parties shall meet at (frequency) _____ intervals.

The supervision sessions shall last for (duration) _____

The venue for the supervision session shall be at _____

The roles and responsibilities of both parties with regards to supervision shall be as follows:

The supervision sessions will cover the following functions:

Supervision sessions will take the following methods:

Statement of confidentiality:

Anti-discriminatory statement:

How to handle disagreements:

Manner of record keeping:

Commitment to personal development:

How will we agree on the agenda of the next session:

Review of supervision contract (How often):

Additional determinants:

Signature of supervisor: _____ signed
in _____ day of _____

Signature of supervisee: _____ signed
in _____ day of _____

Social Workers and Social Auxiliary Workers

Employers of social workers must have a context specific supervision policy in place for the organisation aligned with the supervision framework within the social work profession addressing the following:

- Theoretical model underpinning supervision.
- Ratio of supervisor/supervisee.
- Statement on anti-discriminatory practices.
- Definition and goal of the supervision in the organisation.
- Functions of the supervision and requirements thereof.
- Methods of the supervision (e.g. individual and group) and requirements thereof.
- Requirements of a personal development assessment of the social worker based on competencies required of the social worker within his/her practice.
- Requirements of a personal development plan for the social worker.
- Requirements of a supervision contract between the social worker and supervisor, covering the following:
 - ✓ Roles, responsibilities and mandates.
 - ✓ Frequency and duration of supervision sessions.
 - ✓ Revision of the supervision contract.
- Requirements of the performance management system.

- Requirements of supervision sessions.
- Requirements of supervision reports.
- Methods of resolving disagreements and breakdowns in the process.
- Responsibility of social workers in terms of continuing professional development, self-reliance and self-preservation.
- What priority supervision should be given in relation to other tasks?
- The SACSSP registration certificate, the qualification obtained as a supervisor should at all times be displayed in the office of the supervisor.

Learner Social Auxiliary Worker

There must be a memorandum of understanding between the provider of the learning programme and organisations providing placements for learner social auxiliary workers specifically pertaining to the following:

- ✓ Roles and responsibilities.
- ✓ Practice education programme.
- ✓ Infrastructure.
- ✓ Communication channels and protocol.

A context specific learner social auxiliary worker supervision policy must be in place, which addresses the matters referred to in a memorandum of understanding, statement on anti-discriminatory practices and expectations of both parties.

Student Social Workers

There must be a memorandum of understanding between higher education institutions and organisations providing practice education placement for student social workers specifically pertaining to the following:

- ✓ Roles and responsibilities.
- ✓ Practice education programme.
- ✓ Infrastructure.
- ✓ Communication channels and protocol.

A context specific student supervision policy must be in place, which addresses the matters referred to in the memorandum of understanding, statement on anti-discriminatory practices and expectations of both parties.

SUPERVISION SESSION REPORT: SOCIAL WORKERS

SUPERVISION SESSION

Supervision sessions must be structured including all the functions of supervision, should be properly planned and linked with the personal development plan of the social worker with a specific goal, have an agenda and a report written and signed by both the supervisor and supervisee.

Purpose of the session (linked to the personal development plan):

Supervision method:

Agenda:

Comments or Reflections:

Planning for the next session:

Date of the next session: _____

Time of the next session: _____

Venue of the next session: _____

Submission of CPD

application: _____

Name of supervisor: _____

Signature: _____

Date: _____

Name of supervisee: _____

Signature: _____ Date: _____

SUPERVISION SESSION REPORT : SOCIAL AUXILIARY WORKERS

SUPERVISION SESSION

Supervision sessions must be structured including all the functions of supervision, should be properly planned and linked with the personal development plan of the social worker with a specific goal, have an agenda and a report written and signed by both the supervisor and supervisee.

Purpose of the session (linked to the personal development plan):

Supervision method:

Agenda:

Comments or Reflections:

Planning of the next session:

Date of the next session: _____

Time of the next session: _____

Venue of the next session: _____

Submission of CPD

application: _____

Name of supervisor: _____

Signature: _____

Date: _____

Name of supervisee: _____

Signature: _____ Date: _____

PERSONAL DEVELOPMENT PLAN

PERSONAL DEVELOPMENT PLAN

Name of Supervisor: _____

Name of Supervisee: _____

Development Area	Date to achieve	Assessment method	Comments

Signature:

Supervisor: _____

Date: _____

Supervisee: _____

Date: _____

SUPERVISORS NOTE

1.	Case no/reference no:	
2.	Name of supervisor:	
3.	Name of supervisee:	

1. Indicate the type of file:

Casework	<input type="checkbox"/>	Group work	<input type="checkbox"/>	Community work	<input type="checkbox"/>
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2. Indicate at what stage or the intervention processes is the file

Intake / Engagement	<input type="checkbox"/>	Assessment	<input type="checkbox"/>	Intervention/ Implementation	<input type="checkbox"/>	Evaluation	<input type="checkbox"/>
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3. Summary of findings:

4. Recommended interventions/ action /follow up:

Name of supervisor:	SACSSP Registration No:
Return Date:	
Signature (Supervisor):	Date:
Signature (Social Worker):	Date:

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