

Supervision at advanced levels of practice: what the standards say and reflective questions to guide practice

This resource is for use by HCPC registrants working at advanced levels of practice and those supporting this workforce. If using within your own presentations, please reference the original source. Some slides have additional notes provided which can also be used in your own work, with source recognition.

Content

- ✓ What the HCPC standards say about supervision
- ✓ What the HCPC standards say about scope of practice
- ✓ Clarifying the nature of supervision inc. different types
- ✓ The key characteristics of supervision
- ✓ Resources to support supervision at advanced levels of practice
- ✓ Reflective questions and identifying your next steps to engage in meaningful supervision

HCPC standards for supervision

While we do not have specific requirements relating to registrants receiving or providing supervision, our standards recognise that supervision plays an important part in professional development and learning.

For example, the standards of proficiency for our professions require registrants to:

Understand the need for active participation in training, supervision and mentoring in supporting high standards of practice, and personal and professional conduct, and the importance of demonstrating this in practice (4.8)

The standards of conduct, performance and ethics also require registrants to work in partnership with colleagues:

You must work in partnership with colleagues, sharing your skills, knowledge and experience where appropriate, for the benefit of service users and carers. (2.6)

Supervision to support registrants to reflect on, define and explain their scope of practice

Standards of conduct, performance and ethics

3.1 You must only practise in the areas where you have the **appropriate knowledge, skills and experience** to meet the needs of a service user safely and effectively

3.2 You must undertake **additional training** to update your knowledge, skills and experience if you wish to widen your scope of practice

3.3 You must **refer a service user** to an appropriate practitioner if the care, treatment or other services they need are beyond your scope of practice. This person must hold the appropriate knowledge, skills and experience to meet the needs of the service user safely and effectively

Supervision benefits the wider service and service users



We use the term ‘service user’ as a broad phrase to refer to **those who use or are affected by the services of professionals registered with the HCPC.**

For example, people accessing services for their health, families, carers, colleagues, students, those you line manage and more.

Supervision: Key points to consider

- Supervision is a core component of maintaining safe and effective practice in all sectors and settings
- There are different types of supervision
- Supervision can have significant benefits for the wider service and service users
- Active learning and continuing professional development activities are required to be an effective supervisor and supervisee
- Some registrants may be supervised by people from outside of their origin profession

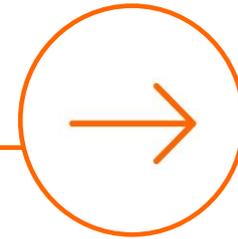
While there is no single or agreed definition of supervision, at its core, supervision is a process of professional learning and development that enables individuals to reflect on and develop their knowledge, skills, and competence, through agreed and regular support with another professional.

Reflective questions and any further actions?



List all your service user groups?

How does / could supervision support you to be safe and effective across all the groups of people you serve?



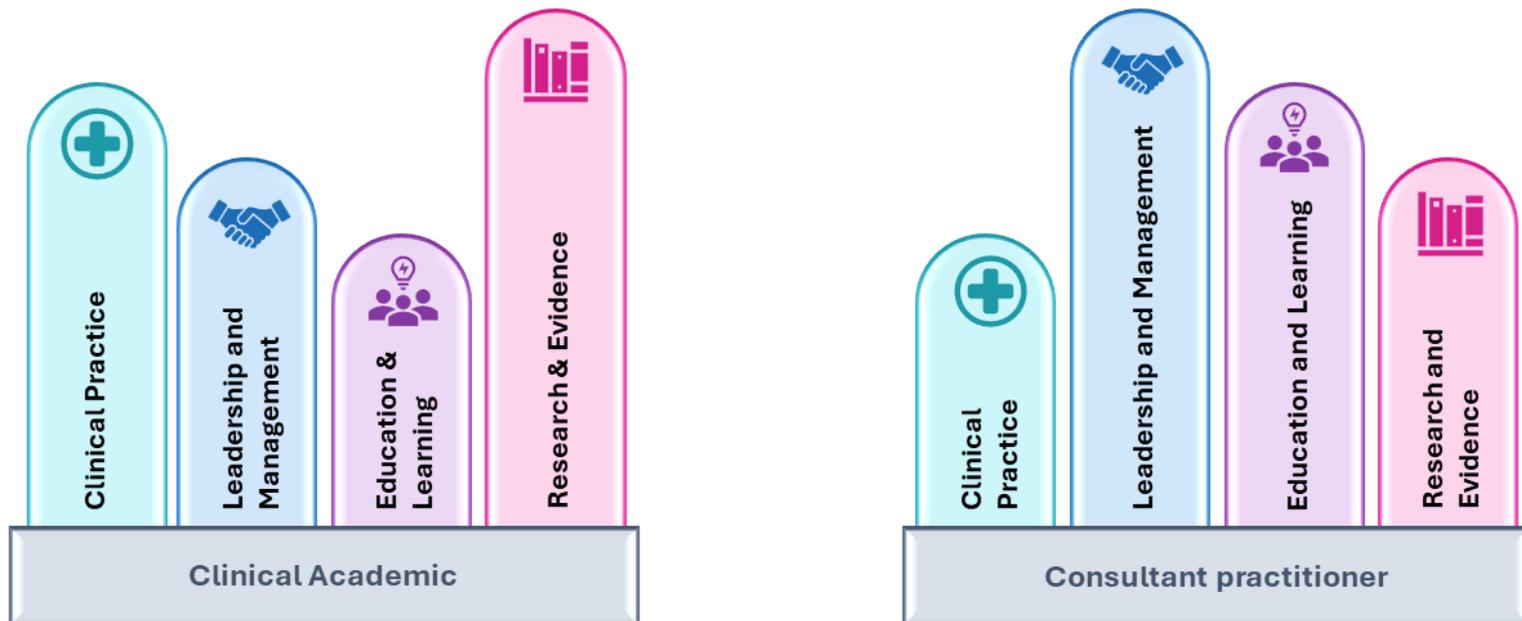
How do you capture the impact and benefits of supervision for yourself and for your service users?

Are there any additional actions you would like to consider?

Different types of supervision (see descriptions in the notes)



Supervision across the four pillars of practice



NB: pillar size is an illustrative example only and does not reflect every role at the advanced level

What supervision is not

There are different types of professional development support that should not be confused with supervision:

- Preceptorship
- Induction / onboarding
- Probation
- Mentoring
- Counselling

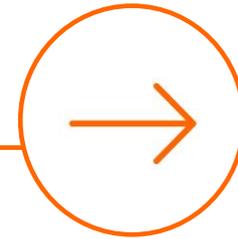
For further details:

[Differences between preceptorship and other forms of support | The HCPC](#)

Reflective questions and any further actions?



How do your current supervision arrangements support you across all four pillars of practice?



Are there any additional actions or types of supervision you would like to consider?

Key characteristics of effective supervision

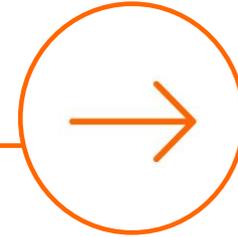


Source

Reflective questions and any further actions?



Reflect on the key characteristics in relation to the supervision you receive and the supervision you provide?



Are there any additional actions you would like to consider to support you to be an effective supervisor and / or supervisee?

Supervision for experienced advanced practitioners

Employers should ensure that:

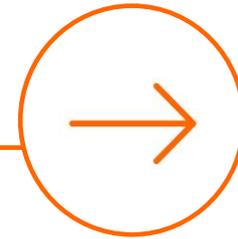
- appropriate supervision arrangements are in place
- supervisors have access to learning and development opportunities, enabling them to provide effective supervision
- advanced practice workforce and business planning includes the identifiable provision of supervision
- advanced practice workforce and business planning includes identifiable investment in supervisor development

Source

Reflective questions and any further actions?



If you are employed within an organisation, how familiar are you with the policies and processes to support effective supervision?



Are there any additional actions you would like to consider?