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SUPERVISION FRAMEWORK FOR THE SOCIAL WORK PROFESSION IN SOUTH AFRICA

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FOREWORD

The development of Supervision Framework for social work profession in South Africa was informed by the policies and legislative frameworks as well as supervision theories that 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 the improvement of quality social welfare services.

This supervision framework is applicable to social workers, social auxiliary workers, student social workers and learner social auxiliary workers in the social welfare sector and in private practice. The exposition of this supervision framework embraces the Department of Social Development, NGOs, other state department, local government and social workers in private practice in how they should conduct effective supervision; however this framework needs to be customised to suit their varied needs.

It is imperative to note that the conceptual and contextual framework is not intended to provide a comprehensive theoretical exposition of supervision. It does not purport to be a training manual or academic text. Concepts defined in the glossary are for the purpose of this framework. The reader 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

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

Continuing professional development

Continuing professional development is the improvement of knowledge to become more skilled and thus competent in performing one's duties.

Mentoring

It is a formal or informal transmission of knowledge, skills, attitudes, psychosocial support, and professional development within a sustained period of time.

Orientation

It is a process of training a new employee to become accustomed to a new position and what is expected of them and how their role fits into the overall objectives of the organisations.

Performance appraisal

An appraisal is a process that enables both the supervisor and supervisee to reflect on the achievement of set outcomes in the supervisee's personal development plan and to identify future development areas, which are incorporated within the supervisee's personal development plan.

Performance management

It is a component of supervision concerned with both quantitative and qualitative social work service delivery.

Personal development assessment

Personal development assessment is a process of information gathering to compile a register of learning needs, strengths, assets and capabilities, which should be actively engaged in a personal development plan and subsequent supervision sessions.

Personal development plan

A personal development plan is a tool that clearly indicates identified developmental areas in priority order, based on the personal development assessment.

Portfolio of evidence

It is recorded evidence demonstrating performance and professional development.

Social auxiliary worker

“Social auxiliary work is a supportive service to social work, rendered by a social auxiliary worker under the supervision of a social worker to further the aims of social work”. Scope of practice of Social Work and Social Auxiliary Work” (2009:5).

Social Auxiliary Work Learner

A social auxiliary work learner is a person who is registered with the South African Council for Social Service Professions (SACSSP) in terms of chapter 2 Section 18B sub-section 1 of the Social Service Professions Act, 1978 (Act No.110 of 1978), as amended.

Social Worker

Social worker is a person registered with the South African Council for service Professions (SACSSP) in terms of Chapter 2 Section 17 of the Social Service Professions Act, 1978, (Act No.110 of 1978) as amended.

Social work manager

Social work manager is a social worker operating at a level(s) of management within the organisation.

Social work management

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

Social work supervision

Social work supervision is an interactional and interminable process within the context of a positive, anti-discriminatory relationship, based on distinct theories, models and perspectives on supervision whereby a social work supervisor supervises a social work practitioner by performing educational, supportive and administrative functions in order to promote efficient and professional rendering of social work services.

Student Social Workers

Student Social Worker is a person registered with the South African Council for service Professions (SACSSP) in terms of chapter 2, section 17A of the Social Service Professions Act, 1978, (Act No.110 of 1978) as amended.

Social work organisations

Social work organisations refer to the various service providers of developmental social welfare services in South Africa. These role players may include the national government, provincial government, local government, NGOs, CBOs, FBOs, and private sector entities.

Supervision theories

Theories and perspectives on supervision may derive from applying models of intervention and from extrapolating models from other fields

CHAPTER ONE

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 (Department of Social Development, 2006) for social workers. One of the key objectives of the Recruitment and Retention Strategy is to address the concerns and conditions of services that have a negative impact on service provision.

The Strategy identified supervision as one of the critical areas that needs attention if retention of professionals is to be realised. The Strategy further highlighted a decline in the productivity and quality of services rendered due to lack of supervision. This is as 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 to deliver on their mandate. Moreover, in reality the direct management of social workers by non-social workers often have a detrimental impact on the practice of the profession. Whilst the Social Service Professions Act (RSA, 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 had raised concern that this was not complied with in practice. The South African Council for Social Service Professions (SACSSP) also expressed concern about the issue of social workers being supervised by managers who are not social workers themselves, notwithstanding the fact that "social worker" refers to a person *registered* with the SA Council for Social Service Professions.

It is thus of critical importance to distinguish between the supervision of social workers on the one hand and general management of social work services on the other. It is accepted that whilst the latter requires management skills and competencies, it does not require competency or skills in social work owing to its specific administrative focus. Second, given the current skills shortage, the strategic deployment of scarce skills is

prudent. This may be done by determining where in the operations of an organisation or department, social work skills and competencies are most required. 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.

The momentum to develop a supervision framework within the social work profession in South Africa has thus been propelled by the concern of various stakeholders. Therefore, the SACSSP and the Department of Social Development initiated a process for the development of the supervision framework, consisting of a conceptual and contextual framework, as well as norms and standards for supervision within the social work profession. This framework will be used by all organisations employing social work practitioners.

The supervision framework for social work profession comprises of rationale, aim and objectives followed by an exposition of a conceptual and contextual framework which serve as basis for the norms and standards on supervision in South Africa. It is imperative to note that the conceptual and contextual framework is not intended to provide a comprehensive theoretical exposition of supervision. It does not purport to be a training manual or academic text. It is assumed that the reader of this document will have a conceptual background and basic understanding of social work supervision. Supervision is an academic discipline on its own, and endeavours to encapsulate the theoretical foundations of it within a single framework would be unscholarly and a negation of social work's heritage of a professional body of knowledge. Therefore the roles, responsibilities and competencies of supervisors towards the employment of supervision of social workers are implied in the norms and standards for supervision of social workers as indicated in this framework. The interrelatedness of management and supervision in social work is furthermore addressed as peculiar to social work, and as supervision of all social workers is moreover a mandatory activity, consultation of experienced social workers is depicted in this framework as an activity of supervision,

as determined by the supervision contract between the supervisor and the social worker.

1.2 RATIONALE

The rationale of the supervision framework within the social work profession derived from the perceived need for effective supervision within the social work profession in order to improve quality social work services offered to service users as highlighted in the Recruitment and Retention Strategy for social workers. Furthermore, it is informed by amongst others lack of adequate training, structural support and unmanageable workloads; however the development of this 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 has brought another challenge with regards 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 the necessity of effective, situation-relevant supervision. It is further necessitated by the SACSSP's resolution to regulate certain areas of specialisation in social work and thus to formulate recommendations in this regard on supervision.

In the South African context, it is especially the unpredictable, non-routine, non-standardised, highly individualised and imperceptible nature of social work practice, which necessitates supervision (Botha, 2002). In addition, the statutory requirements of social work practices in South Africa, such as the Social Service Professions Act (1978), Code of Ethics (SACSSP, 2007), and the Children's Act, No. 38 of 2005 (RSA, 2006), all imply supervision of social workers.

Hence, although supervision can take place in many different contexts and employments, the core significance of social work supervision is that globally it always was, and still is, a professional activity ingrained within social work as a demanding and dynamic profession. The social work profession in South Africa is therefore compelled to put measures in place to pass on a scholarly theoretical body of knowledge as well as tacit practice experience and wisdom to subsequent generations through installing effective supervision practices, in order to convey a competent professional social work heritage to practitioners. This heritage should be the product of an on-going 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 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

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, No.108 of 1996	Chapter 10 of the Constitutions highlights the basic values and principles governing public administration. Section 195 (1): a & h identified the following principles: (a) a high standard of professional ethics must be promoted and (b) good human-resource management and career-development practices, to maximise human potential, must be cultivated.
Social Service Professions Act, No.110 of 1978 as amended, its Regulations and Rules <ul style="list-style-type: none"> • Code of Ethics 	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 towards improved social services	The model provides the nature, scope and the levels of intervention based on the developmental social service delivery that provide guidance on service delivery.
DSD.(18/2009) Recruitment and	Recruitment and Retention Strategy calls for the effective management and supervision of social welfare professionals

Retention Strategy for Social Workers	as part of effective service delivery.
Batho Pele “People First” White Paper on Transforming Public Service Delivery (1997).	Batho Pele principle promotes service delivery which is quality driven and person-centred. It also allows access to information, encourages transparency, redress and respect, standards, cost effective and time bound.
Labour Relations Act, No.66 of 1998	The Act ensures the right to fair labour practices. The Act reflects the vision of workers' and employers' rights as envisioned by the Constitution.
White Paper for Social Welfare (1997)	Chapter 4 of the White Paper for Social Welfare gives an overview of the status of human resources within the welfare sector, specifically social workers. It reflects issues of re-deployment, capacity building and orientation, education and training, remuneration and the working conditions.
DSD. (2011, August). Framework for Social Welfare Services.	Supervision of social service practitioners aim to ensure the delivery of quality services to beneficiaries, whilst 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 social auxiliary learners (Australian Association of Social Workers, 1999; SACSSP, 2007; Regional Ireland Health and Social Care, 2008 and New Zealand Social Workers Registration Board, 2009):

- **Promote and protect**

The priority of supervision should be to promote and protect the interests of beneficiaries.

- **Promote active recognition of the cultural systems that shape the social workers, social auxiliary workers, student social workers and social auxiliary learners' practice.**

- **Professional development is valued and encouraged.**

Supervision is located in the learning environment where professional development is valued and encouraged

- **Accountability.**

Supervision promotes safe and accountable practice

- **Social workers respect 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

3.1 CONCEPTUAL FRAMEWORK

Conceptualising key concepts, which are used in this document is imperative to ensure a context that can be used as a framework for the understanding and execution of supervision within the social work profession.

3.1.1 Social Work Supervision

Supervision is a formal arrangement where supervisees review and reflect on their work. It is related to on-going learning and performance. Social work supervision is an interactional process within the context of a positive anti-discriminatory relationship, based on distinct theories, models and perspectives on supervision whereby a supervisor with the required experience and qualification, and to whom authority is delegated, supervises a social worker, student social worker, social auxiliary worker and learner auxiliary worker by performing educational, supportive and administrative functions in order to promote efficient and professional rendering of 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 is delegated to supervise social workers, social auxiliary workers, student social workers and social auxiliary learners. Supervisors are accountable for the ethical and work performances of supervisees and manage supervisees' work by means of a supervision process containing tasks such as conducting assessments, contracting, developing and operating a personal development plan, performance management and appraisals of supervisees in accordance with organisational policies and procedures.

3.1.3 Interrelatedness between management and supervision within the social work profession

Management and supervision functions may be interrelated depending on the level of responsibility within the organisation, as management may be regarded as a function of supervision and supervision conversely, may be regarded as a management function. The interrelatedness also refers to whether a manager is a registered social worker. 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 related activities. However, a social work supervisor may also be a manager of both the organisation and 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 mentoring may be applied to newly qualified social workers or social auxiliary workers, social auxiliary work learners and student social workers; and consultation may be applied to experienced social workers, as determined by the supervision contract between the supervisee and the supervisor.

3.1.4.1 Consultation

It is an activity of supervision determined by the supervision contract and performance appraisal after the goals and outcomes of supervision in the initial contract are achieved. Consultation is work-related, goal-directed; problem-solving centred, and must be executed as part of the supervision process. Consultation is usually not focussed on administrative control, as it is of an advisory nature and conducted in most instances on the request of the social worker.

Consultation should be provided by a social work supervisor to social workers on social work matters. Social workers who provide consultation should have necessary knowledge, skill and be registered with the SACSSP. They should consult within their

areas of knowledge and competence. Consultation can be conducted in an individual or group format.

In consultation the supervisee takes full responsibility for the workload and own actions. The supervisee is considered to be motivated and professionally matured and can work independently and autonomously regarding the total scope of his/ her work. He or she has confidence, is responsible, and has acquired the required knowledge and skills to undertake assigned responsibilities.

3.1.4.2 Mentoring

It is a formal or informal transmission of knowledge, skills, attitudes, psychosocial support and professional development. It enhances the overarching goal of supervision. Mentoring may be used interchangeably 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.

The contextual framework clearly outlines the importance of roles and responsibilities of supervisors and supervisees, functions of supervision, phases of supervision and methods of supervision for the effective execution of supervision.

3.2.1 Roles and Responsibilities of Supervisors

Some of the roles of the supervisors as guided by the Code of Ethics of the SACSSP are to:

- 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 to protect beneficiaries from harm.
- Identify the training needs of 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 supervisees receive from beneficiaries.

- Ensure written and informed consent is received prior to disclosing confidential information regarding the beneficiaries as well as within the context of supervision.
- Set clear, appropriate and culturally sensitive boundaries.
- Ensure that supervisees refrain from any dual or multiple relationships with beneficiaries.
- Conduct performance management and appraisal.
- Evaluate supervisee's performance in a manner that is fair and respectful.
- Keep record of supervision sessions.
- Be accountable 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 continuing education and support.
- Ensure that reasonable steps towards meeting the emotional well-being of supervisee's are taken.
- Acknowledge limitations and take responsibility of their own development and training needs.
- Seek feedback and evaluation from their supervisee for the enhancement of supervision.
- Assist in conducting assessments that are challenging for supervisees aimed at identifying conditions in service delivery that justify relevant interventions
- Assist supervisees to perform functions that are challenging

- .Ensure that records of social work interventions, processes and outcomes are produced and maintained.
- Attend evaluation sessions for student and social auxiliary work learners.

3.2.2 Roles and Responsibilities of Supervisees

It is the responsibility of the supervisee to:

- Comply with the Code of Ethics
- Ensure that they attend agreed supervision sessions.
- Keep abreast with new developments in the professional field.
- Keep records of the supervision sessions.
- Seek feedback and evaluation from their supervisor for the enhancement of supervision.
- Plan and prepare for the supervision session.
- Develop an annual workplan and personal development plan.
- Adhere to the lines of communication and authority.
- Review the contract if the relationship between supervisor and supervisee interferes with the process of effective supervision. If matters cannot be resolved between 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 with practical experience under the supervision of a social worker.

The objectives of student supervision are to:

- apply acquired theoretical knowledge into concrete problem solving situations;
- apply professional values and ethical standards of practice; and

- acquire knowledge of organisational policies, procedures and intervention modalities.

Guidelines for supervision of practitioners are also applicable to student supervision. However, the duration of placement, year of study as well as requirements from the Higher Education and Training Institutions (HEI) will influence student supervision processes. The student supervisor should work in collaboration with the HEI practicum coordinator of the training institution.

3.2.3.1 Expectations for student social workers within the organisation

Expectations of student social workers placed in an organisation are to:

- maintain the same standards and practices as organisational staff.
- complete relevant documents ;
- adhere to organisational policies and procedures;
- participate in planned supervision sessions ;
- carry out assignment in a responsible and timely manner;
- integrate theoretical knowledge with practice;
- consult with appropriate persons when there are challenges to learning;
- Compile required reports on activities undertaken.

3.2.4 Functions of Supervision

Supervision can be conducted in many forms with different emphasis placed on key functions. However, there are three functions of supervision, namely administrative, supportive and educational function. The time spent proportionately on these functions is likely to reflect the organisation's mission, vision and human resources practices.

In essence, the operationalising of supervision functions should be blended to 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 worker to mobilise emotional energy needed for effective job performance). The uniquely value of the supervision functions does not lie in any of the functions in particular, but in the combination and integration of these functions into a meaningful whole. For example: there can be support while administration is emphasised, or administration while focussing on education (Engelbrecht, 2010).

3.2.4.1 Administrative function

The administrative function's primary focus is on the correct, effective and appropriate implementation of agency policies and procedures. The primary goal is to ensure adherence to policy and procedure (Kadushin, 1992:20). The supervisor carries the responsibility to ensure that organisation/institution's policy is implemented.

3.2.4.2 Educational function

In the educational function, the primary focus according to Kadushin (1990:20) is social workers' ignorance and/or ineptude regarding the knowledge, attitude and skills required to execute the work. The primary goal is to assist the supervisee to improve his/her knowledge, attitude 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. This function should be distinguished from staff development programmes and in-service training. It maintains an individualised focus in that 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.

3.2.4.3 Supportive Function

In the supportive function the primary focus is on worker morale and job satisfaction. The goal is to improve morale, job satisfaction and the quality of work (Kadushin, 1992; Hawkins and Shohet, 1989 and 2007). An enabling environment is created to enhance

productivity; this is seen more specifically as a resource to help the supervisor and supervisee to deal with job-related tensions and stressors which may, if unattended, impair on the work to the detriment of service delivery.

3.2.5 Phases of Supervision

The phases are applicable to all functions of supervision. There are three phases of supervision which are discussed hereunder: the beginning phase, middle phase and evaluation phase. In all phases, there is formative evaluation.

3.2.5.1 The beginning phase

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

Cognisance should be taken of those who have been in the employment and lack relevant experience in the organisation.

The following can be a guide for the beginning phase of supervision:

- Development of the supervision contract where the supervisor and the supervisee will agree on:
 - ✓ the schedules, that is, time, venue, frequency, agenda, etc;
 - ✓ Compile a personal development assessment in order to identify the strengths and the developmental areas of the supervisee
 - ✓ obtain the supervisor and supervisee's expectations;
 - ✓ clarify the goals and outcome of supervision;
 - ✓ clarify the supervisee and supervisor's style of teaching and learning.

Supervision contract

The contract should be negotiated by the supervisor and the supervisee; and signed as a written agreement which identifies the terms of the supervision relationship. The contract should cover the following amongst others:

Duration and frequency of supervision: The duration and frequency of the supervision will be determined by the supervisor in consultation with the supervisee and will take into account:

- The level of experience of the supervisee.
- The complexity of the work being supervised.
- The number of hours worked.

Records: all records and notes and significant decisions made should be signed by both the supervisor and the supervisee.

Roles, responsibilities and mandates: Supervisors and supervisees should discuss their roles, responsibilities and mandates.

3.2.5.2 The Middle phase

The middle phase focuses on the execution of the programme designed to address the learning areas identified at the beginning phase. The expansion of the supervisee's knowledge and development of his/her skills is important in this phase.

The supervisee must be encouraged to function independently, encouraged to take own decisions and to be responsible for the consequences thereof. The supervisor only provides guidance and support on work related issues. This can be done when the need arises. This phase can be utilised to facilitate preparation for evaluation phase.

3.2.5.3 Evaluation phase

This is when the goals and outcomes of supervision are evaluated in order to determine whether the supervisee can be placed on consultation or the initial supervision contract needs to be reviewed.

3.2.6 Methods of Supervision

A variety of supervisory methods should be provided as options to meet different needs of social workers and social auxiliary workers. Each need will also depend on the requirements of the organisation (Humber Mental Health, 2003; Mbau, 2005; Tsui, 2005). Different supervision methods may be utilised, such as individual and group supervision and they should be in adherence with the Code of Ethics for social workers. They depend on the supervision contract, with the requirement that supervision sessions are structured, goal oriented and based on the attainment of competencies and outcomes as stipulated in the supervisee's personal development plan.

3.2.6.1 Individual Supervision

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

3.2.6.2 Group Supervision

It is often used to supplement, rather than substitute individual supervision. It is lead by the supervisor. Social workers can be able to share experiences and knowledge within a group environment. It is more effective in educational supervision. Caution is given that group members must not be too diverse in terms of their levels of professional training or practice experience.

3.2.6.3 Peer Supervision

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

3.2.7 STYLES OF SUPERVISION

Everyone has his or her own 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. The following do not identify all the possible styles that may occur. They are offered to stimulate thinking and to identify some of the commonly observed styles that occur in supervision.

Proportional Participatory: In this style of supervision, only one aspect of the individuals involved is focused upon. It may be that the participants focus only on the cognitive, affective, or behavioral aspects of a worker's understanding or doing. It is characterized by interactions that only discuss how one feels about things, how they have situations analyzed or what they have been doing. All of these areas are important and should be explored in the supervisory process.

Mutual Participatory: A mutual participatory style is one in which both parties are actively involved in all levels of the support, education, and training processes that characterize effective supervision. The agenda is mutually generated and both participants actively engage in the process of exploration in all areas. Both parties to 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 designed to increase effectiveness, however, a mutual participatory style is the one which has the greatest likelihood of a satisfactory outcome for both parties.

CHAPTER FOUR

4. NORMS AND STANDARDS OF SUPERVISION

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

4.1 Supervision of social workers

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

4.1.1 Supervision policy

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; and
- what priority supervision should be given in relation to other tasks.
- The SACSSP registration certificate and the qualification obtained as a supervisor should at all times be displayed in the office of the supervisor.

4.1.2 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. The supervision of social workers may thus be conducted by a social worker not in the employment of the organisation and may be obtained on a contractual basis as "external supervision". Therefore, the social worker need not necessarily be physically present on a continuous basis at the organisation concerned.
- A supervisor may supervise not more than ten supervisees (social workers, student social workers, social auxiliary workers and learners) if that is his/her only key performance area. The organisation should capture the ratio in the supervision policy of the organisation and enter into a contract with the supervisor in terms of the specific ratio.
- Ratio of social workers on structured supervision 1:10 provided it is the only key performance area and 1:6 if the supervisor has other duties.

- Ratio for social workers on consultations 1:15

4.1.3 Requirements for supervisors

The supervisor of a social worker should:

- be a social worker registered with SACSSP;
- minimum of five years' experience as a social worker;
- should attend a supervision course presented by an accredited service provider recognised by the SACSSP
- have a portfolio of evidence available upon appointment within the organisation which demonstrates social work supervision/management courses completed, experience and competencies.
- be listed on the data base of supervisors of the SACSSP.

4.1.4 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/ supervisee.

4.1.5 Newly qualified social workers

- An orientation programme should be implemented for all new appointments.
- They must have at least three years of supervision on a fortnightly basis before they advance to a consultative level.
- Should the person be ready to move to consultation level a report with recommendation to be submitted by the supervisor.

- Mandatory supervision during the first year of practice should be at least on a fortnightly basis, after which the frequency may be contracted to at least once a month.
- Assessment of performance must be done on a quarterly basis in line with the personal development plan.
- Upon completion of the three years structured supervision; a final assessment should be conducted to determine the supervision contract in terms of the frequency and format of further supervision.

4.1.6 Supervision after the initial contract (o newly qualified social workers)

The frequency and format of supervision after three years will be determined by the supervisor in collaboration with the supervisee and will take into account:

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

4.1.7 Experienced Social Workers in the new organisation

- They must undergo orientation upon employment;
- The timeline for supervision must be at the discretion of the supervisor and the supervisee;
- An assessment of performance must be done twice a year in line with the personal development plan.

4.1.8 Supervision sessions

- 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.
- Both supervisor and supervisee may apply to the Council for group supervision sessions to be approved and allocated CPD points.

4.1.9 Performance appraisals

- Annual performance appraisals of social work activities must be conducted by the social work supervisor.
- Feedback to the supervisee must be given by the social work supervisor after each performance appraisal.
- CPD accreditation must form part of performance appraisal system and programme of the supervisee.

4.1.10 Organisations' requirements

- The organisation must ensure an enabling environment between the supervisor and management pertaining to proper communication channels to promote participatory management.
- Organisations must provide administrative, educational and developmental support to supervisors in order for them to render effective supervision.

4.2 Supervision of social auxiliary workers

The functions of supervision (education, support and administration) of social auxiliary workers are the same as those of a social worker. Social auxiliary workers always work under the guidance of a social worker pertaining to social auxiliary work activities and that social worker need not necessarily be a supervisor as contextualised in this document.

4.2.1 Supervision policy

The organisation's supervision policy for social workers is also applicable to social auxiliary workers.

4.2.2 Legislative requirements

- Supervision of all social auxiliary workers is mandatory.
- Only social workers with a minimum of three years' experience as social workers may act as supervisors for social auxiliary workers.

- It is the responsibility of the employer of a social auxiliary worker to appoint a supervisor who takes primary responsibility for the supervision of the social auxiliary worker, and to provide the supervisor with an appropriate job description.
- Supervision services may be outsourced. Supervision of social workers may thus be conducted by a social worker not in the employment of the organisation and may be obtained on a contractual basis as "external supervision". Therefore, the social worker need not necessarily be physically present on a continuous basis at the organisation concerned.
- A social auxiliary worker may not supervise another social auxiliary worker irrespective of their years of experience, due to the inherent nature of social auxiliary work being a supportive service to a social worker. However, they can mentor another social auxiliary worker.
- Only Social Auxiliary Workers with a minimum of five years' experience can mentor other social auxiliary workers.
- Supervision of a social auxiliary work is on-going for the duration of their practice. Social auxiliary workers with a minimum of five years' experience may be supervised on a monthly basis as determined by the supervision contract.
- A supervisor may not supervise more than ten supervisees (social workers, student social workers, social auxiliary workers and learners) if that is his/her only key performance area. If supervision is not the main responsibility, ratio should be 1:2. The organisation should capture the ratio in the supervision policy of the organisation and enter into a contract with the supervisor in terms of the specific ratio.

4.2.3 Requirements for supervisors

The supervisor of a social auxiliary worker should:

- be a social worker registered with SACSSP;
- have at least a minimum of three years' experience as a social worker;

- should attend a comprehensive supervision course presented by an accredited service provider recognised by the SACSSP
- have a portfolio of evidence available upon appointment within the organisation which demonstrates social work supervision/management courses completed, experience and competencies;

4.2.4 *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.

4.2.5 *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.
- Assessment of social auxiliary worker's performance must be done on a quarterly basis in line with the personal development plan.

4.2.6 *Supervision sessions*

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

4.2.7 Performance appraisals

- Annual performance appraisals of social auxiliary work activities must be conducted by the social work supervisor.
- Feedback to the supervisee must be given by the supervisor after each performance appraisal.

4.2.8 Organisations' requirements

- 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 an enabling environment between the supervisor and management pertaining to proper communication channels to promote participatory management.
- The organisation must make provision for supervisors' individual needs pertaining to administration, education and development and support in order to enable them to render effective supervision.

4.3 Supervision of learner social auxiliary work

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

4.3.1 Supervision policy

- 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.

- 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; and
 - ✓ communication channels and protocol.

4.3.2 Legislative requirement

- It is the responsibility of the organisation providing learner social auxiliary worker placement to appoint a supervisor who takes primary responsibility for the supervision of the learner and to provide the supervisor with an appropriate job description.

4.3.3 Requirements of supervisors

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

4.3.4 Organisations' requirements

- It is the responsibility of the organisation providing learner practice education placements to appoint a supervisor who takes primary responsibility for the supervision of the social auxiliary work learners and to provide the supervisor with an appropriate job description.
- Organisations are required to facilitate the achievement of the primary goal of learner placement, which is to provide an opportunity for integration of theory with

practical experience under the supervision of a social worker. The objective to be met include the following:

- ✓ Facilitating the application of acquired theoretical knowledge into concrete problem solving situations by learners;
- ✓ Facilitating the application of professional values and ethical standards of practice in real life situations by learners; and
- ✓ Facilitating the acquisition of knowledge of organisational policies, procedures and intervention modalities by learners.

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 learner social auxiliary worker.

4.4 **Supervision of student social workers**

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

4.4.1 *Supervision policy*

- 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.
- 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; and
- ✓ communication channels and protocol.

4.4.2 Organisations' requirements

- It is the responsibility of the organisation providing student practice education placements to appoint a supervisor who takes primary responsibility for the supervision of the student social worker and to provide the supervisor with an appropriate job description.
- It is the responsibility of the organisation providing learner practice education placements to appoint a supervisor who takes primary responsibility for the supervision of the social auxiliary work learners and to provide the supervisor with an appropriate job description.
- Organisations are required to facilitate the achievement of the primary goal of learner placement, which is to provide an opportunity for integration of theory with practical experience under the supervision of a social worker. The objective to be met include the following:
 - ✓ Facilitating the application of acquired theoretical knowledge into concrete problem solving situations by learners;
 - ✓ Facilitating the application of professional values and ethical standards of practice in real life situations by learners; and
 - ✓ Facilitating the acquisition of knowledge of organisational policies, procedures and intervention modalities by learners.

4.4.3 Requirements of supervisors

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

4.4.4 *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 auxiliary worker.

CHAPTER FIVE

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 framework as stated in this document and which must be made available and demonstrated on request by the relevant authorities for monitoring and evaluation. Non-compliance may result in unprofessional conduct to be dealt with in terms of the Social Service Professions Act 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 relevant authorities. A portfolio of evidence should be available for a period of three years after the social worker and social auxiliary worker terminates services with 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 Council for quality assurance purposes.

Norms and standards contained in this document come into operation on the date of approval by the SACSSP and Department of Social Development. Social workers,

supervisors and employers will be provided with a period of one year to adhere to the regulations of this policy.

6. CONCLUSION

The framework for supervision within the social work profession in South Africa highlights the critical importance and value of conducting effective supervision, in order to enhance quality professional practice and in turn improve the quality of social welfare services rendered to service users. This framework will assist the social work practitioners to perform their duties with professionalism.

The development of this framework remains in line with the organisational goals, policies and legislation to guide implementation of supervision. It further explains conceptual and contextual framework, norms and standards and recognises the interrelatedness between management and supervision in order to increase effectiveness and efficiency of social work practitioners.

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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 _____

.ANNEXURE B

SUPERVISION POLICY

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.

ANNEXURE C

SUPERVISION SESSIONS REPORT FOR SOCIAL WORKERS

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: _____

ANNEXURE D

SUPERVISION SESSIONS REPORT FOR SOCIAL AUXILIARY WORKERS

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: _____

ANNEXURE E

PERSONAL DEVELOPMENT PLAN

Name of Supervisor: _____

Name of Supervisee: _____

Development Area	Date to achieve	Assessment method	Comments

Signature:

Supervisor: _____ Date: _____

Supervisee: _____ Date: _____