OCIT CPD PROGRAMME 2026

PARTICIPANT WORKBOOK

Supervision Module

Supervisor Module: *Workbook Contents*

Introduction & Context

Supervision is a cornerstone of effective practice within integrated health and social care teams. It provides a structured opportunity for reflection, professional growth, and accountability, ensuring that staff can deliver safe, ethical, and person-centered interventions

The activities included are intended to encourage critical thinking and self-reflection, helping you to integrate learning into your daily role. By engaging fully with this module, you will contribute to a culture of collaboration, continuous improvement, and professional resilience across the Team.

Learning Outcomes

By the end of this module (including completing the workshop, workbook and portfolio submission, participants will be able to:

- Demonstrate a clear understanding of the purpose and principles of supervision and articulate its role in supporting safe, ethical, and accountable practice across integrated teams.
- Apply appropriate supervision models and approaches to real-world scenarios within health and social care settings, ensuring effective support and performance management.
- Develop and implement a supervision contract that reflects best practice, promotes collaboration, and meets organizational standards.
- Facilitate reflective practice during supervision sessions, using structured techniques to enhance professional development and resilience.
- Integrate legal and ethical considerations into supervision processes, ensuring compliance with statutory frameworks and safeguarding responsibilities.
- Produce a portfolio of evidence demonstrating engagement with supervision principles, reflective activities, and application of learning to practice.

Supervision Training
(and our blended approach)

Supervision training is designed to strengthen the quality and consistency of support provided within integrated health and social care teams. Its primary purpose is to ensure that supervision is not just a procedural requirement but a meaningful process that promotes professional growth, accountability, and safe practice. Through structured reflection and feedback, supervision helps individuals identify strengths, address challenges, and build resilience, contributing to continuous improvement in practice.

This programme emphasises practical application, reflective practice, and portfolio development, ensuring participants can demonstrate competence and integrate learning into their daily roles. The workshop is designed to provide an interactive, structured learning experience that complements the workbook and portfolio activities.

Its main purposes are

- Introduce Key Concepts.
- Facilitate Collaborative Learning.
- Enable Practical Application.
- Prepare for Portfolio Development Activities.

The Workshop Session:
23rd January 2026

The supervisor workshop, to introduce colleges to the programme and the supervisor module within it, took place in the DCC-i Teams room on 23rd January 2026.

For those who were unable to make the session, or if you just want to recap, the slide pack that accompanied it is included, click to open.
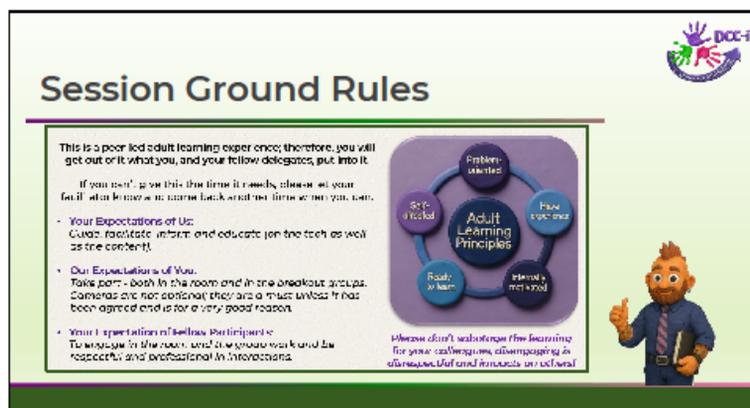
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CPD Programme 2026

Workshop Session Slide Pack:
23rd February 2026

Supervisor Workshop

DAISY LONG & GAVIN ROGERS

Friday, 23 January 2025

1

Session Ground Rules

This is a peer led adult learning experience; therefore, you will get out of it what you, and your fellow delegates, put into it

If you can't give this the time it needs, close off your facilitator know and come back another time when you can.

- Your Expectations of Us:
Guide, facilitate, inform, and educate (on the tech as well as the content).

- Our Expectations of You:
Take part - both in the room and in the breakout groups. Cameras are not optional; they are a must unless it has been agreed and is for a very good reason.

- Your Expectation of fellow Participants:
To engage in the room, and the group work and be respectful and professional in interactions.

Please don't sabotage the learning for your colleagues, disengaging is disrespectful and impacts on others!

Adult Learning Principles

2

22 St John Street,
Newport Pagnell. MK16 8HJ.
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Registration No: 13095266.

Living Wage

disability confident EMPLOYER

MINDFUL EMPLOYER

Web: www.dcc-i.co.uk
Email: crew@dcc-i.co.uk

The Workshop Activities

This page brings together the collaborative whiteboard created during our supervisor workshop on 23rd January 2026, along with additional reflective activities that included in the workshop session for you to go back to. This whiteboard captures the shared thinking, key themes, and practical insights that emerged on the day, providing a visual summary of our collective understanding of the purpose of supervision and the roles within it.

Click Here

The accompanying activities build on this foundation, offering supervisors structured opportunities to deepen reflection, strengthen practice, and apply the workshop learning in real-world contexts.
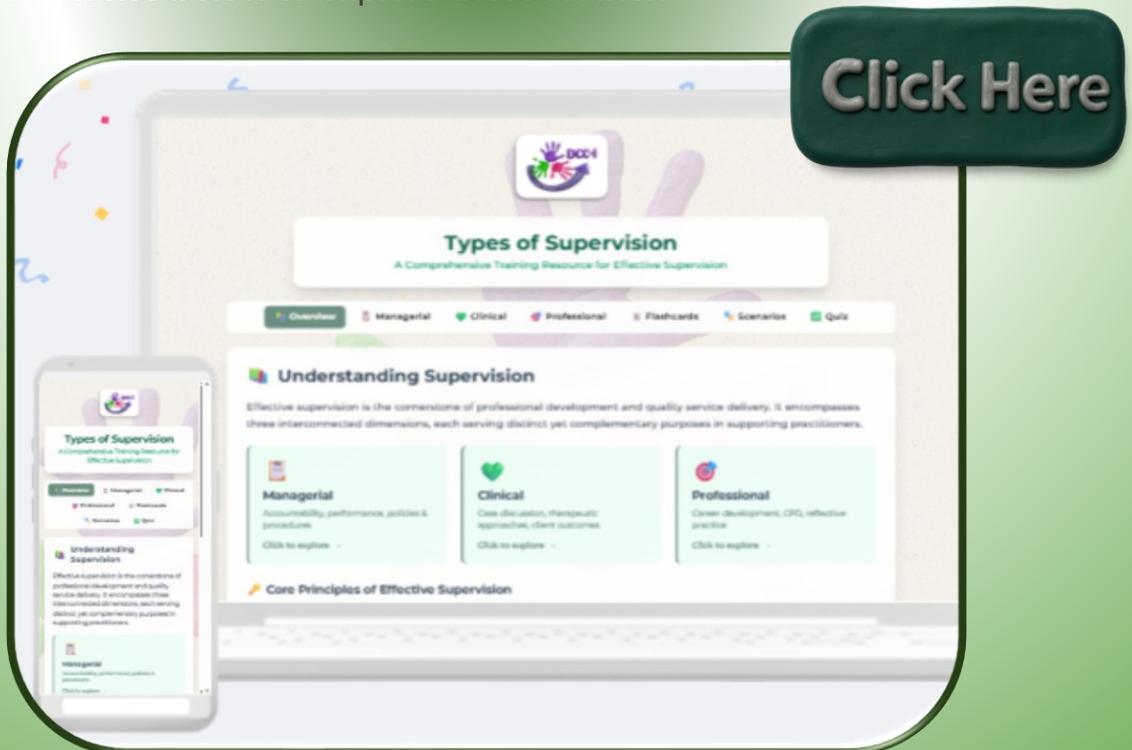
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Click Here

The Role of Supervision

This module is designed to strengthen your understanding of supervision as both a supportive and developmental process, enabling you to apply best practices in clinical, professional, and operational contexts. Through this workbook, you will explore:

- ✓ The purpose and principles of supervision in multidisciplinary settings
- ✓ Different models and approaches to supervision.
- ✓ Strategies for fostering reflective practice and managing performance.
- ✓ Tools for creating supervision contracts and promoting safe, accountable practice.

Supervision plays a vital role in ensuring safe, effective, and accountable practice across integrated health and social care teams. Its impact spans three key domains. Management, Clinical or Reflective Practice, and Professional

Click on the exercise below to explore these further.

Types of Supervision

Clinical Supervision
Provides a structured space for practitioners to reflect on clinical decisions, interventions, and professional judgment. It promotes safe, ethical practice and continuous improvement in care and support delivery.

Operational Supervision
Focuses on operational and performance aspects of the role. It ensures that organizational objectives are met, policies are followed, and staff are supported in meeting service standards.

Professional Supervision
Supports individual development, career progression, and resilience. It emphasizes reflective practice and personal growth, helping practitioners align their work with professional standards and values.

Supervision within integrated teams serves clinical, professional, and operational purposes, each contributing to safe, high-quality and accountable practice.

- **Clinical or Reflective/Practice Supervision:** Supports practitioners to develop sound clinical reasoning, reflective practice, and safe decision-making.

- **Professional Supervision:** Strengthens capability, ethical judgement, and wellbeing, ensuring staff are supported to grow while meeting their professional duties.

- **Operational supervision:** Provides clarity, structure, and oversight, helping teams manage workload, risks, performance expectations, and service flow.

When these three purposes are brought together, supervision becomes a coherent, multidimensional space that supports staff development, protects service users, and maintains organisational quality and safety. This integrated approach is essential in complex multidisciplinary contexts where reflective practice, accountability, and effective coordination must work hand in hand.

Supervision Models (1)
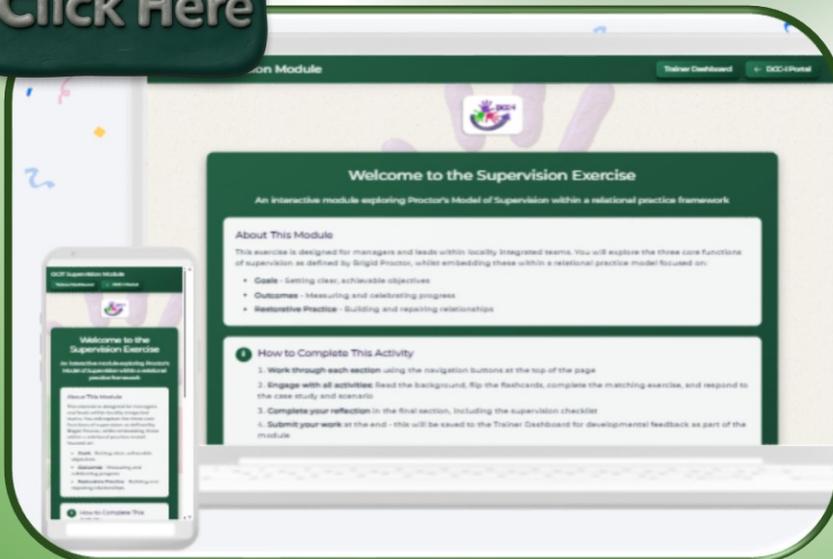
What is Proctor's Model?

Proctor's Model is one of the most widely used supervision frameworks in UK health, social care, and integrated practice. It breaks supervision into three key functions, each supporting a different aspect of safe, effective, and reflective professional practice:

- ✔ **Formative (Learning / Development)**
- ✔ **Normative (Accountability / Standards)**
- ✔ **Restorative (Support / Wellbeing)**

Proctor highlights that supervision is not three separate meetings, it is one space where these functions weave together. A typical session might:

- ✔ Start with a restorative check-in (How are you coping? What's on your mind?)
- ✔ Move into a formative reflection on a complex case
- ✔ End with normative actions (updates, standards, required documentation)

Click Here

Click Here

Welcome to the Supervision Exercise

An interactive module exploring Proctor's Model of Supervision within a relational practice framework

About This Module

This exercise is designed for managers and leads within locality integrated teams. You will explore the three core functions of supervision as defined by Brigid Proctor, whilst embedding these within a relational practice model focused on:

- **Goals** – Setting clear, achievable objectives
- **Outcomes** – Measuring and celebrating progress
- **Restorative Practice** – Building and repairing relationships

How to Complete This Activity

1. Work through each section using the navigation buttons at the top of the page
2. Engage with all activities: Read the background, flip the flashcards, complete the matching exercise, and respond to the case study and scenario.
3. Complete your reflection in the final section, including the supervision checklist
4. Submit your work at the end – this will be saved to the Trainer Dashboard for developmental feedback as part of the module

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CPD PROGRAMME 2026
Supervision Explainer (1)

Proctor's Three-Function Model
(Inskip & Proctor, 1993)

What is Proctor's Model?
Proctor's Model is one of the most widely used supervision frameworks in UK health, social care, and integrated practice.

It breaks supervision into three key functions, each supporting a different aspect of safe, effective, and reflective professional practice:
1. Formative (Learning / Development)
2. Normative (Accountability / Standards)
3. Restorative (Support / Wellbeing)

These functions work together dynamically. The balance shifts depending on the practitioner's needs, level of experience, emotional load, and the complexity of their caseload.

1. Formative Function – Learning & Professional Development
This part of supervision focuses on **building skills, capability, and confidence.**

Examples of formative work:
- Reflecting on practice and identifying learning needs
- Exploring complex cases, patterns, and decision-making
- Linking practice to law, research, guidance, and theory
- Reviewing interventions and considering alternatives
- Developing professional judgment, critical analysis, and clinical reasoning

Why it matters: The formative function strengthens professional identity, supports continuous learning, and builds safe, skilled practitioners.

2. Normative Function – Quality, Safety & Standards
This function ensures practice is **safe, ethical, and aligned with organisational, professional, and legal requirements.**

Examples of normative work:
- Reviewing caseload management, risk, and prioritisation
- Ensuring compliance with professional standards (SWE, HCPC, NMC, AMHP/BIA codes etc.)
- Checking documentation quality, audit requirements, and information governance

Page 1 of 3

Supervision Models (2)

Morrison's 4x4x4 Model

Morrison's supervision model provides a structured, relationship-centred approach that supports reflective practice, accountability, and continuous learning in social work.

Built around the principle that effective supervision must strengthen both practice quality and worker wellbeing, Morrison emphasises clarity of purpose, shared responsibility, and a strong supervisory alliance.

His model highlights the importance of reflective thinking, emotional containment, and clear decision-making. Ensuring that supervision becomes a safe, purposeful space where practitioners can explore complexity, develop professional judgement, and maintain a focus on outcomes for the people they support.

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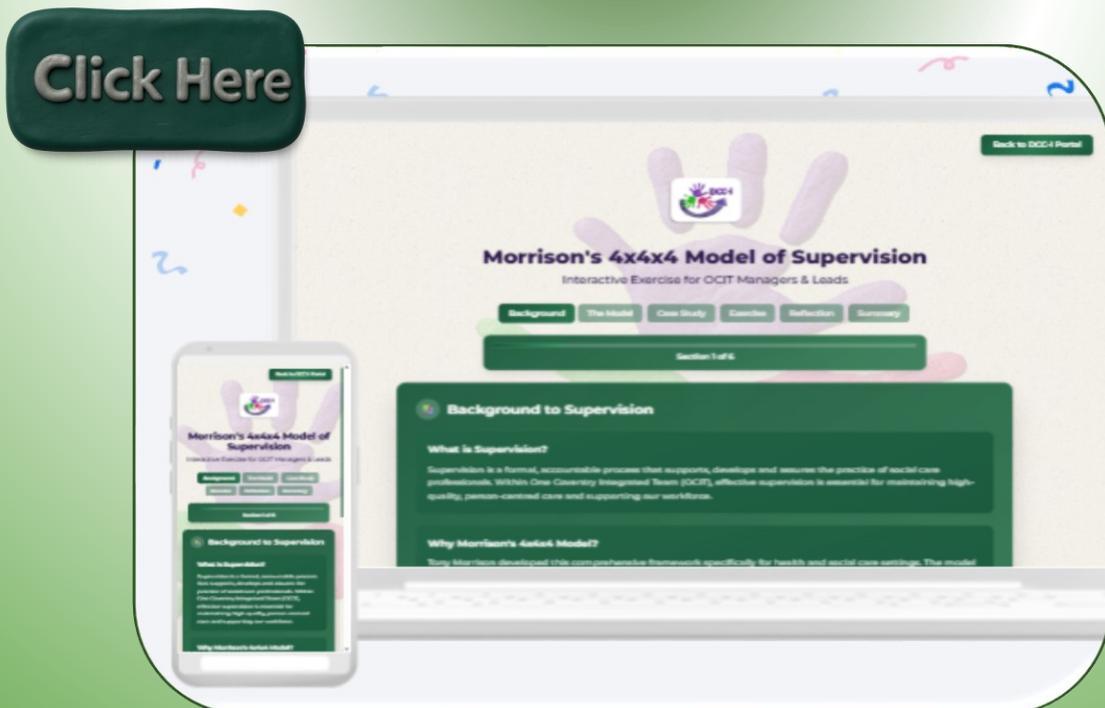
Supervision Models (3)

Wonnacott's Supervision Model

Wonnacott's model of supervision offers a balanced, reflective framework designed to support safe practice, professional growth, and emotional resilience.

Building on Proctor's "three functions" approach, Wonnacott emphasises the interconnected roles of management, development, and support, recognising that effective supervision must hold all three in tension to protect both the worker and the people they serve. Her model brings attention to the organisational context, the relational dynamics between supervisor and supervisee, and the importance of creating a reflective space where practitioners can think clearly, make well-reasoned decisions, and remain grounded in their values.

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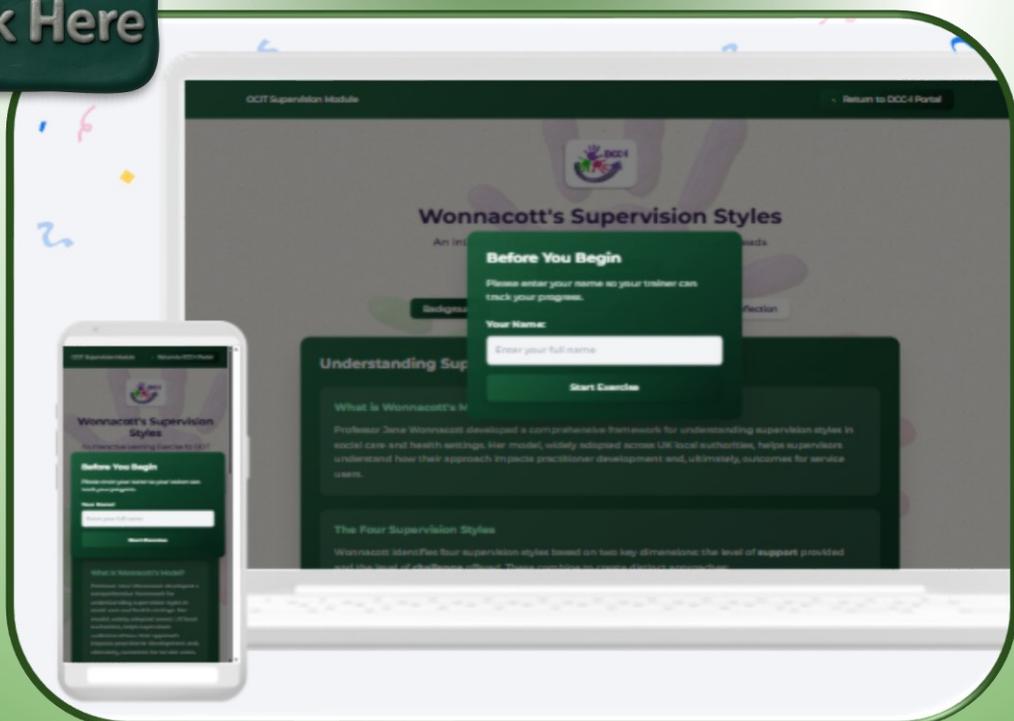
Supervision Models (4)

The GROW Model

The GROW model provides a simple, structured approach to supervision that supports purposeful reflection and clear forward planning. Working through the stages of Goal, Reality, Options, and Will, the model helps practitioners clarify what they want to achieve, explore the current situation with honesty, consider different ways forward, and commit to specific next steps.

In supervision, GROW creates a collaborative, solution-focused space that keeps the conversation grounded, empowers practitioners to take ownership of their development, and ensures actions are realistic, ethical, and aligned with good practice.
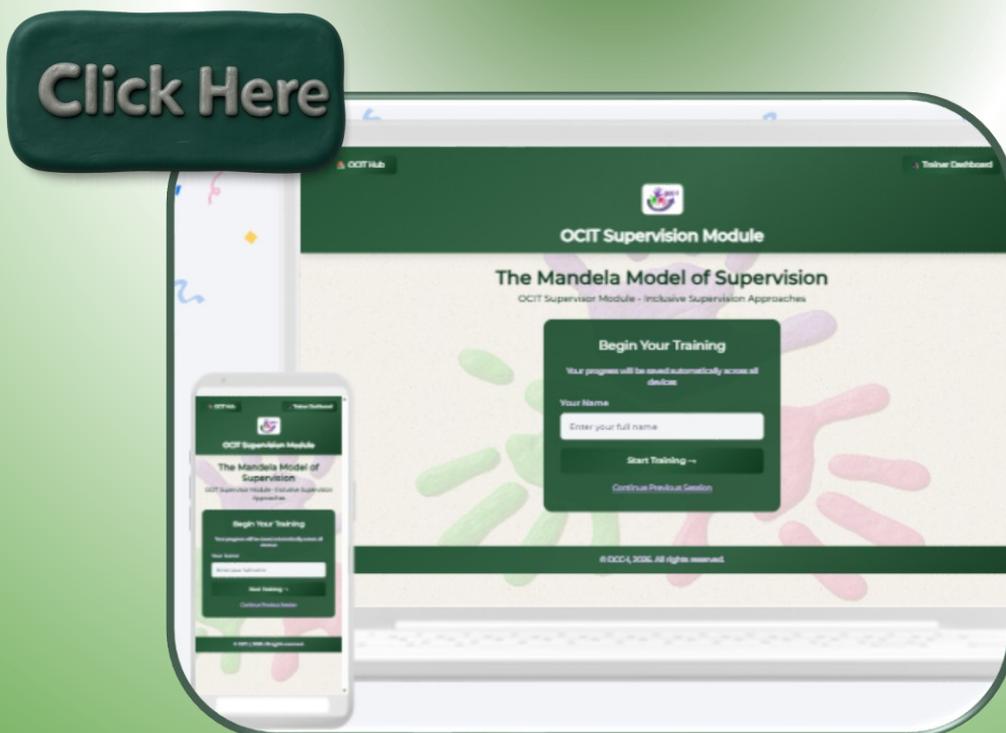
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OCIT Supervision Module
Interactive GROW Model Activity for Managers and Leads

Welcome to the GROW Model Supervision Activity

Instructions

This interactive module will guide you through:

- An overview of the GROW model and its evidence base
- Knowledge assessment of the GROW framework
- Practical application scenarios (individual and group supervision)
- Critical reflection on impact to integrated team working

Your progress is automatically saved. You can return to continue from any device using your name.

Enter Your Name:

Supervision Models (6)

The Mandela Model of Supervision

The Mandela Model is built around a set of values and relational principles that guide how supervision is held, experienced, and used. Although presented in different ways across practice settings.

The model encourages open exploration of power dynamics between supervisor and supervisee, practitioner and family, and the wider organisation and community. It promotes justice-oriented thinking, ethical decision-making, and transparency.

Supervision under the Mandela Model is relational first and procedural second. The trusting relationship between supervisor and supervisee is seen as the engine that drives reflective depth, emotional containment, and meaningful change in practice.

Click Here

OCIT Supervision Module

The Mandela Model of Supervision
OCIT Supervisor Module - Inclusive Supervision Approaches

Begin Your Training
Your progress will be saved automatically across all devices

Your Name

Enter your full name

Start Training →

Continue Previous Session

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Supervision Models (7)

Social Graces Model in Supervision

The Social GGRRAAACCEEESSS framework encourages supervisors and practitioners to recognise the wide range of social identities, experiences, and power dynamics that shape how we show up in practice. In supervision, it offers a gentle but structured way to explore what is spoken about, what is left unspoken, and what may be present but invisible in the work.

Click Here

Belbin's Team Roles

Click Here

Belbin's Team Roles model helps teams understand the different strengths, behaviours, and working styles people bring to a group. Rather than focusing on job titles or hierarchy, Belbin identifies nine roles that explain how individuals naturally contribute to teamwork. By recognising these roles, teams can work more effectively, reduce conflict, and make better use of team strengths.
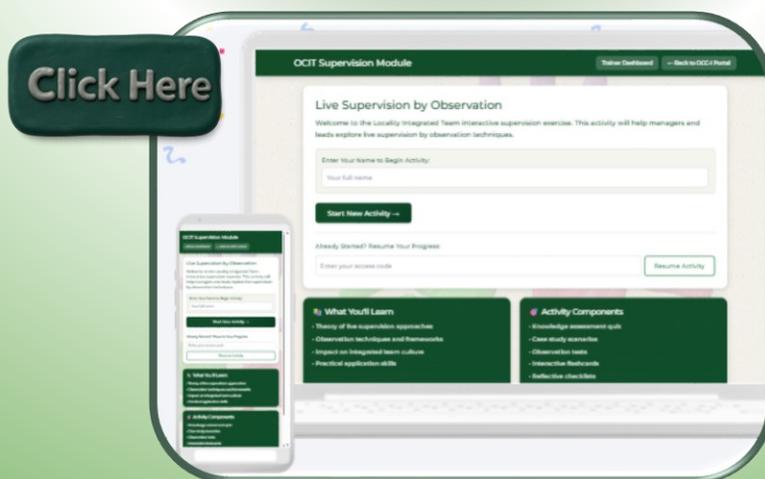
Delivering Supervision (1)

Supervision can be delivered in a range of formats depending on the purpose and needs of staff.

- ✓ One-to-one supervision creates protected time for individual reflection, performance discussion, wellbeing conversations, and personalised support.
- ✓ Group supervision brings practitioners together to share learning, explore common themes, and promote consistency across a team.
- ✓ Action Learning Sets offer a structured, collaborative problem-solving approach in which peers work through real practice challenges using questioning, reflection, and collective insight.
- ✓ Live supervision by observation allows supervisors to directly witness practice and provide immediate developmental feedback.

Together, these methods provide a balanced supervision framework that enhances capability, confidence, and accountability.

This section of the workbook includes interactive exercises for group, live and action learning approaches as these are often the least familiar formats. You have the option of submitting one of these activities for feedback as part of your portfolio if you would find it helpful to receive feedback on your understanding and application of the approach.

Live Supervision by Observation

Delivering Supervision (2)

Group Supervision Models:

Click Here

Group supervision models provide structured ways for practitioners to reflect together, learn collaboratively, and draw on the shared wisdom of the group.

Whether using structured approaches like Action Learning Sets, reflective models, or facilitative inquiry frameworks, these models help create psychological safety, promote curiosity, and open multiple perspectives on complex practice issues.

Action Learning Sets

Action Learning Sets offer a structured, collaborative way for practitioners to bring real practice issues to a trusted group and work through them using questioning, reflection, and peer support.

Grounded in the idea that people learn best by doing and then thinking critically about that experience, Action Learning encourages practitioners to pause, explore assumptions, and generate new insights that lead to meaningful action

Click Here

Facilitating Reflective Practice

Facilitating reflective practice is about creating the conditions where practitioners can pause, think deeply, and make sense of the emotional, ethical, and relational complexities of practice.

Effective facilitation offers structure, psychological safety, and curiosity, helping practitioners explore their decision-making, recognise bias, strengthen judgement, and stay grounded in their professional values.

The [DCC-i Reflective Practice Hub](#) builds on these principles by providing a dedicated space for structured reflection, peer learning, and values-led supervision. Using clear frameworks, accessible tools, and a relational approach, the Hub supports practitioners to develop confidence, improve the quality of their reasoning, and embed reflection as a core part of everyday practice. It brings together supervision models, reflective questions, and collaborative learning methods to create a consistent, supportive environment where practitioners can think well — and feel supported while doing it.
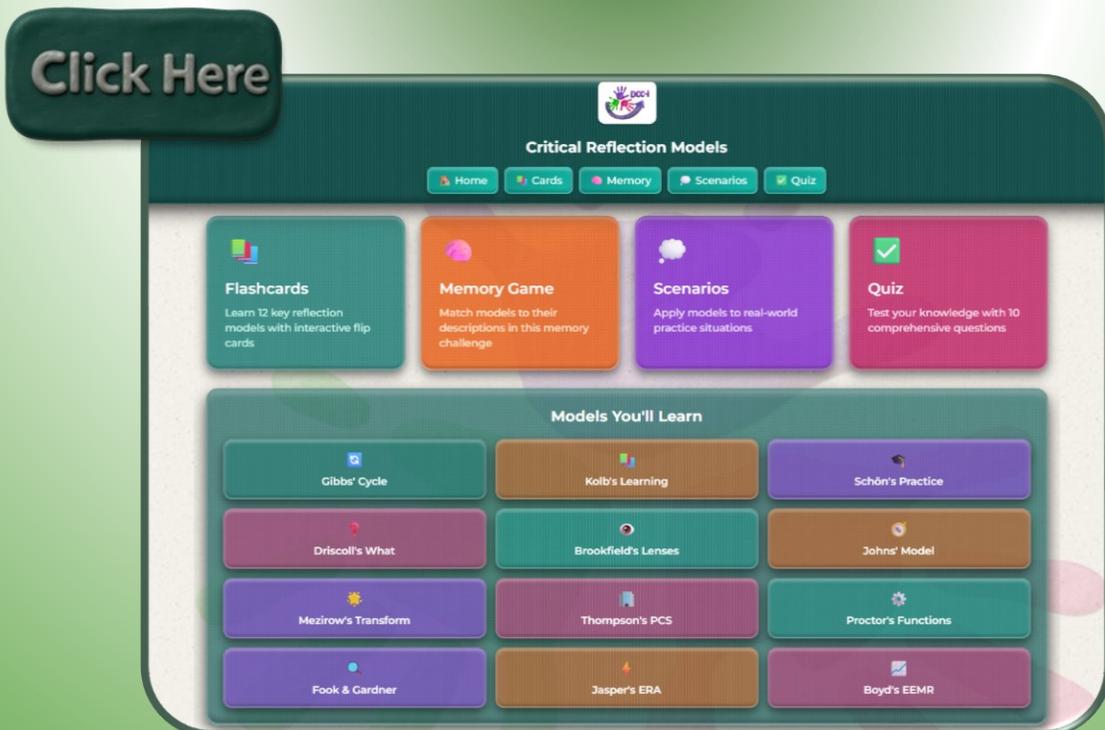
Supervision Agreements

Supervision agreements set out the shared expectations, responsibilities, and working arrangements between supervisor and supervisee. They provide clarity about the purpose of supervision, how it will be structured, and the values that underpin the relationship. A shared and negotiated agreement supports psychological safety, transparency, and accountability by making the supervisory process explicit rather than assumed.

Using organisational supervision templates provides consistency, accountability, and a clear record of practice, but a template alone does not create meaningful supervision. Even when a service requires a set format, the content should still be discussed, negotiated, and co-owned by the supervisor and practitioner.
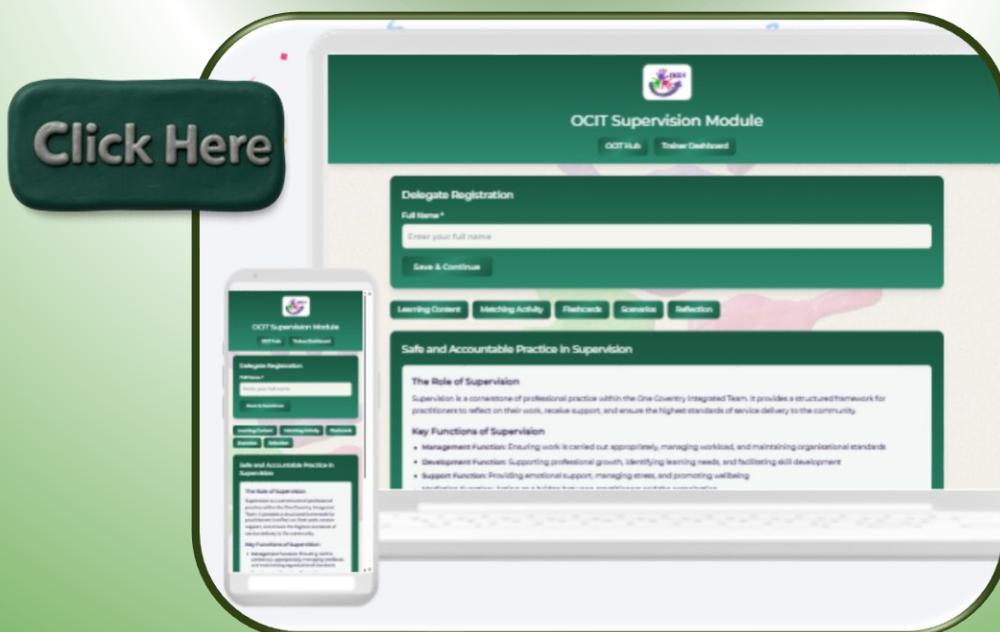
Templates are there to offer structure, not to dictate the conversation or remove the relational element. By taking time to agree how the template will be used, what each section means in practice, and how it aligns with the individual's learning needs, the supervisory space becomes more purposeful, transparent, and supportive. Reviewing this jointly also helps ensure the form reflects real practice rather than practitioners feeling supervised by the template rather than by a person.

Safe & Accountable Practice

Safe and accountable practice is at the heart of integrated health and social care practice, ensuring that decisions are ethical, transparent, and grounded in evidence, professional judgement, and organisational standards. It is about protecting people who use services, supporting practitioners to work confidently within their role, and maintaining public trust. Safe practice recognises risk, uncertainty, and complexity; accountable practice makes the rationale for decisions visible, shared, and open to scrutiny.

Supervisors play a crucial role in modelling curiosity, promoting ethical reasoning, and ensuring that risk is understood, communicated, and managed collaboratively. Safe practice relies on clear communication, shared understanding, and recording that captures not just what was done, but why. Good records demonstrate professional reasoning, provide continuity, and show that decisions were considered, justified, and aligned with legal and organisational requirements. This transparency protects both the person and the practitioner.

Click Here

OCIT Supervision Module

OCIT Hub   Trainer Dashboard

Delegate Registration

Full Name*

Enter your full name

Save & Continue

Learning Content   Matching Activity   Flashcards   Scenarios   Reflection

Safe and Accountable Practice in Supervision

The Role of Supervision

Supervision is a cornerstone of professional practice within the One Coventry Integrated Team. It provides a structured framework for practitioners to reflect on their work, receive support, and ensure the highest standards of service delivery to the community.

Key Functions of Supervision

- Management Function: Ensuring work is carried out appropriately, managing workload, and maintaining organisational standards
- Development Function: Supporting professional growth, identifying learning needs, and facilitating skill development
- Support Function: Providing emotional support, managing stress, and promoting wellbeing

Thinking about Wellbeing

Supervisors hold a core responsibility for supporting staff wellbeing by creating a supervision environment that is reflective, supportive, and development-focused. Supervisors should apply supervision models that actively support staff development and wellbeing, ensuring that staff have space to reflect, discuss pressures, explore solutions, and feel psychologically safe.

To support a healthier, more reflective supervision culture, we have introduced a set of wellbeing tools that supervisors can use both for their own self-care and in sessions with supervisees. These resources are designed to keep wellbeing as a consistent, intentional focus throughout the supervision process.

We have included the DCC-i Wellbeing Strengths Profile Assessment, which helps identify personal resilience strengths and areas for development, and a Self-Care Bingo activity to encourage accessible, everyday wellbeing habits. Supervisors are encouraged to integrate these tools flexibly, whether as reflective prompts, discussion aids, or ongoing wellbeing check-ins to help foster safe, supported, and sustainable practice.

Click Here

Wellbeing Strengths Assessment
Discover your wellbeing strengths through real-world case studies and interactive decisions!

Ready to Explore Your Wellbeing Strengths?
Navigate through real case studies and make decisions that reveal your natural wellbeing strengths!

Begin Assessment

Wellbeing Profiles

Click Here

Self-Care Bingo
How many have you done in the last 7 days?

COMPLETED	WEEKLY SCORE	WELLNESS RATING
0/25	0	—

Take a Walk	Drink Water	Read 20 Minutes	Meditate	Eat Healthy

Module Portfolio

As supervisors and team leads, your role in modelling critically reflective, legally literate, and compassionate practice is crucial. Developmental feedback built into this programme. This aims to support you to facilitate reflective conversations, apply supervision models, and promote safe and accountable practice within your teams. There are 14 learning activities to complete in this module. You can complete as much or as little as you like and select specific activities for feedback depending on your development plan. The portfolio provides a structured space to evidence growth, critical reflection, and integration of practice-based learning ahead of the submission date of 19 June 2026

Each participant can submit the portfolio and three additional exercises as part of their portfolio submission, please indicate on the front of the portfolio which activities you would like reviewing. If you would like feedback on additional activities, please talk to your facilitator to agree this during the programme. There is no requirement to complete any/all the exercises and activities, however we would recommend completing the portfolio whether you opt to complete the additional learning or not. Activities can be completed in groups or individually, remember to use your full name if you are submitting for feedback.

Click Here