



Module Descriptor

Title	The Supervisory Process		
Session	2024/25	Status	
Code	NURS11117	SCQF Level	11
Credit Points	20	ECTS (European Credit Transfer Scheme)	10
School	Health and Life Sciences		
Module Co-ordinator	Anthony Butler		
Summary of Module			
This module will be of benefit to practitioners working within the mental health setting who are interested in developing their capabilities around clinical and managerial supervision. The aim of the module is to provide those working in mental health with a theoretical understanding of supervision and enable students to refine, develop and or advance their practical skills. The module will examine a range of supervision models, formats and technologies and the means to evaluate the delivery of supervision. There is an essential skill element to the module which will be taught using a range of structured experiential strategies, including role play, peer assessment and feedback, group discussion and problem solving. Indicative Module Content Theories of clinical supervision; Government Policy and Strategies; clinical governance; patient safety; variety of influencing factors, e.g. professional and ethical; counselling skills; emotional work; valuing the person in the professional. Supervision contract; establishing boundaries; confidentiality; rights and responsibilities of the supervisee and the supervisor; process, outcomes, and evaluation of supervision; challenging skills; reflective skills; leadership skills; professional judgement and decision making. The above skills acquisition, contributes to the development of the UWS Graduate Attributes: Universal critical thinking, analytical, inquiring, culturally aware, emotionally intelligent, ethically-minded, culturally aware, collaborative, research-minded and socially responsible; Work-Ready -knowledgeable, digitally literate, effective communicator, motivated, potential leader; and Successful -autonomous, incisive, creative, resilient and daring.			

Module Delivery Method	On-Campus¹ ☐	Hybrid² ☐	Online³ ☒	Work -Based Learning⁴ ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London ☐ Paisley	☒ Online / Distance Learning ☐ Other (specify)	
Terms for Module Delivery	Term 1 ☐	Term 2 ☐	Term 3 ☒	
Long-thin Delivery over more than one Term	Term 1 – Term 2 ☐	Term 2 – Term 3 ☐	Term 3 – Term 1 ☐	

Learning Outcomes	
L1	Critically appraise the literature on the conceptual models of clinical and managerial supervision
L2	Critically examine the supervision process and reflect on the knowledge and skills required to review standards of care delivered in Mental Health.
L3	Apply the enhanced knowledge and skills of clinical supervision in varying formats and critically reflect on your experience of participating in individual, triads and small groups.
L4	
L5	

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	SCQF 11 Developing an understanding of the concepts and models of clinical and managerial supervision. Critically reviewing the literature for clinical and managerial supervision. Critically reviewing the literature on emotion work and associated psychodynamic theories Examining the policy and professional context relating to supervision, patient safety and an emotionally healthy workforce.

¹ Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

² The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

³ Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

⁴ Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

Practice: Applied Knowledge and Understanding	SCQF 11 Prepare to and practice the skills for delivering effective supervision. Critically reflecting on ones experience of supervision and those of peers in triads and small groups.
Generic Cognitive skills	SCQF 11 Critically reflecting on pre-existing therapeutic skills and how these can support the application of clinical supervision. Critically reviewing, consolidate and extend your knowledge and skills of the supervision process`
Communication, ICT and Numeracy Skills	SCQF 11 Use of a range of ICT applications to source and support work at this level. Demonstrating the ability to communicate effectively orally and in writing (where applicable) the supervision process and associated knowledge and skills. Critically reflect on ones interpersonal skills and those of peers in small groups and triads.
Autonomy, Accountability and Working with Others	SCQF 11 Facilitating individual, triad and group supervision with a range of practitioners from different disciplines Evidencing a critical understanding of the professional and ethical issues in relation to the chosen subject. Demonstrating an ability to work with others and manage a wide range of complex issues and variables.

Prerequisites	Module Code	Module Title
	Other	
Co-requisites	Module Code	Module Title

Learning and Teaching In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours. The module will be guided by social constructivist epistemology, encouraging shared learning, and recognising the students previous experience and knowledge and the value this has in a shared learning process. The module materials will be delivered online and will be supported through related skills practice, augmented by preparatory reading, and follow up discussion. Student contributions to the discussion will help shape the content of subsequent online tutorials. Peer support will also be facilitated to encourage networking within the student cohort and through student engagement with online discussion and the module Aula platform. Prior to commencing the module students should ensure that they have access to the technology and understanding required to access online materials and to participate within online video communication. The learning and teaching methods used within the module include Microsoft Teams as a platform to deliver online tutorials supporting Aula based workbooks and discussion boards to enrich the students' knowledge and understanding of the topics. There is an essential skills element to the module and students will undertake online skills-based workshops which will

be taught using structured experiential strategies including role play, peer assessment and peer review, modelling, group discussion and problem based learning.

Learning Activities

During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:

Student Learning Hours

(Note: Learning hours include both contact hours and hours spent on other learning activities)

Lecture / Core Content Delivery

6

Tutorial / Synchronous Support Activity

22

Laboratory / Practical Demonstration / Workshop

8

Asynchronous Class Activity

8

Practice-based Learning

6

Independent Study

150

TOTAL

200

Indicative Resources

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Indicative reading will be provided each fortnight along with the asynchronous activities

(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements

In line with the [Student Attendance and Engagement Procedure](#), Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:

In line with the Student Attendance and Engagement Procedure: Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time. For the purposes of this module, academic engagement equates to the following:

- Along with completion of the module materials each week you are expected to participate in the scheduled online tutorials and peer supervision.

The university is committed to providing a supportive learning environment that actively facilitates student success. In this module, there is a high degree of student-led flexibility. You are academically engaged if you are regularly engaged with scheduled live sessions on-campus and online, including engaging with online learning activities in your own time, course-related learning resources, and with timely completion and submission of assessments. Whilst we understand that there may be times when conflicting priorities make participation challenging, for you to gain the most from this module it is recommended that you participate in all scheduled live classes and complete your self-directed learning activities in a timely manner. It may be difficult to pass the assessment associated with this

module if you are not regularly engaging with the module work and live classes. We may reach out to check how things are going and offer support if we observe that you have not been attending sessions or completing online activities.

Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: [UWS Equality, Diversity and Human Rights Code](#).

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The Module Co-ordinators will consider the accessibility of the module for groups with protected characteristics. Note: Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School.

In line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human Rights Code, our modules are accessible and inclusive, with reasonable adjustment for different needs where appropriate. Module materials comply with University guidance on inclusive learning and teaching, and specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. Where modules require practical and/or laboratory based learning or assessment required to meet accrediting body requirements the University will make reasonable adjustment such as adjustable height benches or assistance of a 'buddy' or helper.

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	Mental Health Nursing Midwifery Health
Overall Assessment Results	☐ Pass / Fail ☒ Graded
Module Eligible for Compensation	☐ Yes ☐ No If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.
School Assessment Board	
Moderator	A McBride
External Examiner	I McGowan
Accreditation Details	
Module Appears in CPD catalogue	☐ Yes ☒ No
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)

Assessment 1

A case study presentation will be used to assess the learning outcomes for this module. Peer assessment of this case study will attract 20% of the assignment weighting and academic appraisal 80% of the weighting. Pass grades are as defined by current UWS regulations.

Assessment 2

Assessment 3
(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Component 1							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Presentation	☒	☒	☒	☐	☐	100	

Component 2							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	☐	☐	☐	☐	☐		

Component 3							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	☐	☐	☐	☐	☐		
Combined total for all components						100%	hours

Change Control

What	When	Who