

**Remote supervision**

***Practice* Based Scenario**

**About this document**

This document is designed to take you through a practice-based scenario to help you reflect on what you might do if faced with a similar situation. It can be used to guide your thoughts and prompt discussion with your colleagues. Working through this document counts towards your continuing professional development (CPD). Your reflections on this document are not assessed and you do not have to send your responses to the RCSLT.

You can work through it on your own, with a colleague or supervisor, or in groups, eg as part of an RCSLT Hub or Clinical Excellence Network.

This document is broken into six parts:

1. **The scenario:** for you to read
2. **The issues to consider:** for you to gather your thoughts on practice issues relating to this scenario
3. **Next steps:** for you to plan out what you would need to do next
4. **Prompts for consideration:** RCSLT prompts for further consideration
5. **Sources of further information:** links to professional guidance
6. **Update your CPD diary:** for you to do
7. **The scenario**

**(*Remote supervision – advanced level)***

**You have been contacted by a newly-qualified practitioner who is looking for a supervisor to support them in their new role at an independent special school. This is your area and indeed you have 15 years’ experience working in a similar school.**

**The challenge is that their school is 50 miles away. He suggests using video conferencing for supervision sessions.**



**What do you do in this scenario?**

1. **The issues to consider**

**What do you need to consider?**

Think about the above scenario and its implications and jot down your notes about issues you may need to consider. Please feel free to use extra sheets of paper if you need. Or, if you are in a group, you may like to record on a whiteboard or flipchart.

1. **Next steps**

**What steps do you think you need to take next?**

1. **Prompts for consideration**

If you are asked to provide remote supervision there are several factors to bear in mind. You will need to think about whether you can reasonably supervise the newly-qualified practitioner (NQP) remotely, taking into account:

* Your own work context and history (ie NHS, independent practice, voluntary sector)
* Your own experiences of supervision and as a supervisor
* The adequacy of your current supervisory arrangement
* Your knowledge and experience of offering supervision to NQPs
* Your availability to offer the required level of support for an NQP at this point in time (ie weekly supervision if working through competencies)
* A thorough understanding of the NQPs work context and other support/supervision networks
* Considerations around the balance between offering supervision remotely and face-to-face (eg technical and logistical issues)

It is recommended that you think about the following prompt questions and formulate a considered strategy to deal with the problem.

Remember that if you are faced with a similar situation you will need to think about it in relation to the frameworks within which you work, such as the Health and Care Professions Council (HCPC) Standards, RCSLT professional guidance and resources, local and national policies and also policies of your employer (or your own policies if practising independently).

Please note that this list is not exhaustive and does not constitute legal advice.

**Prompt questions to consider**

1. What experience of offering supervision do you have? (eg in general and to NQPs)
2. What formal supervision training have you had or would you need to undertake this role (eg supervision models, theories and practice; transitioning to be a supervisor)?
3. How adequate is your own supervision and support arrangement for this work (eg if the NQP is not achieving their relevant steps towards their competencies and taking professional responsibility)?
4. Are you accessing regular supervision for your own practice and of the supervision you offer?
5. What guidance is available at a national, organisational, departmental or your own service level regarding: i) the supervision of NQPs and ii) offering supervision remotely?
6. What capacity and availability do you currently have to supervise an NQP (eg demands of your workload, time, space, flexibility for ad hoc support around supervision sessions, commitment to consistency, capacity to take on the overarching responsibility of supporting an NQP through the entirety of their competencies)?
7. What information do you need before you consider taking this supervisee on (eg details of their work context (eg part-time/full-time), nature of the client work, supervisee’s learning style and resourcefulness, school’s philosophy on supervision and commitment to funding an appropriate level of supervision)?
8. What is your preferred ratio of face-to-face supervision sessions to remote given the supervisee’s level of experience?
9. How will you achieve adequate observation and demonstration of the acquisition of skills in order to achieve competencies in order to be able to confidently sign them off?
10. What technology do you both need to be familiar/comfortable with and to have access to in order to work remotely?
11. Are there any issues around information governance and data security that need to be considered?
12. How will you gather adequate evidence for the NQPs competencies remotely?

**Possible next steps**

1. Consider the prompt questions above and your own personal resources to take on this role at this point in time.
2. Discuss in your own supervision sessions to determine whether or not you are the right person to take on this role at this time.
3. Consider other alternative supervision options available to the supervisee that might be more easily accessible to them, drawing on your own networks and knowledge of local resources.
4. Research and familiarise yourself with national, organisational, departmental and/or own service guidance around supervision of NQPs and working remotely.
5. If you want to proceed, meet with the NQP to determine a joint plan and agree a clear and transparent review structure
6. Discuss with your own supervisor and colleague(s) as appropriate to ensure the plan covers everything required.
7. **Sources of further information**

**The following information in the professional accountability and autonomy, and professional guidance sections of the RCSLT website is also particularly relevant:**

1 - [Promote and safeguard the interests of service users and carers](https://www.rcslt.org/professional-autonomy-and-accountability-guidance#section-5)

2 - [Communicate appropriately and effectively](https://www.rcslt.org/professional-autonomy-and-accountability-guidance#section-6)

4 – [Delegate appropriately](https://www.rcslt.org/professional-autonomy-and-accountability-guidance#section-8)

5 - [Respect confidentiality](https://www.rcslt.org/professional-autonomy-and-accountability-guidance#section-9)

6 - [Manage risk](https://www.rcslt.org/professional-autonomy-and-accountability-guidance#section-10)

10 - [Record keeping](https://www.rcslt.org/professional-autonomy-and-accountability-guidance#section-14)

[Supervision](https://www.rcslt.org/supervision)

1. **Update your CPD diary**

Working through this scenario counts towards your continuing professional development (CPD). Once you have completed this scenario, please record this learning and your reflections in your CPD diary.