PROFESSIONAL DEVELOPMENT OF SOCIAL SERVICE WORKERS
Provide professional social services supervision as a field educator

level: 7
credit: 12
planned review date: June 2006
sub-field: Social Services

purpose: People credited with this unit standard are able to: negotiate field education opportunities for social service students in social service work; negotiate a contract for field education in social service work; implement the contract for field education in social service work; fulfil responsibilities as a field educator in social service work; and effect evaluation and closure of the contract for field education.

entry information: Recommended: prior credit for Unit 7923, Provide professional social services supervision, or demonstrate equivalent knowledge and skills.

accreditation option: Evaluation of documentation and visit by NZQA, industry and teaching professional in the same field from another provider.

moderation option: A centrally established and directed national moderation system has been set up by Community Support Services ITO Limited (Careerforce).
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special notes:

1 People awarded credit in this unit standard are able to implement Te Tiriti o Waitangi in the social services according to the authority and resources available to them, and are able to demonstrate application of this competence to the context of assessment for this unit standard (for further clarification, please refer to Unit 7928, *Implement Te Tiriti o Waitangi in the social services*).

2 Glossary
There is no single definition of professional social services supervision that is in use across the social services. Each of the major professional associations have their own definitions that apply to their members. Professional social services supervision is defined in the resources listed in special note 5. The definition accepted for award of credit in this unit standard should be appropriate to the context for assessment against this unit standard.

The ACC definition of supervision includes many of the key elements: "Supervision is a formal arrangement between practicing professionals (supervisor and supervisee) to improve the supervisee’s effectiveness in their work. The supervisor provides the supervisee the opportunity to reflect on both the content and process of their work in an independent structured, confidential environment on a regular basis." Source: ACC (undated). *ACC Expectations for Best Practice: Supervision*. Wellington: ACC.

The key functions of professional social services supervision are:

a administrative and managerial;
b educational and mentoring;
c enabling and supportive.

All of these functions are necessary for effective supervision, but they need not all be performed by a single person. This is particularly relevant when the social service worker’s administrative supervisors are not qualified to provide professional social service supervision.
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People awarded this unit standard are competent to provide all of the above supervisory functions. 

Key purposes of professional social services supervision are focussed on the achievement of organisational, personal, and professional objectives; and may include but are not limited to – role clarity and responsibilities; quality of service to users of social services; critical reflection; review of social service worker's practice; personal and professional support, including stress management; resourcing the worker.

Personal awareness is defined as awareness by the student of their personal beliefs, feelings, philosophy, spirituality, values, world view, and personal and professional boundaries, in relation to their work, work colleagues, and users of social services.

Relevant issues for field education may include but are not limited to: learning and assessment goals for field education; suitability of student; accountabilities and service provider requirements; mutual expectations of student and field educator; function(s) of supervision to be addressed; dates and timing of supervision sessions; availability for unscheduled consultation; confidentiality; kawa or protocols; preparation requirements for supervision sessions; assessment criteria; evaluation of field education; recording and reporting requirements; contact with training provider staff; conflict resolution; personal or professional boundaries; funding for student expenses.
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Relevant areas of the student's work and personal and professional development as a social service student may include but are not limited to: review of the student's work with users of social services; review of the student's written work; ethical issues; critical reflection; development of practice theory, methods and models of practice; skills development; cultural practice; career and professional development; outcomes of the student's work for social service users; professional identity; accountabilities; personal awareness; empowerment; personal issues; conflict resolution; coping mechanisms; monitoring workload; morale; working relationships.

Supervisor qualifications include a professional social service qualification, and may include but are not limited to: demonstrated competence in providing professional social service supervision; qualifications and experience in a particular field of social service practice; and age, culture, class, gender, and sexual orientation criteria. Note: professional associations, employers, and third party funders may require specific qualifications of supervisors.

3 This unit standard may require particular depth of disclosure of personal information. All communications with and between people preparing for award of this unit standard are treated confidentially by accredited providers, and others involved in assessment. The scope and limits of confidentiality are defined through negotiation and informed consent, and criteria established by legislation, ethical practice, and service provider guidelines. Sources of criteria established by legislation, ethical practice, and service provider guidelines include but are not limited to: Official Information Act 1982, Privacy Act 1993, service provider codes of conduct, codes of practice issued by the Privacy Commissioner, social service codes of ethics, and service provider guidelines, protocols, staff manuals, strategic plans, kawa, or tikanga.

4 People awarded credit in this unit standard show that their actions are guided and supported by valid theory.
for social service practice. Evidence is required of social service theory that is derived from authoritative sources, which may include but are not limited to: body of knowledge related to social service work; cultural theory; practice research.

5 Resources


j Webber, Emma. 1999. "He Taonga Mo o Matou Tipuna (A gift handed down by our ancestors): An
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indigenous approach to social work supervision”. Social Work Review: Te Komako 111 XI(4) 7-11.

k Policy and practice statements, journal articles, and codes of ethics of professional associations in the social services in Aotearoa New Zealand.

l Policy and practice statements of employers and third party funders of social services in Aotearoa New Zealand.

Elements and Performance Criteria

element 1

Negotiate field education opportunities for social service students in social service work.

Range: service provider staff include but are not limited to - management, team, co-workers.

performance criteria

1.1 Negotiations with service provider staff identify field education opportunities for social service students.

1.2 Negotiations with service provider staff and training provider staff identify and define resources required for students and field education.

Range: resources - accommodation, funding, workload opportunities for student.

1.3 Negotiations with service provider staff identify service provider requirements of field education students.

Range: service provider requirements - enterprise standards; confidentiality; copyright and ownership of materials produced during field education; time requirements; standards of dress.

1.4 Negotiations with training provider staff and examination of training provider documentation identify training provider requirements of students and field education.
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Range: training provider requirements – assessment, confidentiality, copyright and ownership of materials produced during field education, attendance, time requirements.

1.5 Negotiations establish field education opportunities according to the nature and level of training provider support for field education.

Range: training provider support for field education may include but is not limited to - funding, expectations, tutor contact, documentation, field educator education and support, access to training provider resources.

1.6 Establishment of field education opportunities is according to availability and supervisor qualifications to offer the defined form of supervision.

element 2

Negotiate a contract for field education in social service work.

performance criteria

2.1 The field education contract is negotiated with all interested parties.

Range: all interested parties include - student, training provider staff, service provider staff; and may include but are not limited to – mentor, co-field educator.

2.2 The field education contract is negotiated to cover all relevant issues for field education.

2.3 Negotiation defines the form(s) of professional supervision that will best achieve field education objectives.

Range: form(s) - individual, group, team, peer, cultural, in-house supervision, external supervision.

2.4 Negotiations sets the frequency of supervision sessions according to the needs and level of experience of the student, with a minimum of one uninterrupted hour per week.
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2.5 Negotiations identify the educational experiences or opportunities to be offered to the student.

Range: educational experiences or opportunities to be offered to the student may include but are not limited to - work to be undertaken; observation; co-working; support by a mentor; agency visits; participation in staff meetings and staff training; reading time; access to staff information sources; networking.

element 3

Implement the contract for field education in social service work.

performance criteria

3.1 Implementation of field education is according to the terms of the field education contract.

3.2 Supervision sessions are planned and prepared for according to the terms of the field education contract.

3.3 Supervision sessions address relevant issues for field education.

Range: evidence is required of four relevant items.

3.4 Supervision sessions address relevant areas of the student's work and personal and professional development as a social service student.

Range: evidence is required of two relevant areas of the student's work and personal and professional development as a social service student.

3.5 Personal awareness issues for the student are addressed according to their relevance to matters included in the field education contract and assessment criteria.

3.6 Supervision sessions identify and utilise the student's learning style.

3.7 Where necessary, disagreements over the terms or performance of the field education contract are raised and negotiated according to the terms of the field education contract.
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3.8 Where necessary, disagreements that are not resolved by negotiation are dealt with according to the terms of the field education contract for methods for resolving conflict.

element 4
Fulfil responsibilities as a field educator in social service work.

performance criteria

4.1 Educational opportunities are provided for the student according to the field education contract and agreed training provider requirements.

4.2 Assessment of the student is completed according to training provider requirements.

Range: training provider requirements include - training provider timetable for assessments, assessment criteria.

4.3 Assessment of the student assists the student to identify key achievements and new learning and needs that have occurred during participation in the field education contract.

4.4 Other field educator responsibilities are fulfilled according to the field education contract.

Range: other field educator responsibilities may include but are not limited to - training provider staff visits, visits of training provider staff where concerns arise, attendance at training provider meetings.

element 5
Effect evaluation and closure of the contract for field education.

performance criteria

5.1 Implementation of the field education contract is evaluated according to the terms of the field education contract.
5.2 Closure is effected according to the kawa or protocol established in the field education contract.

Comments to:

Careerforce
PO Box 2637
Wellington 6140

Please Note: Providers must be accredited by the Qualifications Authority before they can offer programmes of education and training assessed against unit standards.

Accredited providers assessing against unit standards must engage with the moderation system that applies to those unit standards. [Please refer to relevant Plan ref: 0222]