

Summary report on the management and supervisory qualification requirements for adult services consultation

August 2017

We carried out a consultation about possible changes to the management and supervisory qualification requirements for workers in adult services (care home services for adults, care at home, housing support and adult day care services) in spring 2017.

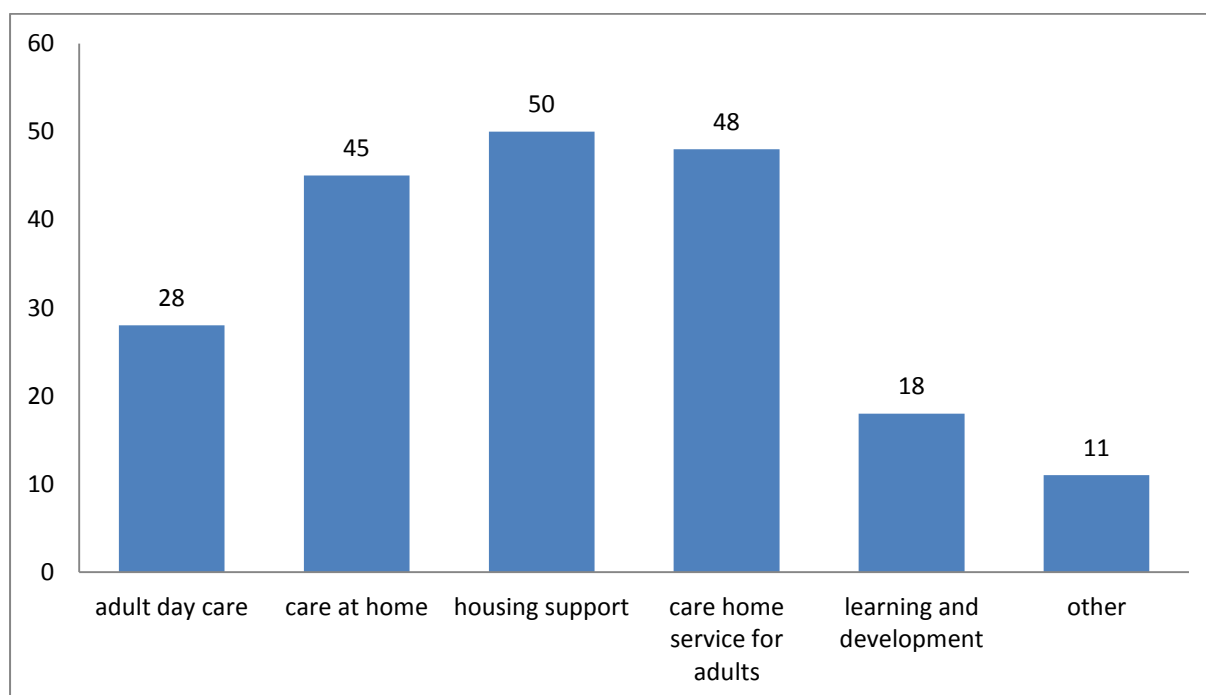
This was in response to the increasing complexity and diversity of adult services and the challenges of management and supervisor roles in these services. It also followed a small scale study we did in 2014.

In the consultation we proposed increasing the Scottish Credit and Qualifications Framework (SCQF)¹ level of the minimum management requirement, the SCQF credit and level of the minimum supervisory requirement and describing in more detail what a supervisory qualification must cover.

We also asked respondents for their views on the most important elements of good supervision, as well as what challenges and supports them in their role.

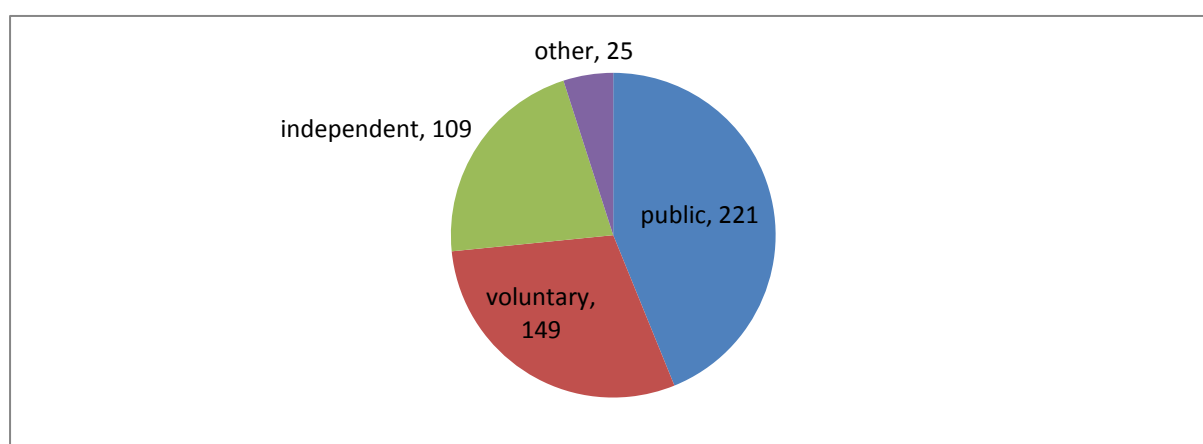
We received 611 online and two written responses to the consultation, which ran from 11 March to 16 April. These included 222 from supervisors, 220 from managers and 100 from organisations. We also held several focus groups for supervisors. The two figures below show the range of services and sectors represented in the online responses.

Figure 1: Organisational responses by service



¹ www.scqf.org.uk

Figure 2: Individual responses by sector



Respondents identified a number of themes they said were important for good supervision to happen (also see Figure 3 below).

- A range of qualities around emotional intelligence, particularly empathic communication. These seemed to fit closely with the 'managing relationships' capabilities in the Continuous Learning Framework (CLF)² for social services and, to a lesser extent, the 'managing self' capabilities.
- Knowledge, understanding and training in one-to-one and other forms of supervision.
- Knowledge and understanding of the job role as well as the relevant organisational and national legislation, policies, procedures, codes and frameworks.
- Time and support in their organisation, including supportive policies and procedures.

Respondents identified a range of challenges:

- a lack of time
- staffing, resource and workload issues
- a lack of support.

Eighty-eight per cent of respondents who held a supervisory qualification thought it covered the essential skills, knowledge and values at an appropriate level to support them in their role. Nevertheless, over 85 per cent of responses agreed we should specify the scope of a supervisory qualification.

There was a nearly even split of responses for and against raising either the SCQF level or the credit of the minimum supervisory requirement.

² www.continuouslearningframework.com

Sixty-nine per cent of individual respondents and 61 per cent of organisational respondents agreed we should increase the SCQF level of the minimum management requirement from 8 to 9. This would reduce the disparity between it and the SVQ Care Services Leadership and Management at SCQF level 10, which is the main national qualification.

We are using the views gathered to inform our decision and help make sure any changes are proportionate, workable and lead to better outcomes for people receiving support. We will also do more work to support people to make links between our learning resources and qualifications.

- In a context of increasing need, reducing resources, recruitment difficulties, service redesign and a chronic lack of time, how can we best support effective supervision?
- How can we best specify clear learning requirements for supervisors?
- How can we make sure qualifications and other learning continue to support the evolving role of managers and supervisors?

Figure 3: Supervision at its best

