

## Support & Supervision Competences

### Module 2 Supporting Learning

<b>2A Support learning - general</b>	
<p>To do this you need to be able to:</p> <ol style="list-style-type: none"> <li>1. be available and approachable</li> <li>2. ensure learner understands the objectives of the learning activity</li> <li>3. give learners guidance on how and when to tackle learning activities</li> <li>4. Advise about practical arrangements if needed</li> <li>5. provide support, guidance and assistance for learner, or identify who will provide it e.g. advice session supervisor</li> <li>6. check that any preparatory work has been completed including pre-course work</li> <li>7. monitor progress</li> <li>8. identify difficulties and address them through explanation, discussion, coaching or referring to a supervisor</li> <li>9. after the activity, invite questions from learner and encourage reflection through prompts and discussion</li> <li>10. give feedback and encouragement</li> <li>11. give feedback on learners' progress to the appropriate bureau personnel</li> </ol>	<p>Before doing this you need to:</p> <ol style="list-style-type: none"> <li>a) be familiar with the learning materials and activities</li> <li>b) understand the learning objectives for each learning activity</li> <li>c) be aware of the difficulties learners may have with different learning methods</li> <li>d) be able to support learning without imposing your own style or solutions</li> <li>e) be aware of your own limitations in supporting learning</li> <li>f) be able to give constructive feedback</li> </ol>

<b>2B Support learning from observing and practising skills</b>	
<p>To do this you need to be able to:</p> <ol style="list-style-type: none"> <li>1. identify with learner which aspects of the activity they should be observing or</li> </ol>	<p>Before doing this you need to:</p> <ol style="list-style-type: none"> <li>a) be familiar with any training programmes/ materials relating to</li> </ol>

<p>practising</p> <ol style="list-style-type: none"> <li>2. if the activity involves client contact, explain guidelines for observing or participating and ensure these are followed</li> <li>3. follow bureau procedures in obtaining client's permission for learner to observe or participate</li> <li>4. where applicable, act as a competent role model by consciously demonstrating good practice</li> <li>5. whilst out of the interviewing room after the client has gone explain key aspects of the activity to the learner</li> <li>6. identify opportunities for learner to practise skills including:             <ul style="list-style-type: none"> <li>▪ consulting the advice session supervisor</li> <li>▪ looking up information</li> <li>▪ doing calculations</li> <li>▪ telephoning third parties for information/consultancy/ negotiation</li> <li>▪ making referrals</li> <li>▪ drafting letters</li> <li>▪ case recording</li> <li>▪ writing social policy evidence forms</li> <li>▪ using photocopier, fax etc</li> <li>▪ customer service skills</li> </ul> </li> <li>7. agree the extent of what the learner will do, taking into account their level of skill and confidence, and the complexity and urgency of the activity</li> <li>8. maintain control of the process</li> <li>9. intervene during learner's practice only if necessary, and in a way that does not undermine them</li> <li>10. complete task where learner is unable to do so in a way that acknowledges their contribution</li> </ol>	<p>this skill</p> <ol style="list-style-type: none"> <li>b) understand the good practice guidelines for observing and participating in activities with clients</li> <li>c) know bureau procedures for getting client's permission for observation or participation in interviews/ gateway assessments/telephone interview</li> <li>d) be aware of the skills that underpin the task or process being learnt</li> <li>e) be aware that the service to the client must take priority over the training needs of the learner</li> <li>f) be aware of the factors that affect when and whether learners should participate</li> <li>g) be competent in any role you are demonstrating</li> <li>h) where applicable , be aware of how you conduct the activity and why, and be able to explain this</li> <li>i) where applicable, be aware of your own limitations, difficulties, strengths and style in carrying out the activity</li> </ol>
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