## SAMPLE Record of Learning Outcomes Achieved

Supervisee Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Supervisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

| **Learning Outcome or Assessment Criteria** | **Comments** |
| --- | --- |
| ***Learning outcome 1***:  Outline factors or contributions to the learning environment which enables a system review of work |  |
| ***Assessment Criteria***:  1.1 List four environmental contributions which enable supervision review. |  |
| 1.2 Define behaviours conducive to positive supervision environment. |  |
| 1.3 Describe four dimensions of supervision:   * Support * Education * Evaluation * Administration |  |
| ***Learning outcome 2:***  Prepare and negotiate a learning and work plan appropriate for a supervisee’s work setting. |  |
| ***Assessment Criteria***:  2.1 Identify personal learning goals |  |
| 2.2 Document personal learning preferences |  |
| 2.3 Outline timeline for learning plan |  |
| 2.4 Define markers signifying completion of goals |  |
| ***Learning outcome 3:***  Evaluate the performance of the supervisee through provision of constructive feedback. |  |
| ***Assessment Criteria:***  3.1 Identify performance criteria |  |
| 3.2 Outline measures for evaluation |  |
| 3.3 Demonstrate the use of constructive feedback |  |
| 3.4 Evaluate the content and process of supervision |  |
| ***Learning outcome 4:***  Analyse and assess needs and style of supervisee |  |
| ***Assessment Criteria***  4.1 Compare learning needs of supervisees of different levels of experience |  |
| 4.2 Identify learning styles using models of learning styles |  |
| 4.3 Demonstrate understanding of requirements of supervisees with reference to experience and learning styles |  |
| ***Learning outcome 5:***  Integrate ethics, functions and tasks of supervision |  |
| ***Assessment Criteria:***  5.1 Identify supervisory ethics, functions and tasks for supervision |  |
| 5.2 Verify the purpose of ethics, functions and tasks for supervision |  |
| 5.3 Qualify practice in terms of ethics, functions and supervision |  |
| 5.4 Apply ethical understanding to functions and tasks. |  |
| ***Learning outcome 6:***  Identify and manage stress producing situations and contexts |  |
| ***Assessment Criteria:***  6.1 Describe stress producing situations and contexts |  |
| 6.2 Select strategies for the management of stress producing situations and contexts |  |
| 6.3 Employ strategies to manage stress producing situations and contexts |  |
| 6.4 evaluate strategies employed |  |
| 6.5 Modify strategies employed |  |
| ***Learning*** ***outcome 7:***  Distinguish impacts on supervisee’s personal, social and work functioning |  |
| ***Assessment Criteria:***  7.1 Illustrate using case study the interplay in personal, social and work functioning |  |
| 7.2 Identify impacts |  |
| 7.3 Plan interventions relevant to the interplay of personal, social and work functioning |  |
| 7.4 Critique interventions |  |
| ***Learning outcome 8:***  Classify structures for supervision that promote regularity and consistency |  |
| ***Assessment Criteria:***  8.1 Compare and contrast supervisory aids |  |
| 8.2 Discuss the importance of regularity and consistency in supervision |  |
| 8.3 Apply supervisory aids in role play exercises |  |
| ***Learning outcome 9:***  Analyse gender in supervision |  |
| Assessment Criteria:  9.1 Identify the dynamics of gender in supervisory relationships |  |
| 9.2 Explore the implications of power, intimacy and ethics in relation to gender using feminist theory, conflict theory and other relevant theory |  |
| ***Learning outcome 10:***  Assemble personal framework for supervisory practice |  |
| ***Assessment Criteria:***  10.1 Outline frameworks for supervision with reference to theory |  |
| 10.2 Relate previous experience and course material to framework |  |
| 10.3 Evaluate frameworks |  |
| 10.4 Refine individual framework. |  |