Field Care Supervisors in Domiciliary Care Agencies in Surrey

Aims
- To identify models and practical application of the role and create outline development programmes including a progression route

Outcomes
- Report on a targeted project focusing on home based/domiciliary services within Surrey

Surrey Care Association undertakes to:
- Work with partners to carry out research including survey and discussion groups with providers
- Report on the findings
- Draw up and produce outline development programmes for existing field care supervisors
- Identify appropriate qualifications for the role
- Devise a progression route for those aspiring to the role
- Disseminate to interested parties
- Use Progress South Central logo on documents

Initial Desk top research (March-April)

An initial search was undertaken looking at several aspects, using a range of terminology, as the sector frequently uses different descriptions for both the provision of home based care and the staff roles within it.

Searches carried out included:
- A vacancy search nationally to ascertain the extent to which the role is employed – this included capturing job descriptions and salary banding where available.
- A training programme search to identify any specific development activities currently on offer

Findings

Role Prevalence – from the initial searches it would seem that the field supervisor role is fairly widespread nationally. Job advertisements were found
in most areas of the UK, although there seemed to be more advertised within the south and west of the country. There may be a number of factors influencing this including the use of different recruitment methods geographically; it may be easier and more effective to use local, non internet based methods in some areas for example.

From the sample undertaken there was also a significant percentage relating to live in/24 hour care.

**Role requirements** – From the research sampling, it would appear that there is considerable variance in both the proportion of supervisory activity against direct care duties, and the focus of supervisory activity within existing roles. Given the limited research undertaken it and known regional variations in pay rates, it was difficult to gain a coherent view as to whether and how the weighting of supervisory responsibilities and providing direct care is reflected in the remuneration offered.

**Training available** – the initial search has shown no obvious training specifically targeted for the Field Supervisor role. The majority of training found for home based/domiciliary staff would appear to be of a standard menu. This relates to the “statutory” topics such as induction, safeguarding etc.

Leadership, management and people skills training did not appear in any of the search findings targeted directly at this sector, (with one exception where a training provider offered a Supervision and Appraisal course).

No reference to the field supervisor role was found in any training related search.

**Field Care Supervisors in Surrey**

Research to scope the nature and extent of application of the Field Care Supervisor role in domiciliary care agencies in Surrey was conducted through means of;

1. Consultation and discussion with approximately 45 owners and managers of domiciliary care agencies at their network meeting on 19th May.
2. Structured phone calls using the attached set of questions with 2 agency owners who volunteered to provide further information.
3. Job searches for Field Care Supervisor posts in Surrey and the surrounding area
Main Findings

Role Prevalence

The Field Care Supervisor type of role appears to be wide-spread and well established in the domiciliary care sector in and around Surrey. The majority of domiciliary agencies contacted confirmed that they have Field Care Supervisor or equivalent roles in their organisations. For some agencies, this is a recent development to their organisation infrastructure whilst others have employed people in these roles for 5 or more years. In many cases, the creation of Field Care Supervisor or equivalent roles is associated with two main factors;

- Organisational growth and service expansion/development
- Providing a solution to free up management capacity to focus on strategic service and business issues.

Main Responsibilities

Responsibilities associated with the Field Care Supervisor or equivalent role cover three main interrelated areas;
Supervision, management and leadership

- Supervising and mentoring care workers, often being their first port of call
- Inducting new workers and providing direct training
- Managing a team of care workers
- Participating in the 24 hour management rota
- Contributing to staff recruitment and selection processes (less common)
- Dealing with customer enquiries and promoting the service to potential customers (less common).

Quality Assurance

- Carrying out spot checks to monitor the quality of care provided by care workers
- Supporting and monitoring the implementation of quality assurance processes and agency policies and procedures.

Care and Support

- Overseeing the delivery of care and support
- Providing direct care, when care workers are unavailable or to plug gaps in the staff rota
- Contributing to service user assessments, risk assessments, care planning and reviews
- Compiling and maintaining accurate records including care plans, medication and financial transactions

Job Titles

The combination of responsibilities appears to be fairly consistent across Field Care Supervisor roles. However this package of responsibilities is commonly found in job roles with different titles. Typical job titles include the following;

- Care Co-coordinator
- Team Leader
- Senior Care Worker (becoming less common)

Larger agencies sometimes employ both Field Care Supervisors and Care Coordinators and, in some instances, Senior Care Workers. In these organisations, Field Care Supervisors report to the Care Coordinators who have additional responsibilities that include managing opportunities for business development and relationships with LA and privately funded clients. Care Coordinators are also likely to manage services across an area and a team that includes a number of Field Care Supervisors. They may have additional responsibilities for ensuring services comply with regulatory requirements.

Within this type of organisational structure, Senior Care Workers are likely to be highly experienced and effective care workers who may have specific skills in working with service users who have complex needs e.g. those with
advanced Alzheimer’s’ disease, users whose behaviour can be challenging and those with severe mental health problems. The Senior Care role can provide a useful stepping stone to a supervisory/managerial role for care workers who are keen to progress. The role also provides an opportunity for care workers who do not wish to become supervisors/managers to progress into a senior practitioner type role.

**Position within Organisation Structures**

Typically, Field Care Supervisors manage and supervise a team of care or support workers that may or may not include Senior Care Workers, and report to a Care Manager. In larger agencies, Field Care Supervisors may report to a Care Coordinator who then reports to a Care manager. Indicative line management reporting relationships are shown below.

<table>
<thead>
<tr>
<th>Small-medium agency</th>
<th>Medium-large agency</th>
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<tbody>
<tr>
<td>Manager</td>
<td>Manager</td>
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<tr>
<td>Care Manager</td>
<td>Care Manager (may be area based)</td>
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<tr>
<td>Field Care Supervisor/Care Coordinator</td>
<td>Care Coordinator</td>
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<tr>
<td>(Senior Care Worker)</td>
<td>(Senior Care Worker)</td>
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<tr>
<td>Care and Support workers</td>
<td>Field Care Supervisors</td>
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<tr>
<td></td>
<td>Care and Support workers</td>
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</tbody>
</table>

**Role Configuration**

The Field Care Supervisor role typically combines responsibilities for leading, managing and quality assuring care practice, with responsibilities for managing, planning and organizing the work of a team.

The proportion of post holders’ time spent out in the field and in the office varies enormously. In some instances Field Care Supervisors spend as much as 90% their time out in the field and only 10% in the agency’s office, whilst in other agencies this is reversed.

**Entry requirements**

Common entry requirements for Field Care Supervisor roles are as follows;
• Direct care experience – most commonly in domiciliary care but experience in a residential care setting may be acceptable for some agencies.
• Experience of undertaking service user needs assessment care/support plan, risk assessment and review documents – essential/desirable
• NVQ level 2 – required by many agencies and desirable for others
• NVQ Level 3 – desirable
• Previous supervisory or managerial experience in care – desirable
• Current driving license and use/ownership of a car

**Terms and Conditions**

Terms and conditions offered to Field Care Supervisors typically include the following;
• Permanent contract
• Annual salary of between £14k and £20k (some salaries are inclusive of benefits)
• Full-time hours and sometimes the opportunity for part-time working
• Opportunity to work flexible hours balanced with a requirement to work outside of office hours and to be available at short notice
• Paid holiday allowance
• Paid mileage
• Paid training
• Mobile phone
• Uniform

**Knowledge Skills and Attributes**

Agencies look for a range of skills and competencies in Field Care Supervisors that reflect the responsibilities associated with the role. These typically include some or all of the following;

• Excellent communication skills
• Excellent interpersonal/people skills
• Ability to establish and maintain effective professional working relationships
• Good planning and organisational skills
• Ability to lead and manage care practice
• Ability to complete and maintain records and reports e.g. service user assessments and reviews
• Skills in assessment and care planning
• Good negotiating skills
• Ability to cope with pressure
- Ability to cope with change
- Ability to both lead and be part of a team providing direct care and support
- Supervisory skills
- Ability to multi-task
- Enthusiastic, driven and hardworking
- Knowledge of best practice in social care, the Essential Standards of Quality and Safety, and the regulatory framework

One agency also stipulated that applicants should have an understanding of quality control procedures, understand how to match Care/Support Workers and Service Users, and a have working knowledge of Regulatory Frameworks and Regulatory Body Inspection processes and documentation.

**Progression routes**

The Field Care Supervisor role provides an opportunity for experienced care workers qualified to NVQ Level 2 or 3, to progress into a supervisory/first line manager role. From here, there is the potential for individuals to progress further into a Care Coordinator, Care Manager and ultimately, an agency management position. Individuals are likely to be required to hold or be working towards an NVQ level 4 and the new Health and Social Care level 5 for more senior positions.

From discussion with owners of domiciliary care agencies in Surrey, it appears that Field Care Supervisor posts are filled both through internal progression and external recruitment. Several owners indicated that they place external adverts for these posts expressly to attract new people with wider experience into their agencies. Others recruit externally where there is no-one within their own organisation who is able and keen to progress into the role.

**Core Training and Qualifications**

Field Care Supervisors will typically have completed Skills for Care Common Induction Standards and training in key areas of practice.

**SfC Common Induction Standards (CIS)**
1 Role of the health and social care worker
2 Personal development
3 Communicate effectively
4 Equality and inclusion
5 Principles for implementing duty of care
6 Principles of safeguarding in health and social care
7 Person-centred support
8 Health and safety in an adult social care setting

**SfC Core/mandatory training**
- Moving and handling people
- Health and safety awareness
- Emergency first aid awareness
- Fire safety awareness
- Infection control
- Nutrition and hydration
- Food safety/food hygiene
- Safe handling of medication
- Safeguarding vulnerable adults
- Training in specialisms including dementia, learning disability, mental capacity and DOLS as required by the agency.

**NVQ level 2**
Where Field Care Supervisors have completed an NVQ level 2 in health and social care, they will have been assessed as being competent in key areas of practice. Individuals will have completed 4 core units plus 2 optional units

**Core Units**
- HSC21 Communicate with, and complete records for individuals
- HSC22 Support the health and safety of yourself and individuals
- HSC23 Develop your knowledge and practice
- HSC24 Ensure your own actions support the care, protection and wellbeing of individuals

The level 2 qualification is aimed at those who support and assist individuals with their physical or emotional care, daily living needs or maintaining their independence. It is therefore very relevant for domiciliary care workers providing direct care and support and is an important foundation for those aspiring to progress into a Field Care Supervisor role within which they will be leading and managing care practice.

**NVQ level 3**
Field Care Supervisors who have completed an NVQ in Health and Social Care at level 3 will have demonstrated that they are competent to work without direct supervision and on their own. To achieve the level 3 NVQ individuals will have completed four mandatory and four optional units. The mandatory units are as follows:

- Promote effective communication for and about individuals
- Promote, monitor and maintain health, safety and security in the working environment
- Reflect on and develop your practice.
- Promote choice, well being and the protection of all individuals
The NVQ level 3 requires individuals to demonstrate that they can promote and facilitate the provision of good quality care and support and hence builds on the level 2 which centres purely on individuals developing their own practice.

There are several optional units within the NVQ level 3 that would seem to relate particularly well to elements of the Field Care Supervisor role. These include the following;

- HSC399: Develop and sustain effective working relationships with staff in other agencies
- HSC3100: Participate in inter-disciplinary team working to support individuals
- HSC3108: Facilitate learning through presentations and activities
- HSC3109: Facilitate group learning
- HSC3110: Support colleagues to relate to individuals
- HSC338: Assist in the transfer of individuals between agencies and services
- HSC338: Carry out screening and referral assessment
- HSC339: Carry out assessment to identify and prioritise needs
- HSC328: Contribute to care planning and review
- HSC329: Contribute to planning, monitoring and reviewing the delivery of service for individuals

The NVQ level 3 does not, however, include optional units that will support the development of the managerial and leadership competencies required of Field Care Supervisors. This may explain why some agencies require post holders to be willing to undertake an NVQ in Health and Social Care at level 4. This is aimed at people in supervisory or management roles and includes units that focus on developing competencies in leading and managing people and aspects of service provision.

**Coaching, Mentoring and Supervision**

From the limited research, it would appear that individuals progressing into a Field Care Supervisor role typically develop their managerial and leadership skills through work-based coaching, mentoring and supervision. This appears to be the case where individuals are recruited externally as well as those promoted within their agency, although some job adverts do state that supervisory/managerial experience would be desirable.

Agency managers and care managers seem to play a crucial role in providing coaching, mentoring and support that enables newly appointed Field Care Supervisors to develop their skills and competence to fulfil the managerial leadership and quality assurance responsibilities of their role. Where necessary, formal training in specific areas e.g. recruitment and selection is also provided. The size, structure and culture of domiciliary care agencies vary so widely that, even where Field Care Supervisors come into an agency with significant experience and relevant qualifications, they will need to learn about the agency’s particular approaches to managing and delivering care.
and support services. Agency managers referred to sitting alongside new Field Care Supervisors, providing regular, coaching and supervision and making themselves readily available for advice and support outside of office hours.

**Additional Training and Qualifications**

The majority of agencies from whom information was obtained require applicants for Field Care Supervisors to have gained an NVQ in Health and Social Care at level 2 and usually at level 3. The new credit based Health and Social Care diplomas at level 2 and 3 are replacing NVQs. (The mandatory units for both awards are contained in Appendix 1.)

Individuals may also require additional training and opportunities for learning in specific aspects of their new role and this can be provided through work-based activities (see above), via short training courses and further qualifications.

A potential development programme that links the knowledge, skills and attributes of effective Field Care Supervisors to optional units of the new Health and Social Care award at level 3, suggested learning opportunities and training and relevant units within other qualifications is set out below. The Institute of Leadership and Management offers a range of qualifications that either wholly, or through specific units could support the acquisition and development of competencies required of Field Care Supervisors. Any training programme would need to be tailored to include, for example, CQC’s Essential Standards of Quality and Safety, as the “industry” standards for social care.

**NB.** It is important to note, however, that whilst appropriate opportunities for learning and training are very important to building an individual’s skills and competence, aspects of personality and character are innate. Attending a training course or achieving a qualification by no means guarantees that an individual will be competent in the work place; this is for agency managers to assess and to identify and address any skills gaps through appropriate learning activities and effective line management.

**Level 5 Diploma in Leadership for Health and Social Care**

The new Level 5 diploma replaces the NVQ Level 4 in Health and the NVQ level 4 in Social Care and Leadership and Management of Care Services. It is aimed at managers of care services and is pitched at the level of care agency manager i.e. the Registered Manager. This means that it would not generally be an appropriate or achievable qualification for Field Care Supervisors.

**Conclusions**

The Field Care Supervisor, (and equivalent), role appears to be increasingly common in domiciliary care agencies in the South East and in Surrey. The role typically combines responsibilities for supervising, managing and leading
staff, providing direct care, and for quality assurance. It follows that individuals in these roles require a broad range of knowledge, skills and expertise.

There appears to be no real demand or appetite amongst employers for developing a programme of formal training for incumbent or aspiring Field Care supervisors, as a substantial amount of learning seems to take place on the job.

However, it is useful to identify the skills and competencies required of Field Care Supervisors to support employers to identify and address any gaps in learning provision and to inform future programmes of training.

Sarah Pearce for Surrey Care Association July 2011
<table>
<thead>
<tr>
<th>Knowledge Skills and Attributes</th>
<th>Health and Social Care Diploma Level 3 Helpful Optional Units</th>
<th>Suggested learning or training activities</th>
<th>Suggested further qualifications that may be useful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent communication skills</td>
<td>Work-based learning, supervision and coaching</td>
<td>Communications training course with practical application</td>
<td>ILM Level 2 certificate in Team Leading</td>
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<td>ILM Level 3 Award in Effective Management</td>
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<td>ILM Level 3 NVQ Certificate in Management</td>
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<td></td>
<td>ILM Level 3 Qualifications in First Line Management</td>
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<tr>
<td>Excellent interpersonal/people skills</td>
<td>Introduction to personalisation in social care</td>
<td>Work-based learning, supervision and coaching</td>
<td>ILM Level 2 certificate in Team Leading</td>
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<td>Work in partnership with families to support individuals</td>
<td>Training in specific aspects e.g. Building relationships Effective communication Listening skills</td>
<td>ILM Level 3 Award in Effective Management</td>
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<td></td>
<td>ILM Level 3 NVQ Certificate in Management</td>
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<td>ILM Level 3 Qualifications in First Line Management</td>
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<tr>
<td>Ability to establish and maintain effective professional working</td>
<td>Develop and sustain effective working relationships with staff in</td>
<td>Work-based learning, supervision and coaching</td>
<td>ILM Level 2 certificate in Team Leading</td>
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<tr>
<td>relationships</td>
<td>other agencies</td>
<td>ILM Level 2 qualification in Innovation in the Workplace</td>
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<td></td>
<td>Work with other professionals and agencies to support individuals with physical disability</td>
<td>ILM Level 3 NVQ Certificate in Management</td>
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<td></td>
<td>ILM Level 3 Qualifications in First Line Management</td>
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<tr>
<th>Good planning and organisational skills</th>
<th>Work-based learning, supervision and coaching</th>
<th>ILM Level 2 certificate in Team Leading</th>
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<td></td>
<td>Training in specific areas e.g. Prioritising, planning and scheduling work</td>
<td>ILM Level 3 Award in Effective Management</td>
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<td></td>
<td>Time management</td>
<td>ILM Level 3 NVQ Certificate in Management</td>
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<td>ILM Level 3 Qualifications in First Line Management</td>
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<thead>
<tr>
<th>Ability to lead and manage care practice</th>
<th>Promote person centred approaches in health and social care</th>
<th>ILM Level 2 certificate in Team Leading</th>
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<tbody>
<tr>
<td></td>
<td>Promote and implement health and safety in health and social care</td>
<td>The ILM Level 3 Award in Leadership and ILM Level 3 Certificate in Leadership</td>
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<td></td>
<td>Support use of medication in social care settings</td>
<td>ILM Level 3 Award in Effective Management</td>
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<td>Introduction to</td>
<td>ILM Level 3 NVQ Certificate in Management</td>
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<td></td>
<td>Work-based learning, supervision and coaching</td>
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<td></td>
<td>Formal training in specific aspects e.g. Leadership and motivation</td>
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<td></td>
<td>Modelling effective behaviours</td>
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<td></td>
<td>Building an effective team</td>
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<td></td>
<td>Developing team training plans</td>
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**Note:** The table provides a structured overview of relationships, good planning and organisational skills, and the ability to lead and manage care practice, along with relevant qualifications and training that support these competencies.
| Ability to complete and maintain records and reports e.g. service user assessments and reviews | Promote good practice in handling information in health and social care settings | Work-based learning, supervision and coaching  
Training in record keeping and writing reports | ILM Level 3 Qualifications in First Line Management |
| --- | --- | --- | --- |
| personalisation in social care  
Principles of self-directed support  
Promote active support  
Support Person Centred thinking and planning  
Facilitate learning and development activities to meet individual needs and preferences  
Support individuals to access and use services and facilities | Communicating and disseminating information and best practice |  |
| Skills in assessment and care planning | Promote person centred approaches in health and social care  
Support Person Centred thinking and planning | Work-based learning, coaching and supervision  
Training in principles and practices of assessment and care planning |  |
<table>
<thead>
<tr>
<th>Ability to cope with change</th>
<th>Work-based learning and supervision</th>
<th>ILM Level 2 qualification in Innovation in the Workplace</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Training courses in specific aspects e.g. Understanding change and responses to change Initiating and embracing change</td>
<td>ILM Level 3 Award in Effective Management</td>
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<td></td>
<td></td>
<td>ILM Level 3 Qualifications in First Line Management</td>
</tr>
<tr>
<td>Good negotiating skills</td>
<td>Work-based learning, coaching and supervision Training course in basic negotiation skills</td>
<td>ILM Level 3 Qualifications in First Line Management</td>
</tr>
<tr>
<td>Ability to cope with pressure</td>
<td>Work-based learning, coaching and supervision Training courses in specific aspect e.g. Managing competing priorities Prioritising and scheduling work Strategies for staying calm under pressure Delegation Time management</td>
<td>ILM Level 3 Award in Effective Management ILM Level 3 Qualifications in First Line Management</td>
</tr>
</tbody>
</table>
| Ability to both lead and be part of a team providing direct care and support | Support individuals to live at home  
Gain access to the homes of individuals, deal with emergencies and ensure security on departure | Work-based learning, supervision and training  
Training in specific aspects e.g. Making the transition from team member to team leader  
Leading and managing care practice | ILM Level 2 certificate in Team Leading  
ILM Level 2 qualification in Innovation in the Workplace  
ILM Level 3 Award in Effective Management  
The ILM Level 3 Award in Leadership and ILM Level 3 Certificate in Leadership  
ILM Level 3 NVQ Certificate in Management  
ILM Level 3 Qualifications in First Line Management |
|---|---|---|---|
| Supervisory skills | Facilitate learning and development activities to meet individual needs and preferences  
Formal training in specific aspects e.g. Supervising staff Managing poor | Work-based learning, supervision and coaching | ILM Level 2 certificate in Team Leading  
ILM Level 3 Award in Effective Management  
ILM Level 3 NVQ |
| Ability to multi-task | Line management support and supervision | ILM Level 3 Award in Effective Management  
ILM Level 3 Qualifications in First Line Management |
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<tbody>
<tr>
<td>Enthusiastic, driven and hardworking</td>
<td>Line management support and supervision</td>
<td>ILM Level 3 NVQ Certificate in Management</td>
</tr>
</tbody>
</table>
| Knowledge of best practice in social care, the Essential Standards of Quality and Safety, and the regulatory framework | Work based learning, supervision and coaching  
Training to increase knowledge of the Essential Standards and CQC's role. | Certificate in Management |

**Performance**
- Giving constructive feedback
- Managing resources

**Certificate in Management**
ILM Level 3 Qualifications in First Line Management
APPENDIX 1

Health and Social Care Diploma Level 2: mandatory units

SHC 21 Introduction to communication in health, social care or children’s and young people’s settings
SHC 22 Introduction to personal development in health, social care or children’s and young people’s settings
SHC 23 Introduction to equality and inclusion in health, social care or children’s and young people’s settings
SHC 24 Introduction to duty of care in health, social care or children’s and young people’s settings
HSC 024 Principles of safeguarding and protection in health and social care
HSC 025 The role of the health and social care worker
HSC 026 Implement person centred approaches in health and social care
HSC 027 Contribute to health and safety in health and social care
HSC 028 Handle information in health and social care settings

Health and Social Care Diploma Level 3: Mandatory units

SHC 31 Promote communication in health, social care or children’s and young people’s settings
SHC 32 Engage in personal development in health, social care or children’s and young people’s settings
SHC 33 Promote equality and inclusion in health, social care or children’s and young people’s settings
SHC 34 Principles for implementing duty of care in health, social care or children’s and young people’s settings
HSC 024 Principles of safeguarding and protection in health and social care
HSC 025 The role of the health and social care worker
HSC 036 Promote person centred approaches in health and social care
HSC 037 Promote and implement health and safety in health and social Care
HSC 038 Promote good practice in handling information in health and social care settings