

NQSW Supported Year

Supervisor's Sessions:
Sampling Feb 2025

Housekeeping

Confidentiality

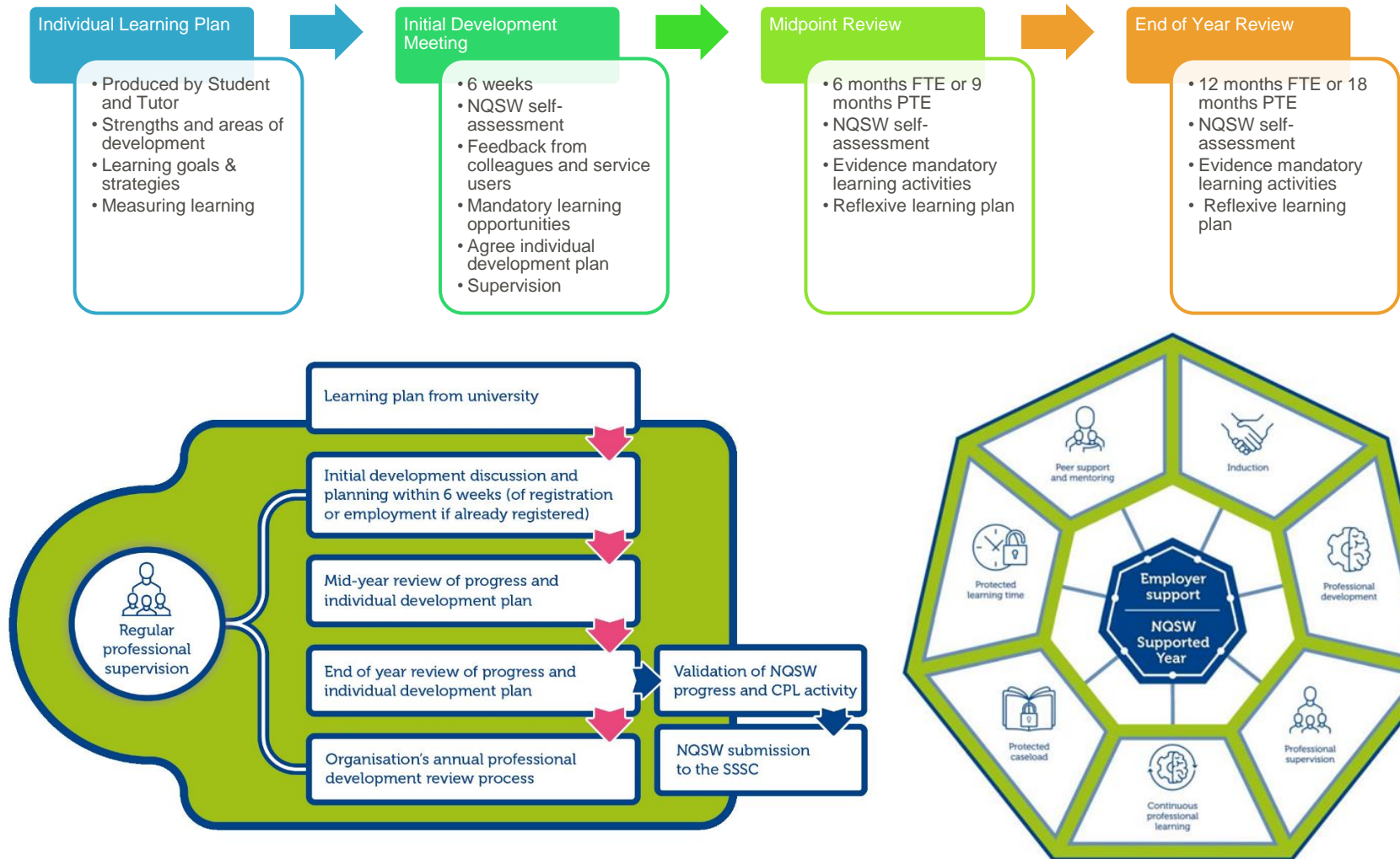
Anonymity

Toilets

Refreshments

Fire alarm

Recap of the Supported Year



Core learning elements



**Ethics, values
and rights-based
practice**

**Communication,
engagement and
relationship-
based
professional
practice**

**Critical thinking,
professional
judgement, and
decision making**

**Promoting
wellbeing,
support, and
protection**

**Working with
complexity in
unpredictable
and ambiguous
contexts**

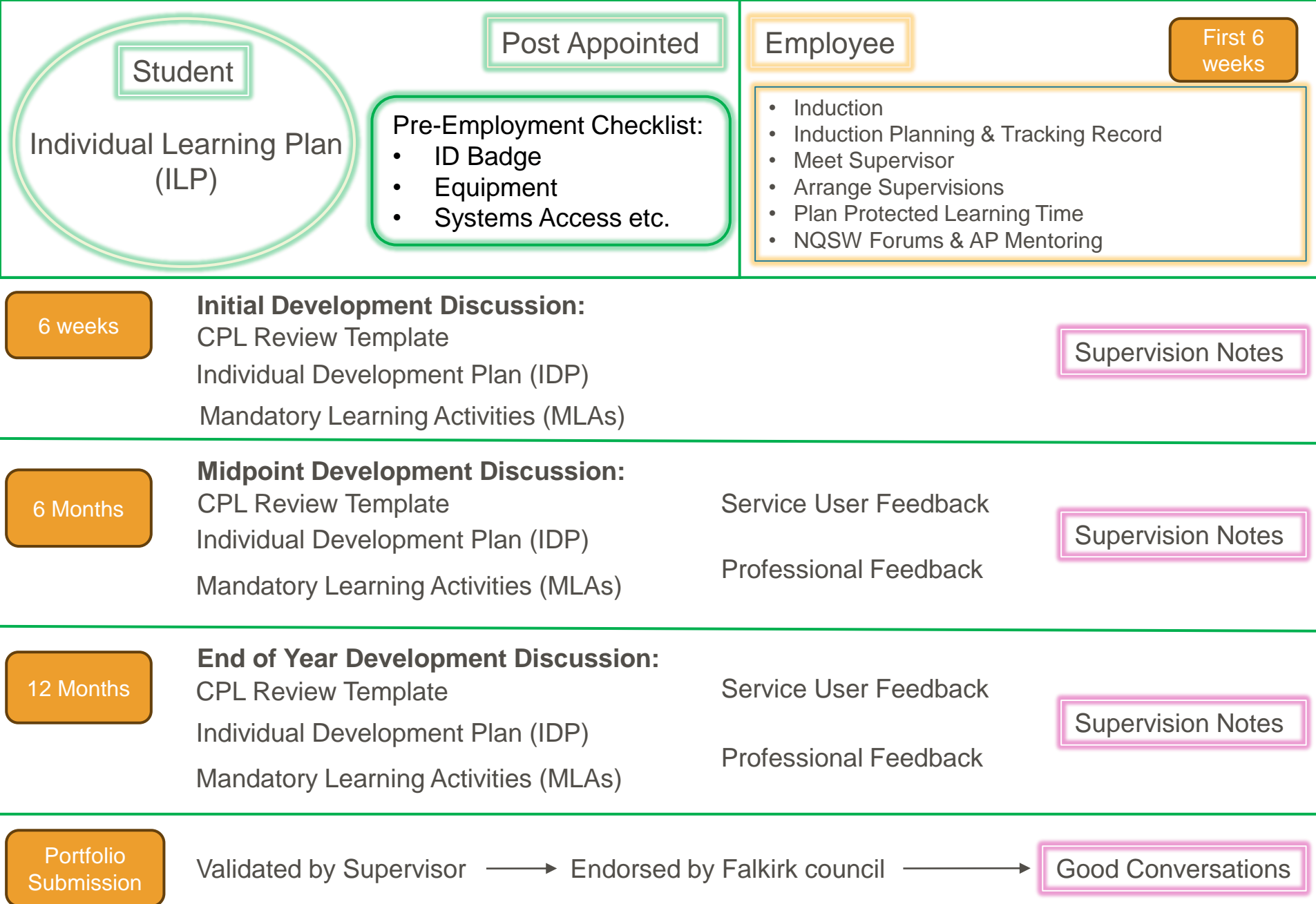
**Use of
knowledge,
research, and
evidence in
practice**

**Self-awareness
and reflexivity**

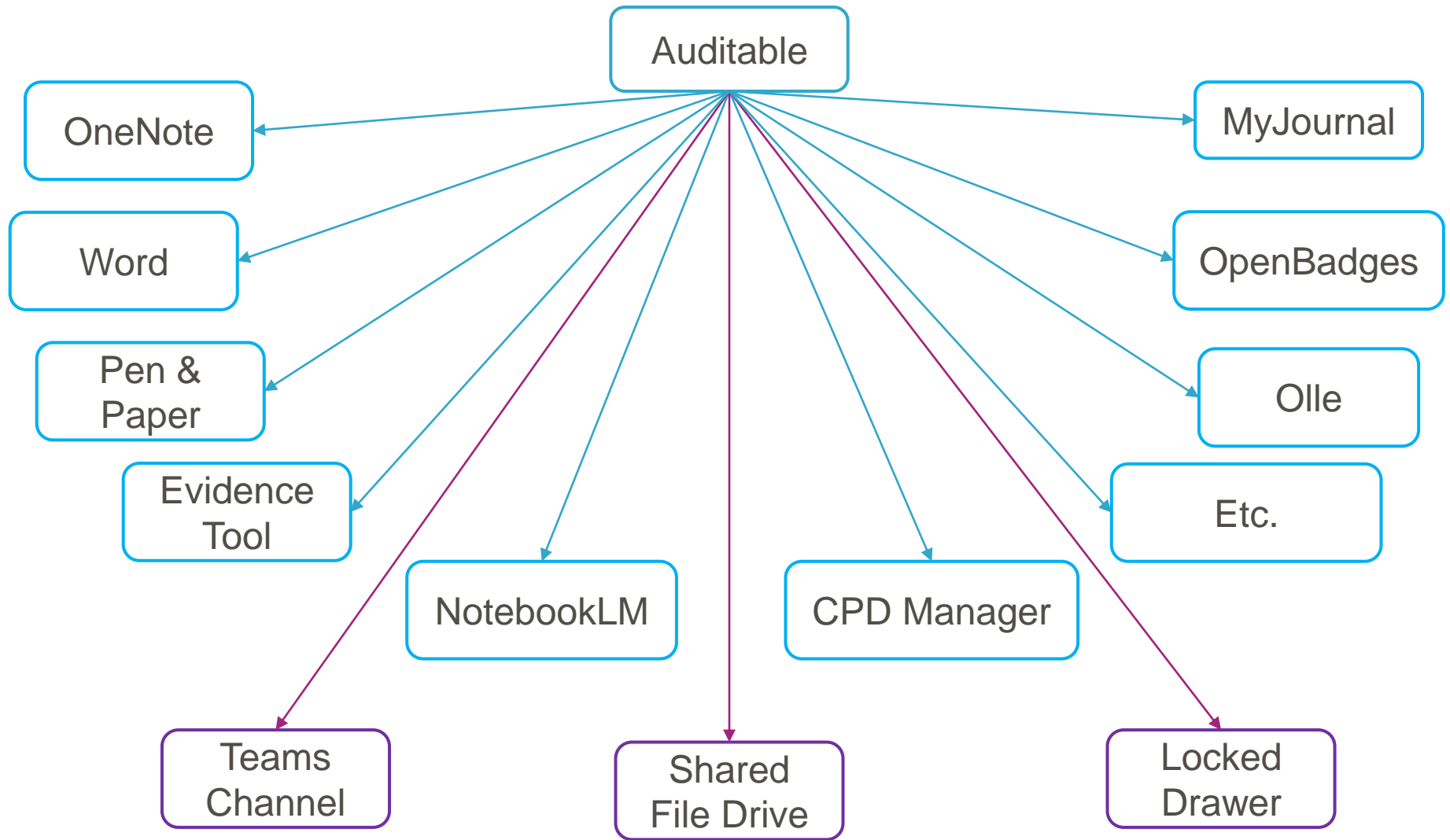
**Professional
leadership**

Mandatory learning activity

Intersectionality and anti- discriminatory practice	Trauma-informed practice	Critical thinking and analysis	Child protection	Working with risk	Using evidence to inform practice	Resilience and wellbeing	Professional identity
Rights based practice	Communication, engagement, and empowerment	Decision making	Adult support and protection	Working with conflict	Applying knowledge of approaches and interventions	Critical reflection and reflexivity	Leadership
Applying knowledge of social inequality and systemic oppression	Relationship-based practice			Professional curiosity and challenge			



Recording & Storing your Mandatory Learning Activities



Managing Change

Change in Supervisor

- Change in Supervisor form to be completed
- Best Practice for handover between Supervisors
- NQSWs and new Supervisors should negotiate how the NQSW best learns, demonstrates learning and stores their learning
- Emphasis on co-production

Change in Employer

Service needs

- Supervisor to make note in their Feedback section.
- Similar themes across all LAs in terms of staffing and resourcing
- No penalties for this

Absence

Performance

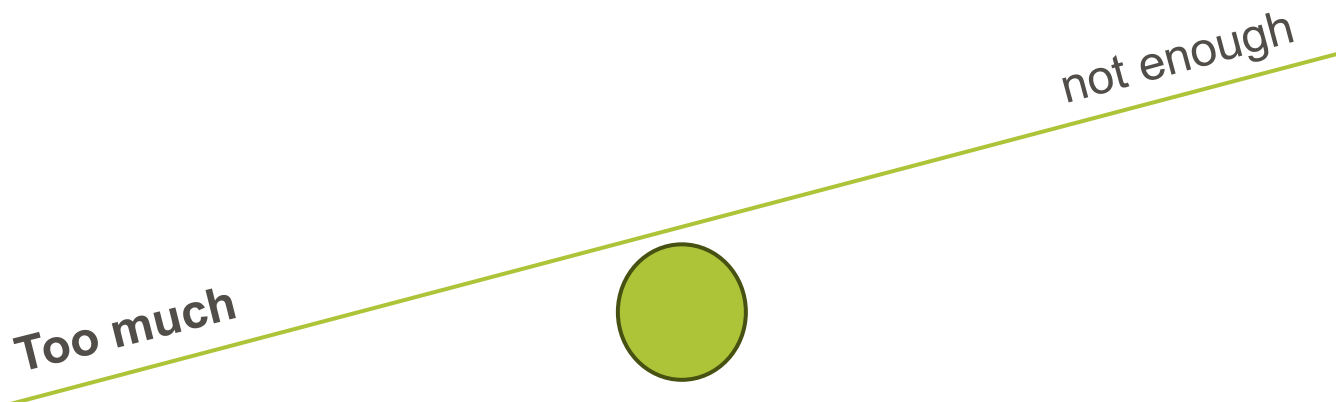
Trauma

It is essential for Supervisors to make note in their Feedback section, including any actions on how to support the NQSW with Absence or Performance needs.

Supervisors and NQSWs should all begin to familiarise themselves with the National Trauma Framework.

Supervisors should book time to attend the Trauma-Informed Supervision training.

Evidencing Learning



Things to consider:

- Authentic
- Using first person statements such as “I am...”
- Takes ownership for learning
- Avoid a scatter-gun approach
- Paragraphs Vs Pages

Individual Development Plan - Examples

Core learning element (no 1-8)	Date added	Learning/ development need	How this will be achieved, include detail of any specific resource or support	Timeframe to complete	Date achieved	Signed off by
		Training	Attend Training (CP,ASP,Trauma,Chronology,etc,)	As needed		

Returned to NQSW with some feedback for them and Supervisor



Individual Development Plan - Examples

First draft

Core learning element (no 1-8)	Date added	Learning/ development need	How this will be achieved, include detail of any specific resource or support	Timeframe to complete	Date achieved	Signed off by
1.		Knowledge of Policies and Legislation	I will <u>familiarise</u> myself with the safeguarding procedures, rules, and policies that are in place at my place of work. This entails becoming aware of the legal frameworks that regulate justice social work, including the Misuse of Drugs Act, the Criminal Justice Act, the SSSC regulations on conduct, and other relevant local Authorities procedures.			

Current

1.	08/11	Knowledge of Policies and Legislation	<p>I will work my way through the Induction Planning and Tracking Record located on the Practitioner's Pages. These will be added to <u>MyView</u>.</p> <p>I will become familiar with Falkirk Council's policies and the legislative basis of Justice Social Work.</p> <p>I will work my way through agreed Olle Modules to begin developing my understanding of these policies and the legislation.</p>	Over Supported Year (12 months)		
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Mandatory Learning Activities – Examples

Anonymised excerpt of MLA (Element 2.1.2: Trauma-Informed Practice)

2. Reflect on how you use trauma informed approaches in your practice, considering how you actively involve and support the participation of individuals, families and carers.	Timescale: 9 to 12 months Produce a reflective account about <i>trauma informed approaches</i> in your social work practice. Reflect on the social work role within this.	I think we need to be aware that trauma exists for the people we work with and this might mean they don't work with us as we would hope, it can also mean that we don't have the skills to help people in the way we might want to. Everyone should be aware. Of trauma.
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Anonymised excerpt of MLA (Element 1.2.4: Case Recordings in Rights-based Practice)

<u>Child Centred Case Recording</u>	@20/09/2024	Discussion with Colleague Training	<p>The child centred case recording came from a discussion and views of children in care. They expressed wanting more personalised approach to the reports and written in a way that is easier to read. This discussion was with one of the social workers who is in my team but also in the working group for child centred recording.</p> <p>It is the hope by the council that by the 30th of June 2027 that all reports are written in a child centred way.</p> <p>We discussed the importance of opinion and the use of the analysis section of the case note system. And the difficulty of writing person centred if the relationship is not good. It was also discussed that having a overly positive relationship could also cause the writer to be hesitant to put in hurtful information that is ultimately fact in case notes. On this note we looked at a case example where the "poor" example was a case note stating that a child had over 400 interested families looking to adopt but was not successful. where a child centred note example was not as in-depth about the statistics of rejection from prospective foster carers. Ultimately, we agreed that both were appropriately as it is important to highlight that so many families weren't interested as this needs addressed. We agreed that the "poor" case note should be placed in the analysis section because ultimately it is fact, and the numbers shouldn't be hidden even if it is brutal and there should be more substance written in a child centred way around he work being done and to do to supplement this case note.</p> <p>This way of writing also helps to prevent the child who reads the notes that they aren't being spoken about behind their back.</p>
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CPL Review Template – Examples







Initial development discussion

Please review [Core learning elements for social workers: newly qualified social worker \(NQSW\) descriptors](#)

NQSW self-assessment

Please complete the following self-assessment and share with your supervisor in advance of the development discussion. The self-assessment will be critically reflective in nature.

Rate how confident you are that you demonstrate each core learning element in practice on a scale of 1 – 10 with 1 (lowest) and 10 (highest) level of confidence.

Core learning element	01  Ethics, values and rights-based practice	02  Communication, engagement and relationship-based professional practice	03  Critical thinking, professional judgement and decision making	04  Promoting wellbeing, support and protection	05  Working with complexity in unpredictable and ambiguous contexts	06  Use of knowledge, research and evidence in practice	07  Self-awareness and reflexivity	08  Professional leadership
Confidence in demonstrating core element in practice on a scale of 1-10	4	5	4	5	3	4	4	4

Excerpt from Initial Development Discussion:

Regarding Critical Thinking, Professional Judgement, and Decision-Making (4), I rated slightly lower as I recognize a need to sharpen my analytical approach when faced with complex cases. While I feel confident in my decisions, there is room to enhance my adaptability when under time constraints or facing high-stakes choices. The same rating applies to Ethics, Values, and Rights-Based Practice (4) and Self-Awareness and Reflexivity (4). I consistently integrate ethical principles and prioritise rights-based approaches, yet there is always an opportunity to deepen my understanding of diverse perspectives. Through regular reflection and feedback, I strive to understand biases and adjust my approach to more fully align with ethical standards.

Sampling Process

Mid-point Sampling will begin in February 2025 onwards & End of Year Sampling will begin over the summer

SSSC will undertake “cluster sampling” of all identified NQSWs in Falkirk.

SSSC will be looking at:

- Understanding of the process
- Quality of Self-Assessment, and developmental feedback from Supervisors
- Use of Individual Learning Plans & Individual Development Plans in learning, and that NQSWs and Supervisors are planning learning
- Types of evidence being gathered

This will all contribute towards actions to consolidate or improve understanding going forward.

This is intended to be a supportive process

Examples of Sampling

Section	Keep this up. Score - 2	Make some adjustments. Score - 1	Needs immediate attention/ input to check understanding. Score - 0
Form completion	All relevant sections complete, accurate and up to date.	Some sections complete, accurate and up to date.	Limited completion – critical information missing.
Critical self-assessment	Critical self-reflection across all core learning elements and clear rationale for confidence scores.	Self-reflection across some of the core learning elements, lack of criticality and/ or rationale for confidence scores not clear.	Self-reflection missing across most/all of the core learning elements, lack of criticality and/ or rationale for confidence scores not clear or missing.
List or link to learning activity	Clear overview learning engaged between reviews. Links with IDP	Some overview learning engaged between reviews. Limited links with IDP.	Information duplicated or missing. No correlation with IDP.
Developmental feedback from supervisor	Clear feedback to NQSW on areas of strength, consolidation and development across all core learning elements and clear rationale for this.	Feedback to NQSW on areas of strength, consolidation and development across some core learning elements and unclear/ limited rationale for this.	Developmental feedback to NQSW missing across most/all of the core learning elements and/ or lack of rationale for any feedback.
Multisource feedback	Plan in place to capture feedback and/ or incorporated into developmental feedback.	Limited reference to capturing feedback and/ or incorporation into developmental feedback.	Multisource feedback not referenced.

Employer Support Elements

Section	Score 2	Score 1	Score 0
Supervision arrangements	Formal arrangements and/or policy in place aligned to definitions of employer support.	Informal/ team level arrangements in place broadly aligned to definitions of employer support.	No information provided/ support not available.
Mentoring/ peer support arrangements	Formal arrangements and/or policy in place aligned to definitions of employer support.	Informal/ team level arrangements in place broadly aligned to definitions of employer support.	No information provided/ support not available.
Workload arrangements	Formal arrangements and/or policy in place aligned to definitions of employer support.	Informal/ team level arrangements in place broadly aligned to definitions of employer support.	No information provided/ support not available.
Protected learning time arrangements	Formal arrangements and/or policy in place aligned to employer support document.	Informal/ team level arrangements in place broadly aligned to definitions of employer support.	No information provided/ support not available.
Critical self-assessment	Critical self-reflection across all core learning elements and clear rationale for confidence scores across all review stages.	Self-reflection across some of the core learning elements, lack of criticality and/ or rationale for confidence scores not clear.	Self-reflection missing across most/all of the core learning elements at all/ most review stages, lack of criticality and/ or rationale for confidence scores not clear or missing.
List or link to learning activity	Clear overview learning engaged between reviews. Links with IDP	Some overview learning engaged between reviews. Limited links with IDP.	Information duplicated or missing. No correlation with IDP.
Developmental feedback from supervisor	Clear feedback to NQSW on areas of strength, consolidation and development across all core learning elements and clear rationale for this.	Feedback to NQSW on areas of strength, consolidation and development across some core learning elements and unclear/ limited rationale for this.	Developmental feedback to NQSW missing across most/all of the core learning elements and/ or lack of rationale for any feedback.

Mandatory Learning Activities

Mandatory learning activity	All elements complete	Type of evidence	Must see evidence	Quality of evidence (score 0-2) See rubric
1.1	Y/N		Personal reflection	
2.1	Y/N		national trauma training resource appropriate to role	
3.1	Y/N	IRISS module	Writing analysis in social care	
4.1	Y/N	Child Protection	Mindmaps	
4.2	Y/N	Adult Protection	Mindmaps	
5.3	Y/N		Acting as a critical friend	
6.1	Y/N		SSKS Open Badge/ Navigating Evidence reflective tool	
7.1	Y/N		Share learning with colleagues	
8.2	Y/N		SSSC Frontline Worker Leadership Capability Feedback Tool and workbook	