

# **Anonymised Exemplar: Continuous Professional Learning Review Template**

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## Supervision Arrangements:

My supervisor and I began meeting on a weekly basis for the first few months of settling in. This was a generic check-in to ensure I was managing and to offer any extra guidance needed. This was in addition to formal supervision scheduled every 4 weeks where we have a more in-depth meeting around my overall wellbeing, professional development, and allocated cases.

My supervisor is also available if needed out with supervision times. Further support is offered from the wider team should my supervisor be unavailable. This includes other team managers, assistant team managers, advanced practitioners, and colleagues.

Supervision is given for 1.5hrs every 4 weeks and is arranged well in advance. Supervision is carried out by my supervisor Assistant Team Manager \_\_\_\_.

There is a standing agenda which covers my wellbeing, review of tasks/actions from previous supervision, development and training, team issues, practice issues, health and safety, HR issues, budget issues and annual leave/flexi/toil. I also have the opportunity to bring anything I would like to discuss to supervision.

The second part of supervision usually involves case discussion to establish where I am with each case I have and what my plan is and actions are for each case going forwards. This is also where discussion takes place about any new cases I am to be allocated and about my feelings regarding workload and how I am coping.

I had weekly supervision with my line supervisor \_\_\_\_ from January 2024 for the first few weeks which then moved on to fortnightly and then monthly. There was then the SSSC downtime in March, restructuring that came in place in June 2024. I had then phoned SSSC in October to request when my SSSC Record of Achievement was due and I was informed that my registration must have been deleted during the downtime and I would need to re-apply, which I then informed the Practice Learning Assessor & NQSW Supported Year Coordinator.

However, due to the changes in team and management role, I have a new supervisor who has continued monthly supervision with me. I am supported by the wider management team including the Assistant Team Managers and Team Managers.

- Progress will be monitored on an ongoing basis through contact with the programme co-ordinator/manager.
- We will meet once every month.
- Meetings can take place face-to face, via MS Teams or by telephone.
- Each meeting will last a minimum of one and a half hours and a maximum of two hours.
- We agree that the mentor's role is to:
  - Jointly manage one-to-one meetings providing individualised support and guidance.
  - create a safe learning environment
  - facilitate the development of the relationship
  - support the in identifying professional learning and development goals and reviewing progress
  - give of the NQSW responsibility for their own learning
  - contribute to the monitoring and evaluation process.
- We agree that the NQSW role is to:
  - work with supervisor to develop a personal action plan and set own learning goals
  - engage in regular review of progress and update their action plan as required
  - keep joint records of the meetings
  - contribute to the monitoring and evaluation process.
- We agree that the content of these meetings will be confidential.
- The supervisor agrees to provide feedback to their mentee which is specific, timely, genuine, objective, and forward-looking.

## Mentoring / Peer Support Arrangements

I am offered ongoing support by my mentor \_\_\_\_\_ who is an advanced practitioner. Having a mentor provides me with ongoing shadowing opportunities and the chance to collaborate on cases that I don't have experience or feel confident with. This is mainly because \_\_\_\_\_ is still a practicing social worker, this differs to my supervisor's role who does not have her own caseload, however, does oversee and support those who do. \_\_\_\_\_ is available if I need support in the office or over the phone. We are in regular contact about the cases we work on together and I am aware if any further advice or guidance is needed, she will offer this whenever possible.

I will also attend the NQSW Forum.

I have an advanced practitioner within my team who is my allocated mentor. We have an agreement to meet on a more casual basis fortnightly to catch up on how things are going in terms of cases and general wellbeing also. My mentor will be my go-to person in the office if I have any queries or need any support with anything and there will also be opportunity to shadow them to home visits, CP visits, meetings, hearings etc.

I will also attend the NQSW Forum.

- Meeting with mentor at least once a month briefly prior to meeting with supervisor.
- Mentor should provide opportunities for shadowing.
- NQSW should seek other shadowing opportunities and not rely on mentors.
- Mentor should provide a pastoral role in the transitioning to social worker.
- Mentor should check in on NQSW.
- NQSW should check in on mentor.
- Discussion for learning should be encouraged around the workplace in general conversation and not have to take place in a formal meeting environment. Decisions should be considered and discussion with manager should always take place around decisions that require managerial advice.

## Workload Arrangements

- My workload will be regularly monitored, with ongoing discussions to ensure I am managing the volume effectively.
- Adjustments will be made as needed, either increasing or decreasing my caseload based on my capacity.
- Management will assign me a variety of cases, ensuring I gain exposure to different needs, age groups, and situations.
- For cases beyond my current expertise, I will have opportunities to co-work with more experienced colleagues to support my learning.
- Over time, I will be assigned cases of increasing complexity as I develop more experience.

Criminal Justice Social Work Reports, Breach reports, Community Payback Order progress reviews, LSCMI assessments, SARA V3 assessments, SA07 assessments, Departmental reviews, Case transfers, Deliver Caledonian 1:1 pre-group work programme to clients, Home Detention Curfew reports, Attend MARAC meetings, Attend MATAC meetings, Cover Duty, Attend meetings regarding clients who are in prison-ICMs (initial client meeting), Attend Parole Hearings for clients, Make referrals to specialist agencies, Supervising Community Payback Orders and licences, including those with additional requirements including the Caledonian Group Work Programme.

My workload initially began small and has slowly increased in volume and complexity as time has gone on. At times I have felt that my caseload has been too high and was more complex than I felt qualified to cope with. My colleagues and Assistant Team Manager have checked in with me and supported me by giving me space to debrief and provided advice on how to reduce my workload. At this time, I set up regular check ins with \_\_\_\_\_ and I felt supported in terms of my health and well being and advice on managing my workload. Six months into this job and my caseload is forty-nine clients. Nine of these clients are in custody, and there are four clients who work with other professionals, and I oversee the case. Some of the clients are court reports, some are supervision orders and statutory throughcare. These client's range in level of risk and frequency of appointments, some of the clients attend weekly, fortnightly and monthly depending on their level of risk and how far they are into their order. My Supervisor plays a key role in assessing my case load at supervision sessions, and how we can reduce it. I have a strong sense of trust and confidence in my Supervisor, knowing that they advocate for my professional capacity and well-being. They actively engage with those responsible for allocating cases and have communicated that I am currently at full capacity. As a result, we have established an agreement that any new case allocations must be first discussed with my Supervisor and require their approval based on my existing caseload and capacity. This structured approach ensures that I can provide effective support to my clients while also maintaining a manageable caseload.

Duty, S23 Assessments, Family time, Family visits, School visits

My workload began small with mandatory online training. The volume has gradually increased with the above-listed tasks that is quite rewarding. I feel this has been at a pace that suits my development. Through my weekly supervision, I discuss cases, reflect on practice, and address challenges with my supervisor. These sessions provide a safe space for me to explore ethical dilemmas, emotional impacts, and decision-making processes. My supervisor has helped me to prioritize cases, develop strategies for complex situations, and ensure I'm meeting professional standards. Constant feedback after the supervision has supported me to identify areas for improvement and build confidence in my practice.

Feedback from my supervisor helps me identify areas for improvement and build confidence in my practice.

Supervision ensures I'm adhering to policies, procedures, and ethical guidelines while maintaining a client-centered approach.

Offender supervision requirements, Departmental Case Review, Community Payback Order progress reviews, SARA V3 assessments, Home Detention Curfew reports, Attend MARAC meetings, Attend MATAC meetings, Cover Duty, Attend meetings regarding clients who are in prison-ICMs (initial client meeting), Attend Parole Hearings for clients, Make referrals to specialist agencies, Justice social work report (JSWP), Level of Service/Case Management Inventory (LSCMI) risk assessment, Justice Social Work Clinic, Breach reports.

My workload started small and has progressively increased in both volume and complexity over time. This gradual growth has been beneficial, allowing me to develop my skills and confidence at a manageable pace. Progression has supported my professional development by giving me the opportunity to build my capacity while ensuring I can provide a high standard of support to service users.

Through these supportive interactions, I have learned the importance of setting boundaries, recognising when to seek help, and utilising reflective practice to manage stress.

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## Protected Learning Time Arrangements

I will be afforded protected learning time of half a day or a full day a fortnight depending on specific arrangements. I have spoke about spending time in other teams such as integrated mental health team, integrated learning disability team and the hospital team to widen her understanding of specialist services. This time may also be used to shadow colleagues and enhance understanding of different processes including Adult Support and Protection.

I will also have access to the monthly Newly Qualified Support Group.

1 day every fortnight to work on NQSW portfolio.

Attending NQSW forums.

I am allocated half a day, one day per week for protected learning. This could be taken any day based on the situation in the office and staff availability. The half day off is scheduled in advance and agreed upon with my supervisor/manager to ensure coverage of work responsibilities. During this time, I get disconnected from work related tasks and focus on personal learning and updating my individual learning plan, individual development plan, continuous professional learning and research on materials that are relevant to support my professional development.

## Self-Assessments and reflections

| Core learning element | <br>Ethics, values and rights-based practice | <br>Communication, engagement and relationship-based professional practice | <br>Critical thinking, professional judgement and decision making | <br>Promoting wellbeing, support and protection | <br>Working with complexity in unpredictable and ambiguous contexts | <br>Use of knowledge, research and evidence in practice | <br>Self-awareness and reflexivity | <br>Professional leadership |
|-----------------------|-------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
|                       | Confidence in demonstrating core element in practice on a scale of 1-10                                                       | 6                                                                                                                                                           |                                                                                                                                                    | 7                                                                                                                                  |                                                                                                                                                        | 6                                                                                                                                          |                                                                                                                       |                                                                                                                |

Example 1:

### Ethics, Values, and Rights based practice (rated-6)

Although I have generic knowledge of social work ethics, values, and rights-based practice, I recognise that I still need to work on elements of this, particularly when implementing into day-to-day practice. For example, a service user's right to autonomy and empowerment is something that I am aware of and a firm believer of, but not entirely confident that I exercise this in practice as often as I should. Through reflection, I have been able to see that I often jump to the "rescuer" role and appear to be a reactive practitioner at times. Albeit with good intentions and belief that I am 'helping' a service user, I should be more mindful that this is de-skilling those I work with and increasing the chance of unhealthy dependency. It is important that I learn how to offer support and guidance to people, without feeling the urge to act immediately and reduce the impulse to do things for them, rather than with them. Through ongoing supervision sessions, open discussions within the office, and shadowing opportunities, I feel I can reduce reactive practice and feel more assured that I am doing what is best for the service user.



#### Examples 2:

On the other hand, I chose 7 for **use of knowledge, research and evidence in practice (Core 6)**. I have changed that to 6, despite enhanced trauma training, research on poverty awareness and an overview on Safe and Together training during my studies at university, choosing 6 I feel this is a realistic score because I am continually learning, analysing situations. Supervision allows me to have a clearer focus and reflection, linking my theory to practice. I feel I need further time to develop my analysis within written assessments that are grounded within evidence-based practice and concise. However, I do make use of asking peers to share their assessments and reports to improve my written skills. I am keen to do some form of training in report writing that aligns with my role in adult services. This was identified in my ILP at university and something that I am keen to improve on. I feel some of this comes from shifting from my previous role where I have developed fixed practices, and this will take time for me to improve and shift existing performances to more professional and assertive writing styles. One strength I do have is supporting people to develop their own outcomes and focusing on their existing skills and building on new ones, to maintain their independence and build their resilience.

#### Examples 3:

Promoting wellbeing, support and protection (7) is a skill I have developed by using it in my daily practice with service users. I have developed this skill by developing safety plans, attending risk management meetings such as MARAC and MATAC, and meetings with the Parole Board to discuss release of prisoners and using justification for this. An example of this occurred when a client arrived at a supervision appointment visibly distressed and struggling with their emotions. As this person has a history of attempts of taking their life, I felt I needed to do everything in my power to support him and ensure his safety. I consulted with his previous worker for advice and then consulted with our Community Psychiatric Nurse (CPN) for advice. The CPN also agreed to have an appointment with him after our supervision appointment. Additionally, with the clients' consent I called his mental health nurse from his GP surgery- I shared my concerns and confirmed when his next appointment with her was. While I usually make our appointments 30minutes long, I recognized that we would need a longer appointment, so I made time for this. I provided a space where they could express their thoughts and feelings. I ensured that I demonstrated care, respect and compassion. We discussed a safety plan for the next week; I wrote down his next appointment with his nurse and took time to highlight all the good work he is doing on this order. By the end of the session, the client appeared visibly more positive and settled. This approach strengthened our professional relationship, reinforced trust and supported their well-being. I believe I am good at building genuine, trusting relationships with service users. I aim to be consistent with demonstrating empathy, and active listening, to ensure people feel heard and valued. This approach ensures that I am maintaining professional boundaries, while remaining accessible to and supportive. Feedback from colleagues and service users is that they see me as someone who is reliable and dependable, feedback has included that I offer calm, clear guidance during times of stress and uncertainty. In practice, I help others by empowering them to develop practical skills, such as problem-solving and decision making. I am keen to further develop my leadership skills, particularly in areas of advocacy and I can do this by working within the policies and standards, and experience. Additionally, I'd like to develop self-care practices further, acknowledging that a well-supported/ rested social worker is best placed to support others.

## Linking or Listing Relevant Evidence of Learning

**Support:** For guidance on linking any documents where you record your CPL please contact [dean.mcgrandles@falkirk.gov.uk](mailto:dean.mcgrandles@falkirk.gov.uk) or contact ICT on 01324 501550 for guidance.

Use this space to list or link to relevant evidence of learning relevant to your self-assessment. This could include evidence from the mandatory learning activity, formal training and/or informal learning and examples from practice.

Link to [Mandatory Learning Activities Evidence Gathering Tool](#)

Use this space to list or link to relevant evidence of learning relevant to your self-assessment. This could include evidence from the mandatory learning activity, formal training and/or informal learning and examples from practice.

[Supported Year Evidence Tool](#)

[Decision Making Scenario SSSC Badge.pdf](#)

[Olle – Learning History](#)

[Mandatory Learning Activities Workbook](#)

## Supervisor's Feedback

### Example 1:

\_\_\_\_\_ has evidenced in a short space of time that she is an excellent worker who has a solid value base. \_\_\_\_\_ takes responsibility for her own learning and has been clear within supervision where her interests lie and where she feels she requires more knowledge. \_\_\_\_\_ is proactive in seeking out learning opportunities within the team by linking in with colleagues and is accessing a range of training.

\_\_\_\_\_ demonstrates excellent skills in relationship-based practice and I am not always sure that she is aware how good her skills are in this area. \_\_\_\_\_ has had positive feedback from families and from other professionals due to the relationships she has built. \_\_\_\_\_ can under-estimate how valuable relationship-based practice is to achieving positive outcomes and progressing plans for families.

An area for development for \_\_\_\_\_ is that she can lack in confidence which can cause her to second guess her assessments and her decision making. \_\_\_\_\_ requires ongoing support to help her in this area as she is showing that she is an intuitive practitioner who has a good understanding of risk however her lack of confidence means she is sometimes unsure if she is on the right path meaning she requires a lot of reassurance from her supervisor. \_\_\_\_\_ requires to build her skills in managing differing views of professionals and taking ownership of her own assessment in these situations. I am hopeful that through supervision and by providing \_\_\_\_\_ with varied learning opportunities that her confidence will grow and she will become more assertive and able to articulate her assessment in an evidence-based way.

\_\_\_\_\_ clearly has strong skills and an interest in supporting those who have experienced domestic abuse. However, as a children and families social worker \_\_\_\_\_ will be required to work closely with perpetrators and this will likely challenge her own values and beliefs. \_\_\_\_\_ has been reflective about this in supervision and this is something that will continue to be explored with \_\_\_\_\_ when working with perpetrators to promote reflective practice and ensure fair and robust assessments.

## Example 2:

\_\_\_\_\_ confidence has continued to develop over the course of her supported year and is becoming less reliant on seeking reassurance and guidance in respect of decision making out with formal supervision sessions. \_\_\_\_\_ demonstrates increased autonomy. \_\_\_\_\_ has acknowledged this herself and reflected upon this within supervision, discussing the impact of her professional identity and the transition from student to social worker. The feedback received from the Assistant Team Manager overseeing \_\_\_\_\_ practice on duty has commented on increased confidence over the course of her supported year and that she is now demonstrating good use of professional judgement and autonomy when responding to risk and prioritizing required interventions.

It has been helpful receiving feedback from her mentor who has also commented on this, highlighting that \_\_\_\_\_ would benefit from further opportunities to develop her confidence, including leading on multi-disciplinary meetings and engaging in complex discussions that require a level of problem solving. As \_\_\_\_\_ supervisor I have chaired two Adults with Incapacity Case Conferences for her allocated cases, and I have provided \_\_\_\_\_ with positive feedback regarding her professionalism and ability to engage in discussions and contribute towards agreeing identified outcomes. \_\_\_\_\_ has reflected on these meetings within supervision and recognizes a degree of apprehension when it comes to discussing potential interventions available under Adults with Incapacity (AWI) legislation. Reassurance has been given about the expectations of a newly qualified worker and that as \_\_\_\_\_ gains further experience of working within the parameters of AWI legislation, her confidence and ability to navigate such discussions will increase. Ongoing exposure to key social work legislation such as Adults with Incapacity (S) Act 2000, Adult Support and Protection (S) Act 2007 and Mental Health Care and Treatment (S) Act 2003 will continue to afford confidence in this area.

Ongoing areas of strength for \_\_\_\_\_ include her awareness of being trauma informed and understanding power dynamics when working with people who use services. This was an area which her mentor commented on within his feedback, detailing that \_\_\_\_\_ was mindful of this when working with a man experiencing multiple vulnerability factors. When undertaking this work \_\_\_\_\_ was careful not to overwhelm this gentleman and intervene at a pace that did not cause unnecessary distress.

It is important to note that \_\_\_\_\_ colleagues will often seek her out for advice and guidance due to her many years of experience working with service users experiencing mental health, self-neglect and hoarding. \_\_\_\_\_ is keen to share her knowledge and in doing so demonstrates good leadership skills. \_\_\_\_\_ also demonstrates excellent self-awareness skills and utilizes supervision well to reflect and explore areas for development. \_\_\_\_\_ has been paying particular interest to the different approaches, interview styles and writing styles that her colleagues share with her when shadowing them. In doing so, \_\_\_\_\_ is exploring and developing her own style of working and putting together her own social work 'toolbox'.

An area previously highlighted at \_\_\_\_\_ initial development discussion was a need to work on developing her risk assessment and analysis within assessments. \_\_\_\_\_ has been making great strides with this, and her assessments are more concise and evidenced based. \_\_\_\_\_ demonstrates good use of professional curiosity and critical thinking which is shown in her assessments.

### Example 3:

\_\_\_\_\_ appears to be a keen learner and although in the very early stages of his role as a social worker he has immersed himself in learning opportunities in the team. \_\_\_\_\_ has good self-awareness and has been reflective of some of the barriers he may face as a NQSW in his role particularly with challenging parents. \_\_\_\_\_ has also been reflective about being a male worker and how this could create challenges for vulnerable females who have experienced domestic abuse. \_\_\_\_\_ has acknowledged this is an area he would benefit from further training on and would also benefit from shadowing other male workers to get a sense of how they manage this dynamic. \_\_\_\_\_ has further been reflective about that he is working and living in his local area. \_\_\_\_\_ has been able to think about how he would manage situations of coming into contact with service users who he might know and has been able to think how this would impact on both them and on him.

\_\_\_\_\_ is demonstrating that he has the beginnings of the skills and knowledge required to be a children and families social worker and as he builds on his experience his skills and knowledge will grow alongside.

\_\_\_\_\_ will requires to develop his knowledge on child development to support his assessments in relation to parenting capacity and observing parent-child interactions. At present \_\_\_\_\_ requires to check out with colleagues, mentor and supervisor about what to expect from children and their parents to help him make sense of situations. As \_\_\_\_\_ becomes more confident I would expect him to seek this guidance less.

\_\_\_\_\_ has limited experience in managing risk and decision making and this is an area that he will be expected to show some autonomy in as he progresses through his NQSW supported year. Currently \_\_\_\_\_ is checking out information with those around him and is keen to get things right which is understandable for his stage in his career. Through his casework \_\_\_\_\_ will be given opportunities where he can build on his skills to take ownership of risk assessments and children's plans and this will help \_\_\_\_\_ to become more confident in his abilities.

An area that \_\_\_\_\_ will need to focus on is his professional leadership skills and he recognises this is an area where he probably has the most limitations.

\_\_\_\_\_ will have cases where he will be the lead professional which means he will be responsible for coordinating and managing children's plans. Through this \_\_\_\_\_ will gain experience in taking the lead in multi-agency meetings, challenging others where appropriate and advocating in children's best interests. At present \_\_\_\_\_ requires alot of support in this area from his supervisor and mentor and this will be a key focus to ensure that \_\_\_\_\_ develops the confidence and skills to be an autonomous worker.