# Anonymised Exemplar: Feedback

Please use this as guidance only. It would be a breach of your **Codes of Practice** to plagiarise any of this.



#### **Advice for Feedback:**

- There is a form that can be used to collect feedback from Professionals, and one that can be used to collect feedback from People using Services, heir family and carers.
- Please feel free to use **other methods** to collect feedback from the people you work with. This should not be a one-size-fits-all approach and it's important we get feedback from people form all different backgrounds. Using only the SSSC forms might limit valuable feedback from people who may find these forms inaccessible, and their views are essential.
- Share your feedback with your Supervisor positive and negative feedback is important and doesn't necessarily reflect your practice and gives us good opportunities to reflect on our practice and why peoples' views might be shaped.
- Feedback can be sought directly by NQSWs or their Supervisors might find it more authentic to gather feedback from the people that the NQSW works alongside.



#### **Professional Feedback:**

**Example 1**: This NQSW has used their Feedback from Professionals form, and it was shared to a colleague by their Supervisor.

Core learning element	Feedback
<b>Ethics, values and rights-based practice</b> – develop an understanding of and apply ethical principles and values to all aspects of professional practice. Recognise sources and impact of social inequality and systemic oppression. Take action to protect and advocate for human rights and social justice, including development of an anti-racist, intersectional approach.	has an understanding of ethical principles and how to apply them to professional practice has been supportive of service users and made contact with relevant services to support them.
Communication, engagement and relationship-based professional practice – demonstrate knowledge and skills to support effective communication, collaboration and relationship-based practice in a range of settings. Use trauma responsive approaches to actively involve and support the involvement of people, including families and carers to plan, implement and evaluate interventions.	engages really well with service users she has a nice manner and is always prepared and on time for appointments has offered support to service users in crisis and has met with family members where this has been appropriate.
Critical thinking, professional judgement and decision making - develop competence and confidence in applying critical thinking, analysis, research, and best practice to inform professional judgement and decision making in all areas of practice including assessment and review.	has developed in this area in relation to her own professional judgement and this has been evidenced by her confidence in her assessment skills when compiling Court reports where previously she would seek support she may now have a discussion however has a clear assessment in mind.
Promoting wellbeing, support and protection – demonstrate and apply understanding of responsibility to actively promote the wellbeing, support and protection of children and adults at risk of harm, regardless of setting or context.	has demonstrated and applied understanding of responsibility in relation to working with men who commit offences involving domestic abuse and the protection of partners and children in these relationships.
Working with complexity in unpredictable and ambiguous contexts - develop competence and confidence in managing complexity, risk, and uncertainty in professional decision making.	is developing skills in working with complex cases involving domestic abuse, and managing the potential risk. She seeks out support for any issues she has and will ask for discussion about her professional decisions.

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Use of knowledge, research and has attended relevant training and has evidence in practice - develop considered areas where she has less knowledge and confidence in applying experience and sought out relevant training relevant research, policy and that may support her to develop in these legislation to role. Demonstrate areas. 12 has also enjoyed the newly commitment to continuous qualified social workers group and has professional learning and inquiry looked for training to support and develop which supports evidence informed her as a social worker. practice and a wider culture of learning. Self-awareness and reflexivity is self aware and has at points discussed with me that she has found some times more recognise how the demands of professional social work practice affect difficult and stressful. \_\_\_\_ has worked self and others. Develop the use of through this with her supervisor and seems reflexivity to consider what has been more settled and able to consider her own learned and how this learning can wellbeing in the role at the present time. contribute to personal wellbeing and effective and sustainable practice. Professional leadership - develop has made referrals to other agencies, personal and professional authority as had regular contact with children and a social worker including when families social workers, Caledonian women's working collaboratively across agency service and the Justice CPN. and professional boundaries. has settled well into the team and is a Any other comments that you would like to make? supportive colleague.

**Example 2**: This NQSWs feedback only contains areas the professional felt they could give good feedback on. This is absolutely fine and highlights how authentic and specific this feedback is.

Core learning element	Feedback
Ethics, values and rights-based practice – develop an understanding of and apply ethical principles and values to all aspects of professional practice. Recognise sources and impact of social inequality and systemic oppression. Take action to protect and advocate for human rights and social justice, including development of an anti-racist, intersectional approach.	
Communication, engagement and relationship-based professional practice – demonstrate knowledge and skills to support effective communication, collaboration and relationship-based practice in a range of settings. Use trauma responsive approaches to actively involve and support the involvement of people, including families and carers to plan, implement and evaluate interventions.	I observe this as key strength in role: her communication, particularly with the young people she supports (and their parents/carers) is excellent-she displays an empathic, listening approach to her young people, feeding back clear summaries of what is being said and next steps. She holds good professional boundaries with her cases as well as duty referrals, including challenging matters/referral that require directness and clarity from to them.  Her empathic approach echoes her trauma responsive values and techniques.
Critical thinking, professional judgement and decision making - develop competence and confidence in applying critical thinking, analysis, research, and best practice to inform professional judgement and decision making in all areas of practice including assessment and review.	is increasing her skills proportionately in all these areas, with a particular ability to ensure her decision making and thinking is discussed and shared through a supportive structure of colleagues, advanced practitioners and team leaders.
<b>Promoting wellbeing, support and protection</b> – demonstrate and apply understanding of responsibility to actively promote the wellbeing, support and protection of children and adults at risk of harm, regardless of setting or context.	Again this is a real forte of in her child-centered, person-centered approaches to working with a supporting young people. At the same time she identifies factors of risks both reporting these and discussing strategies, ideas, plans, options and next steps (with child welfare and child protection threseholds).

Working with complexity in unpredictable and ambiguous contexts - develop competence and confidence in managing complexity, risk, and uncertainty in professional decision making.	
Use of knowledge, research and evidence in practice - develop knowledge and confidence in applying relevant research, policy and legislation to role. Demonstrate commitment to continuous professional learning and inquiry which supports evidence informed practice and a wider culture of learning.	
Self-awareness and reflexivity -	evidences self-awareness within team,
recognise how the demands of professional social work practice affect self and others. Develop the use of reflexivity to consider what has been learned and how this learning can contribute to personal wellbeing and effective and sustainable practice.	across her openness and dialogue with us.
professional social work practice affect self and others. Develop the use of reflexivity to consider what has been learned and how this learning can contribute to personal wellbeing and	across her openness and dialogue with us.

#### **Core learning element**

**Ethics, values and rights-based practice** – develop an understanding of and apply ethical principles and values to all aspects of professional practice. Recognise sources and impact of social inequality and systemic oppression. Take action to protect and advocate for human rights and social justice, including development of an anti-racist, intersectional approach.

#### **Feedback**

I am \_\_\_\_ Mentor: \_\_\_\_ ethics, values and rights-based practice is evident to me as her colleague and guide (I am an Advanced Social Work Practitioner) when she discusses her approaches to referrals, incoming and existing cases.

\_\_\_\_ is increasingly autonomous in undertaking and performing her role as an investigatory, assessing and supporting Social Work. She uses her training (in both Education and SW), life skills, values, and ethics whilst both always working within a professional remit, protocols, guidance and boundaries whilst sharing with her colleagues and superiors on the challenges and dilemmas inherent in the majority of our cases, to ensure clear strategies and approaches to maintain high levels of Social Work practice towards our customers.

\_\_\_\_ holds a holistic view to referrals/cases based on social demographics of where they live, family structure, school, health needs (in case of any inequality) and more discreet factors such as inequality and discrimination. She references the chronologies of all cases to assess patterns of behavior, risk and engagement with services.

I consistently hear from the young people, parents, carers and support providers working with \_\_\_\_ of how they feel heard and understood by, especially as \_\_\_\_ is high in respect (reciprocal) of said children, carers and supports.

Communication, engagement and relationship-based professional practice – demonstrate knowledge and skills to support effective communication, collaboration and relationship-based practice in a range of settings. Use trauma responsive approaches to actively involve and

\_\_\_\_ is an excellent communicator to children, parents/carers and other professionals. She maintains a clarity of communication, ensuring she is understood, with a calmness and tone that is reassuring to those working with her. This strengthens relationship-based

support the involvement of people, practice and is equally responsive to including families and carers to plan, those who have been impacted by implement and evaluate interventions. varying levels of loss, change and trauma. Critical thinking, professional exercises critical thinking, judgement and decision making professional judgement and decision develop competence and confidence in making effectively on a day-to-day within applying critical thinking, analysis, work. She gathers and triangulates research, and best practice to inform information well and if she is struggling professional judgement and decision with issues of judgement-or simply making in all areas of practice seeking another view from colleagues including assessment and review. with distinct experience-then she finds this. is very good at double checking her work: the views of children and families, clarifying their hopes and aspirations, their fears and concerns all to agree strategies and plans to support and protect them. The work ethic and person-centered approach helps to sustain and enhance \_\_\_\_ role with families, supporting planning as well as making timeous amendments to plans in partnership with others to manage the issues impacting cases. This is transparent decision making in action. \_ is not only a critical thinker but is also a reflective practitioner, thinking deeply about her cases and exploring solutions through research by reading linked theories and strategies relevant to each case. Promoting wellbeing, support and This is a real driver for , particularly protection - demonstrate and apply seen within her discussions about cases, understanding of responsibility to both in team, in multi-agency forums and actively promote the wellbeing, with families is to promote wellbeing, support and protection of children and health, activity, socialization and being adults at risk of harm, regardless of included. setting or context. Working with complexity in competency is confirmed within her unpredictable and ambiguous Senior Managements assessment of her contexts - develop competence and practice that when her cases escalate in confidence in managing complexity, risk and complexities then she has the risk, and uncertainty in professional skills, techniques, communication and decision making. planning skills to be kept on these cases. Any case raising challenges, questions and dilemmas for then she seeks

appropriate support from colleagues,

	Advanced Practitioners, Team Leaders and specialists.
Use of knowledge, research and evidence in practice - develop knowledge and confidence in applying relevant research, policy and legislation to role. Demonstrate commitment to continuous professional learning and inquiry which supports evidence informed practice and a wider culture of learning.	I have explored in some depth research methods as, uniquely and reassuringly, within supervision and mentoring, she presents her research methods. She has a particular interest in theories, ideas, approaches, and system strategies to manage non-school attendance-both a concern in this area which is highly reflective of issues impacting young people on her caseload.
Self-awareness and reflexivity – recognise how the demands of professional social work practice affect self and others. Develop the use of reflexivity to consider what has been learned and how this learning can contribute to personal wellbeing and effective and sustainable practice.	has strong self-awareness, a premium skill she brings to this team in her support, care and attention to her colleagues and positive dynamics within the team. She is reflexive in her support to colleagues on majority cases requiring joint support, but her autonomy means she is busy effectively managing her own case work is more quiet, intimate, and personcentered in her support and advise to teammates-which in turn is really valued by us all.
Professional leadership - develop personal and professional authority as a social worker including when working collaboratively across agency and professional boundaries.	This is growing incrementally across her time served within the team, work place and all areas we work in and is now so clear that should be presented with more opportunities/training to build her leadership and organizational skills.
Any other comments that you would like to make?	

There is a lot of evidence of their practice and professional development contained within the email.
"Hi
Hope you are well. I wanted to email to make you aware of some excellent practice from a newly qualified social worker,who works within the We had a Child Protection Planning Meeting and Looked After Away From Home Review yesterday for a 10-month-old baby who has been on the CP Register since prebirth and in foster care since around 6 weeks old became the second worker in May and the allocated social worker is currently off sick has been supported by one of the AP's within the team due to this being child protection.
attended the meeting yesterday and produced a really good, robust, informed and balanced PCA – it was clear how much work she had put into this in such a short period of time. She attended the meeting yesterday and was clear in her assessment about the risks and the importance of progressing with the baby's longer-term plan, whilst being sensitive and supportive to the difficulties that has faced.
I just wanted to highlight this area of good practice, particularly from a worker who is new and given the pressures on locality teams.
Thanks
Child Care Review Coordinator"

**Example 4:** This NQSW has recorded an email from an experienced colleague who has praised their practice.



# Feedback from people who use services, their family, and carers:

**Example 1**: This NQSW arranged for their Supervisor to reach out to a person accessing the service to get feedback.

Did the social worker get your permission in advance for me to contact you?	Yes she discussed with me her manager phoning me.
Does the social worker arrive on time? If they are delayed, do they contact you to let you know?	is always on time she is reliable.
Are you clear why the social worker meets with you?	Yes as part of my Court order.
How well prepared is the social worker for their meeting with you?	always has things ready for my appointments if they are needed.
Does the social worker listen to you and take on board your views and wishes?	Yes, and if anything happens to me I text her and let her know. She always returns my calls and messages.
Does the social worker explain their assessments/ recommendations/ decisions and why they think this?	Yes, always keeps me informed. I am on a license and I am aware of what has to do.
Does the social worker explain their written assessments and reports and help you prepare you for meetings?	Yes she always explains things to me.
Any other comments that you would like to make?	is very understanding and she is very helpful.



#### Example 2:

Did the social worker get your permission in advance for me to contact you?	Yes
Does the social worker arrive on time? If they are delayed, do they contact you to let you know?	Yes
Are you clear why the social worker meets with you?	Yes, we requested the assistance and he has answered all of our concerns
How well prepared is the social worker for their meeting with you?	Good communication before and after meetings
Does the social worker listen to you and take on board your views and wishes?	Yes
Does the social worker explain their assessments/ recommendations/ decisions and why they think this?	Yes
Does the social worker explain their written assessments and reports and help you prepare you for meetings?	Yes, however the reports are too long and repetitive and would be easier if summarised
Any other comments that you would like to make?	is very efficient and put meetings in place quickly for all services involved which had great results for us and our child



#### Example 3:

Did the social worker get your permission in advance for me to contact you?	Yes the social worker did ask me in advance.
Does the social worker arrive on time? If they are delayed, do they contact you to let you know?	Yes arrived on time as we had arranged.
Are you clear why the social worker meets with you?	Yes, did explain to myself and my elderly Aunt and Uncle the purpose of her visit.
How well prepared is the social worker for their meeting with you?	was well prepared for our meeting.
Does the social worker listen to you and take on board your views and wishes?	Yes listened patiently and with kindness to both myself, my cousin and my Aunt and Uncle.
Does the social worker explain their assessments/ recommendations/ decisions and why they think this?	Yes explained everything to us regarding the assessment she was completing and the recommendations she would make.
Does the social worker explain their written assessments and reports and help you prepare you for meetings?	. N/A yet as has not completed her report and recommendations.
Any other comments that you would like to make?	As a family we have only met with once to discuss and begin to plan a way forward for support with care and respite for my Aunt and Uncle was very kind, patient and understanding of the situation and explained how she would be moving forward with the assessments and recommendations.



"Hello and
I wanted to take two minutes to give some positive feedback's carers cannot praise your work highly enough and feel this is the best team around the child they have had in their entire fostering journey.
Well, this speaks loud on the skill and consistency from and whoever else if part of the team around the child. Please pass my thanks to them too. I am sure we are never short of challenges, but it is important to be seen and recognised for the good work.
Thank you for your approach to supporting and working with fostering families.
Kindest regards,
" ——
<b>Example 5:</b> This NQSWs working relationship with Grandparents which was captured by another professional who was also seeking feedback:
"I just wanted to highlight some positive feedback received at a RLAAFH review on, I have just signed off the minute and plan which reminded me to do so. It was a review for, who are living with their grandparents, I reviewed the children in when it was clear that there had been a significant amount of drift and lack of involvement with Social Work due to staff shortages. Since this time there has been a real concerted effort by the allocated social worker and kinship care worker to progress things and the grandparents are now approved kinship carers having gone to a panel in, which as we know provides the children with a level of security.
Below is taken form carers report, I thought it was worth sharing and celebrating when positive feedback is received (we all know it doesn't happen enough):
The recommendation from the last review was to assign an allocated worker and to keep in regular contact with the family. In my opinion has worked exceptionally well for all members of the family and this coupled with ongoing support from the Kinship Team have been really supportive and valued by us.
In my opinion both these services are a credit to Falkirk Council, placing the child and family first.
I spoke about the praise within the review with the workers, and but thought as their line managers you should be aware too.
Thanks,"

**Example 4**: This NQSW had feedback relayed from Foster Carers via their Social Worker who highlighted the

positive work undertaken by the NQSW:

