

Guide to meeting Newly qualified social worker (NQSW) continuous professional learning (CPL) requirements

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Introduction

This document is part of a suite of resources published to guide Newly Qualified Social Workers (NQSW), supervisors, managers and others involved in supporting NQSWs through the NQSW Supported Year.

It should be read in conjunction with the following documents

- Definitions of employer support 2024
- NQSW Supported Year overview and guidance
- Core learning elements for social workers: NQSW descriptors and mandatory learning activity

These documents provide detail of all aspects of the NQSW Supported Year and associated registration requirements. All documents are available on the NQSW website at this link www.nqsw.sssc.uk.com.

What are SSSC registration requirements?

Social workers are part of the registered workforce. It is a requirement of Registration that all registered workers maintain a record of continuous professional learning (CPL). The CPL requirements for NQSWs are set out in The SSSC Registration (Number 2) Rules 2024.

The NQSW is responsible for meeting the CPL requirements, usually 12 or 18 months from initial registration as a social worker with the SSSC.

How does this connect with the NQSW Supported Year?

The NQSW Supported Year is a national approach intended to provide consistency to all NQSWs joining the workforce through identified employer support and a common approach to NQSW professional development at this early career stage. It is a mandatory Scottish Government initiative operational since October 2024.

NQSWs can meet their CPL requirements without the NQSW Supported Year being available, however their professional learning and development is enhanced through the approach.

What are core learning elements?

The core learning elements for social workers describe the knowledge, skills and values common to all professional social work practice. They are relevant to all registered NQSWs and social work practice, regardless of setting.

The NQSW descriptors reflect the characteristics of professional practice expected to develop within this early career stage and how NQSWs can demonstrate them through their practice. They build on and consolidate learning accessed through social work education and advance the professional development of NQSWs as registered social workers. They should be considered holistically with ethics, values and rights-based practice at the centre.

What is the mandatory learning activity?

The mandatory learning activity is how NQSWs evidence they have met their CPL requirements for registration. Learning activity is set out under each of the core learning elements. It is relevant to all registered newly qualified social workers and should be achievable in any work setting and where necessary completed independent of employer support.

The approach values the importance of how social workers learn in the workplace. It encourages NQSWs to use a variety of techniques to demonstrate learning and includes learning activity that already happens in organisations and is part of everyday practice.

Do I have to complete every mandatory learning activity separately and on my own?

No, the core learning elements are set out separately but are intended to be considered holistically. It is the same for the mandatory learning activity. The mandatory learning activity has been set out in this way to ensure all NQSWs are clear of what is required, particularly where there is limited employer and supervisor support available.

Achieving the mandatory learning activity requires thought and planning. There are some specified learning resources which you must complete during the initial 12 or 18 months from registration as a social worker, however beyond that there is flexibility to how you evidence the mandatory learning activity, and some activity can be demonstrated through one piece of evidence. You can also bring forward relevant learning from university.

NQSWs and supervisors are encouraged to set time aside to discuss the mandatory learning activity and identify existing formal, informal and work-based learning opportunities, what opportunities need to be created or self-directed by the NQSW.

Where NQSWs have access to induction and/or group forums or learning programmes, then the opportunities available within these group settings will also help to evidence some of the mandatory learning activity.

It may be that your employer has mapped some of the learning opportunities for you as part of their offer of support.

There is an individual development plan (IDP) section of the NQSW CPL review template to plan and review learning and professional development needs. You do not need to include every learning activity in the IDP as many will fall under the broader areas of professional development.

Example:

Activity - you may choose to share learning from your dissertation with a colleague, your team or other NQSWs. Depending on topic this may provide some evidence of 1.1 intersectionality and ADP; 2.3 Relationship-based practice; 3.2 Decision making; 6.1 Using evidence to inform practice 6.2 Applying knowledge of approaches and interventions; 8.2 Professional leadership (not exhaustive).

Evidence: Keeping a copy of the resource, you used to share your learning in your repository. This will provide evidence and potentially be a resource to be used again.

Recording: Add this activity to the list of evidence of learning to the relevant section on your NQSW CPL review template. This list will inform a discussion as part of your supervision or development review. Update your IDP if applicable, this activity may have been agreed to meet a specific development need such as being clear about what underpins your professional judgement and decision making.

Example:

Activity – you complete, submit and present an assessment for a funding panel – with the aim of securing a place in an adult services residential setting. You also completed a chronology as part of the process. Discussions take place in supervision about the experience, including comparing the documents with an experienced worker's and exploring key areas such as risk.

This can provide evidence relating to 1.2 Rights-based practice; 3.1 Critical thinking and analysis; 3.2 Decision Making; 5.1 Working with risk (not exhaustive).

Evidence – This evidence comes from your caseload and supervision, both of which are stored within the organisations case management system.

Recording - Add this activity to the list of evidence of learning to the relevant section on your NQSW CPL review template. You should reference the date of supervision, and something which will remind you of where the assessment is stored. Your learning has already been discussed in supervision, so no additional information is required. Update your IDP if applicable, this activity may have been agreed to meet a specific development need such as being able to manage the complex balance of rights, responsibility, autonomy, freedom and choice, with risk, wellbeing and protection.

What does evidence look like?

Evidence of CPL requirements comes from two connected sources:

1. Repository of learning activity evidence

NQSW are encouraged to evidence the mandatory learning activity in a variety of ways. It is important that the evidence is stored in a secure way and easily shared with their supervisor and employer as required. This is not intended to be hugely detailed, it is not an academic exercise.

The important thing is that there are regular and ongoing discussions about how learning is informing professional development. This will usually happen through supervision and where appropriate and available NQSW forums or peer support. It is also the focus of the initial, mid and end of year reviews. Some examples of evidence of learning are set out in Appendix 1.

2. NQSW CPL review template

The template is designed to provide an overview of professional development through NQSW self-assessment against the core learning elements, relevant developmental feedback and a list or link to relevant learning at the three stages.

There is no word count associated with the self-assessment or for the developmental feedback. NQSWs are encouraged to be honest about their assessment of their professional development and what is supporting this and supervisors to provide feedback that is helpful in shaping professional development.

Where evidence is being drawn from data already stored on the organisation's management system such as examples of assessments, reports, supervision discussions, or corporate learning, it is sufficient to note the location or hyperlink to the relevant examples on the NQSW CPL review template as the supervisor will be able to access these secure links.

The completed template will support the validation and endorsement process outlined in the overview and guidance document. It is also the document that is submitted to the SSSC by the NQSW confirming CPL activity.

Some examples of how to complete the NQSW CPL review template are set out in Appendix 2.

What is the role of my supervisor?

Supervisors are integral to the NQSW Supported Year approach. They will provide the NQSW with regular supervision and be actively involved in the initial, mid and end of year NQSW professional development review. Employers are asked to support supervisors to fulfil this role as part of the employer support for the NQSW Supported Year.

Supporting a NQSW with their professional development and meeting their CPL requirements requires some planning.

Supervisors are uniquely placed to understand how a NQSW is developing and will have access to a range of naturally occurring evidence that supports their understanding of how a NQSW is progressing against the core learning elements and can draw this knowledge into the professional development review discussions.

There is no set format or word count for the developmental feedback noted on the NQSW CPL review template. The guiding principle is that the developmental feedback to the NQSW acknowledges the areas of strength, areas for development and plan together how this will be achieved. It can incorporate formal or incidental feedback from others.

Some examples of how to complete the NQSW CPL review template are set out in Appendix 2.

NQSWs will share evidence of their learning with their supervisors on a regular basis, the purpose is to prompt discussion about how this activity has helped consolidate professional practice, not to 'mark homework'. It is likely that evidence of mandatory learning activity will be achieved through discussions happening in supervision.

Supervisors are asked to decide if at the end of the initial 12 or 18 months if NQSWs have evidenced the CPL requirements and for this decision to be endorsed by their employer as set out in the overview and guidance document.

The NQSW is responsible for submitting the completed NQSW CPL review template and signed validation and endorsement form to the SSSC. Further detail is available in the Overview and Guidance document.

Where do I start?

Some of the following activity may help you to determine how you will meet the CPL requirements.

- Read the key documents in appendix 1.
- Find out what supports are available to you as a NQSW, is there peer support, mentoring or a group forum?
- Ask if there is a copy of learning activity mapped to organisational learning.
- Work with your supervisor to plan your professional learning, identify what learning will be available at an organisational level, what will be covered at a team level and what you need to work on independently.
- Look at where one learning opportunity can evidence more than one learning activity, see example above.
- Agree where the repository of evidence and the NQSW CPL review template will be stored.

- Set dates for initial, mid and end of year review including preparation and write up time.
- Put dates in the diary for pre-arranged learning opportunities.
- When adding learning and development needs to the IDP, think about what mandatory activity can help to develop this need.

What if we already have a programme of learning in place in my organisation?

NQSWs are responsible for meeting their CPL registration requirements. The mandatory activity has been written in a way to ensure that singleton workers without any support can meet the CPL requirements.

Where there is some level of organisational support in place for NQSWs, there can be a degree of flexibility to how the mandatory learning activity can be achieved relevant to the local arrangements. There may be formal or informal peer group learning opportunities that can be used to meet some of the learning activity rather than through supervision or on an individual basis. Evidence of learning may be captured as a group rather than as an individual such as recording a group discussion, in line with consent and data protection considerations.

There are a small number of named resources that all NQSWs are asked to complete. At this stage of implementing the new approach, NQSWs are expected to complete these activities to ensure consistency and address learning from research and evaluation¹.

Employers and those with responsibility for supporting NQSWs can support NQSWs and supervisors by:

- becoming familiar with the published documents listed at the start of this document.
- becoming familiar with the mandatory learning activity and identify relevant learning opportunities are offered by the organisation, what will happen through work-based practice and what the NQSW needs to do.
- mapping the mandatory learning activity to opportunities available through the organisation highlighting where a learning opportunity will provide evidence of one mandatory learning activity or more and sharing this with NQSWs and supervisors. This can include organisational wide induction activities and/ or a NQSW forum or group learning programme. That will mean the supervisor and NQSW can focus on planning the learning required for their role and what learning the NQSW needs to do independently. The SSSC are happy to provide feedback to any organisation on their mapping activity.

¹ As part of the evaluation process, the SSSC are currently engaging in a small test for change with one local authority on an equivalent to the named learning resources.

- offering a suggestion or solutions for where the NQSW will store their repository of evidence and NQSW CPL review template. These need to be secure and easy for the NQSW to share with their supervisor and person supporting implementation. The repository is only for evidence that is not otherwise located within the organisation's data management system.
- encouraging NQSWs and supervisors to see the benefits of completing the named learning resources and to complete them across the 12 or 18 months. For example, the Iriss Navigating Evidence tool is intended to support practice and be used as a working tool. The SSSC Making Better Decisions tool can be used in supervision, team meeting or group setting.
- encouraging NQSWs and supervisors to recognise naturally occurring, work-based learning opportunities and to use a variety of methods to capture evidence of learning including where appropriate audio recording, peer activity, visual means in addition to reflective writing.
- being familiar with the SSSC extension process and reminding NQSWs and supervisors to use this as required. It has been designed to ensure NQSWs are having conversations at a local level so the reason for extensions is understood, and realistic and achievable timescales are agreed.
- engaging with the SSSC mid-year sampling to get feedback on how the approach is being understood.

What if I get it wrong?

NQSWs will not be disadvantaged by the implementation of a new approach to CPL. If your supervisor and employer are satisfied that you have met the CPL requirements and sign the Validation and Endorsement form, then the SSSC is not going to change this decision.

This is a new process for everyone. The SSSC will look at all NQSW CPL review templates submitted. This is to gauge how the approach is understood and working at a local level. Feedback on areas of strength and areas for improvement will be shared with employers so they can support further support NQSWs and supervisors to consolidate and embed the approach. The mid-year sampling alongside employers provides an opportunity to develop a shared understanding of 'good enough' submissions at an earlier stage.

We will also sample a proportion of NQSW's evidence of learning and will contact the NQSW to arrange to look at the repository of information. This is to help us understand how NQSWs capture learning, what has worked well and what can be improved and streamlined going forward.

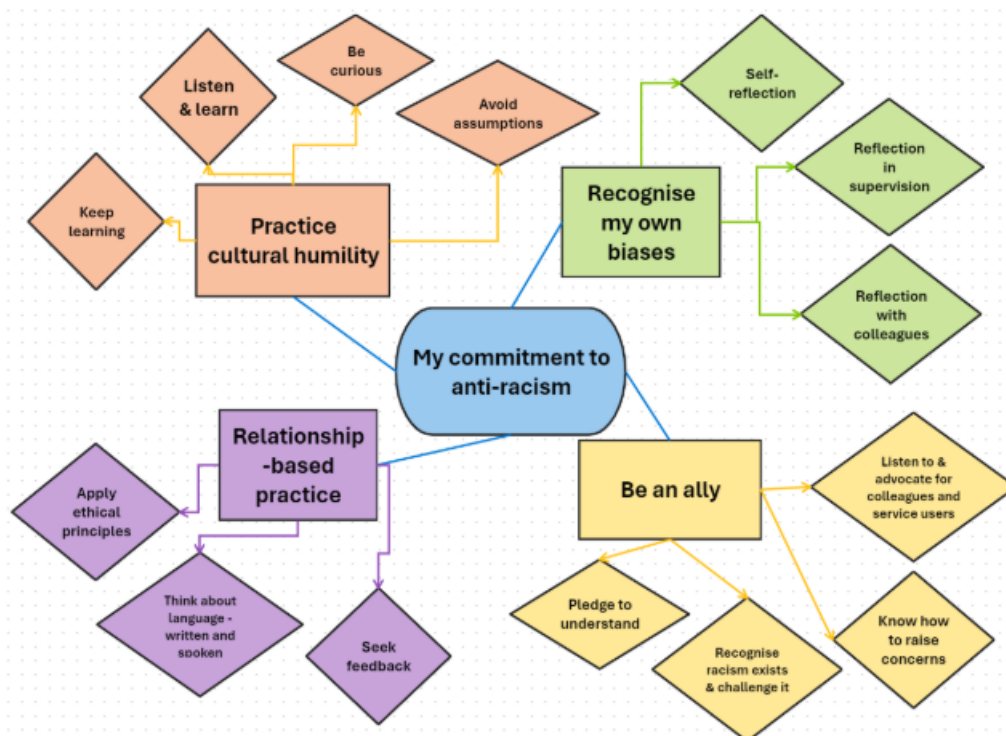
Appendix 1 – examples of evidence

Here are some examples of evidence that meets CPL requirements. It is for illustrative purposes to show a range of ways that CPL can be met and how one or more learning activity can be met through a single learning or development opportunity. It is not intended to provide a cohesive narrative. The repository of evidence will support discussions in supervision and as part of the professional developmental reviews.

For the purposes of this document the examples mainly focus on activity that are not usually evidenced through practice. Any examples using PowerPoint have been changed into Word and reference to links are for illustrative purposes.

Example of evidence from core learning 1 activity - Ethics, values and rights-based practice

I used this mind map to reflect on unconscious bias and racism in social work and used it discussions in supervision and with other peers. Someone else brought up the SASW report and the Scottish Government statement of intent and we discussed what this means for our day to day practice and in particular recording and sharing of sensitive information. (This is part of the evidence for activity 1.1 and 1.2)



Example of evidence from core learning 1 activity - Ethics, values and rights-based practice

For my mid-year review with my supervisor, I prepared the table below to set out barriers which I have identified to inclusive practice in our team, identify some possible solutions, and commit to personal action to promote inclusivity. (This is part of the evidence for activity 1.1, 1.3, 2.2, 2.3)

Barrier	Possible Solutions	Action I will take
Lack of resources to meet the needs of individuals and families with additional needs.	<p>Raise awareness amongst colleagues and management of gaps in provision.</p> <p>Advocate for those who need services to have access to the support they need.</p>	<p>Map local organisations who can provide support and compile contact and referral information in a folder which team members can access.</p> <p>Invite services to speak at team meetings to raise awareness.</p> <p>Highlight gaps.</p>
Lack of cultural knowledge and understanding of individuals and families from different backgrounds.	Increase cultural competence in the team through training and awareness raising.	Use and promote the use of the knowledge and tools in 'Working with African Diaspora Families: a supportive toolkit for the social care workforce'. Share learning from this and other resources. Suggest using the Group Supervision Tool with colleagues.
Lack of understanding of neurodiversity and how the workplace and services can be experienced by individuals and families who are neurodivergent.	Access training and seek feedback from neurodivergent people about how to be more inclusive. Consider how reports are written, and meetings are conducted so that they are more inclusive of neurodivergence.	Seek out training on neurodiversity and share what I learn with my team. Try not to make assumptions about how people understand and process information. Ask people how they would like to receive information and be included in meetings.
Understanding of mental health issues.	Increase awareness amongst the team of the nature and impact of	Invite someone from the mental health team to hold an information

	different mental health conditions.	session at the next team development day. Ensure that I find out about mental health conditions as they arise in my work, so that I can use information to inform my assessments and interventions.
Social stigmas/prejudices, for example hearing colleagues making judgements about someone based on prejudices such as family name or where they live.	Challenge negative judgements.	Although it can be difficult, I will try to speak up/challenge when I hear colleagues make judgemental comments. I will use supervision as a space to discuss this.
Carers not understanding needs of and being reluctant to take children from different ethnic backgrounds	Training and support for carers eg a support group for carers of unaccompanied minors in which they can explore issues to do with culture, immigration, discrimination etc.	Ensure I communicate clearly with carers and the family placement team and listen to the views of children and young people, to ensure their needs are being met.

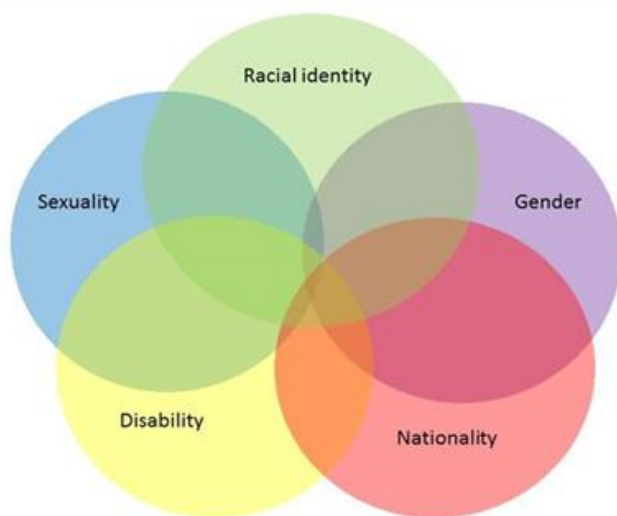
Example of evidence from core learning 1 activity - Ethics, values and rights-based practice

I did a short presentation to team meeting, to share what I have learned and promote discussion about what intersectionality is and what it means for social work. We had a really interesting discussion, and we agreed to revisit when everyone had a chance to look at the Peter Hopkins and Kimberle Crenshaw Ted Talk, both available on YouTube. (This is part of the evidence for activity 1.1, 1.3, 2.2, 2.3, 6.1, 6.2, 8.2)

What does the term 'intersectionality' mean?

Why is it relevant to social work?

2



<https://www.womankind.org.uk/intersectionality-101-what-is-it-and-why-is-it-important/>

3

My presentation notes

Plan: Begin by outlining where the term 'intersectionality' originated from and what it means, then discuss why it's relevant to social work with children and young people.

Slide 2 - Intersectionality is the idea that all forms of oppression are linked. Multiple identity factors can intersect/overlap to impact on our experience of advantage or disadvantage. Originally proposed by Kimberle Crenshaw in the 1980s to describe how race, class, gender and other characteristics (which are protected in law in Scotland)

overlap and intersect with one another. People have more than one identity and these identities combine to shape how someone experiences and perceives the world. Crenshaw developed it as a framework to help people consider and understand these unique experiences, drawing initially on what she knew about the double discrimination of racism and sexism experienced by black women in the employment field.

It can help broaden our understanding of discrimination beyond that which is based on one characteristic alone. For example, a black, disabled woman will have a different experience to a white, disabled woman, as will a white, disabled man, or a black, disabled man. Discrimination experienced as a result of intersecting identities is harder to define in law. Concept has grown in popularity as an approach to understanding and responding to inequality.

It has been criticised by some for promoting a polarised approach to understanding social problems and failing to recognise the contribution of broader social problems such as poverty. Despite this the term is often applied to social work practice and it can be argued that it is a useful tool to promote relationship-based practice.

Show video 'What is intersectionality?' <https://www.youtube.com/watch?v=O1isIM0ytkE>

Why is intersectionality relevant to social work with children and young people?



Slide 3 - It can be a useful lens which reminds us to consider the ways different sources of oppression and inequality overlap. It can help us to listen and understand someone's experience and relationships and think about what their needs might be.

It encourages us to see the whole person and think about how others experience the world, and this can be helpful especially when planning initial engagement with a child or young person and their family. It can help us think of factors to consider and questions to ask, so that we remain curious and don't make assumptions. Thinking about how different

components of someone's identity interrelate and how this shapes their experience of the world.

Share example - young person who is from the Roma community, female, a teenager, and the family are experiencing economic difficulties. Taking an intersectional approach has helped me to think about how she might experience the world, and the unique challenges she might be facing. Thinking in this way has helped me to plan my engagement with her from a point of being curious and open to learning about how she experiences the world, which will help when considering how she might best be supported. It's not about making judgements or assumptions based on any of her characteristics. It's about being aware of them and how they might intersect and factoring them into my approach.

References and further reading

<https://www.gov.scot/publications/using-intersectionality-understand-structural-inequality-scotland-evidence-synthesis/>

<https://www.communitycare.co.uk/2020/06/19/intersectionality-race-gender-aspects-identity-social-work-young-people/>

<https://www.womankind.org.uk/intersectionality-101-what-is-it-and-why-is-it-important/>

<https://www.youtube.com/watch?v=O1isIM0ytkE> Prof Peter Hopkins

<https://www.youtube.com/watch?v=JRci2V8PxW4> Kimberle Crenshaw

Example of evidence relevant to core learning element 2 activity - Communication, engagement and relationship-based professional practice

I completed the national E-Module 1 resource Developing your trauma skilled practice: Understanding the impact of trauma and responding in a trauma-informed way <https://www.traumatransformation.scot/knowledge-skills/skilled/> as part of my induction to my current role.

We revisited my learning in supervision on 12/10, and we agreed that it would be beneficial to work my way through the other e modules and the supplementary resource, One in Four – providing care for women who have experienced sexual trauma over the next six months and added it to my IDP.

I confirmed that I have signed up to the 3-day Safe and Stabilisation training which will be next run in January and this is also on my IDP.

When I have finished the trauma training, I have agreed to lead a session in our team meeting on trauma informed approaches using and apply to one of my cases. This will link with other core learning activity and I plan to incorporate other research including <https://www.iriss.org.uk/resources/insights/trauma-informed-approaches-critical-overview-what-they-offer-social-work-and-social-care>

The presentation has been uploaded to our team SharePoint [our%20team%20activity%20examples/core%202%20example/2.1%20Links%20between%20social%20inequality%20systemic%20oppression%20and%20trauma.pptx?d=wfd438ebdd3c44e899fc3de97a7f0acbc&csf=1&web=1&e=iJWgog](#)

(This is part of the evidence for activity 1.2, 1.3, 2.1, 2.3, 3.2, 4.1, 4.2, 5.3, 7.1)

Example of evidence relevant to core learning element 2 activity - Communication, engagement and relationship-based professional practice

As part of supervision on 17/1 and 24/1 we discussed in detail how I have applied trauma informed approaches with a family I am working with. For confidentiality, see supervision notes for full details of discussion.

Essentially, I am trying to use the trauma informed principles of safety, choice, collaborate, empower and trust when working with a family. There are some concerns for the wellbeing of this person's children, and I am trying to balance using the principles with making sure the children are alright. The person wouldn't let me in the door and wouldn't meet me at any alternative place I suggested. We reflected on how sometimes despite planning and rehearsing for an initial visit things do not always work out. Because I had prepared for the visit and explaining my role, I think I was less anxious, and I had a lightbulb moment and asked where and when they would like to meet because we need to meet. This has also been negotiated via text as the person seems better able to engage at this stage using text and occasionally the phone. The initial

meeting has yet to happen. When I reflected on what I saw as limited progress in supervision, we looked at the person's behaviour through a trauma informed lens. We discussed what we knew about the person's background, the impact of the abuse they suffered while in the care system and how some very simple things might be very powerful triggers for them and using techniques such as grounding may help. We are going to keep discussing in supervision as I am finding it tricky to balance the needs of the children with the needs of the parent. We also discussed what I need to maintain my own wellbeing.

(This is part of the evidence for activity 1.2, 2.1, 2.2, 3.2, 4.1, 4.2, 5.1, 5.2, 7.1, 7.2, 8.1)

Example of evidence relevant to core learning element 3 activity - Critical thinking, professional judgement and decision making

I have been working my way through the Iriss course 'Writing analysis in social care' and discussed my learning in our peer group forum. Before the next forum we have been asked to compare one of your own reports or case recording with one completed by an experienced practitioner and note any points of learning for the group discussion.

(This is part of the evidence for activity 1.2, 2.2, 3.1, 5.3, 7.2)

Example of evidence relevant to core learning element 3 activity - Critical thinking, professional judgement and decision making

I wrote this account to reflect on the experience, there is lots of detail so the discussion with my mentor could be meaningful and I also wanted to have a note of what I investigated myself. In the discussion with my mentor, they spoke about the 5 Whys approach which can support analysis – it really forces you to think. I am going to try this approach with one of my colleagues in a peer case discussion session.

(This is part of the evidence for activity 1.2, 2.2, 2.3, 3.1, 3.2, 4.1, 5.1, 6.1)

I was contacted in November by a guidance teacher from a secondary school as part of a weekly contact between our Duty Team and the school – this had been set up two years ago to enable quick responses for non-urgent cases. He was concerned about Sophie (not her real name), a 13-year-old girl in Year 2. I created a formal referral note on our system and noted the following information:

- Name and DoB
- Family composition – mother, one younger sister aged 10 at the local primary school
- Mother reportedly has a degenerative medical condition though the school were not clear about what

- Sophie described, to a class teacher, having to ensure her sister gets out to school and that meals are prepared when her mother is unwell – this happens once or twice a month and can last for a few days.
- Sophie had an almost perfect attendance in Year 1, but in the first few weeks of this session, she has missed nearly 20% of school
- The guidance teacher has had referrals from four class teachers related to Sophie's tiredness and, in one case, about her association with a group of older children from Years 3 and 4 known to have been involved in drinking and trouble in the community.

The guidance teacher was unsure what role there could be for a social worker. I was also unsure as there are many avenues for support that the school can access. I talked to the guidance teacher about Sophie likely to be seen as a young carer. Neither of us was sure about the referral process for the local young carers group, so I undertook to find this out and to talk again on my next Duty Day, which was the following week. In the meantime, the guidance teacher would make direct contact with Sophie, something he had not done.

Within two days, our department had a referral about Sophie from Police Scotland. She had been part of a group of young people who were accused of shoplifting in a Polish shop. When the shopkeeper had confronted them, some of the young people had become aggressive and one smashed a window when they left (it's not clear if Sophie smashed the window as she and other denied it). The police were passing the shop at the time and stopped Sophie along with three others of the group; she had been drinking alcohol and was then taken home by the police. The Police Scotland referral was to the inter-agency Early and Effective Intervention (EEI) process (a diversion from prosecution), which is chaired by the Youth Justice Team Leader, a member of the Social Work Children and Families Team. Because I had taken the call on Duty, I was asked to follow up with Sophie and her family and to take part in the EEI meeting, scheduled for the following week.

The process of gathering information was partly about direct communication with Sophie and her mother, partly about further discussion with the guidance teacher who had initially contact me and partly about ensuring I had proper information about the EEI process and its implications.

Before meeting Sophie and her mother, I spent some time with one of the social workers in the Youth Justice Service. She laid out the principles of EEI and talked me through the process. She suggested I read the practice guide from the Children and Young People's Centre for Justice (CYCJ). The principles laid out there are:

EEI focuses on the wellbeing needs of children using the principles of GIRFEC, as outlined in the Scottish Government core elements paper:

- placing the child or young person and their family at the heart, and promoting choice, with full participation in decisions that affect them
- working together with families to enable a rights respecting, strengths based, inclusive approach
- understanding wellbeing as being about all areas of life including family, community and society
- valuing difference and ensuring everyone is treated fairly
- considering and addressing inequalities

- providing support for children, young people and families when they need it, until things get better, to help them to reach their full potential
- everyone working together in local areas and across Scotland to improve outcomes for children, young people and their families

From '[Children and young people in conflict with the law: policy, practice and legislation](#)' (CYCJ 2024)

I decided to learn about the process as I was unsure whether the assessment process we normally use (the National Practice Model) would be appropriate in this case. The Youth Justice Team social worker was clear that EEI was designed to take a child-centred approach – the police officers who visited the house with her would already have used the Wellbeing Indicators (from the National Practice Model) and decided that prosecution was not in Sophie's best interests. I learned that they would have sought permission from Sophie's mother to refer Sophie to EEI.

I made a visit to Sophie's house and spoke to her and her mother. I made sure they both knew what EEI was about, and I explained that Sophie's guidance teacher had already spoken with me, which they already knew. I showed Sophie and her mother a copy of the My World Triangle from the National Practice Model to lead the discussion. One of my colleague social workers had told me that she does that as it lays out in graphic form all the areas that we consider when getting to know what is happening for children and young people. It sounded like a good way to work.

Using this approach, I was able to help Sophie, and her mother have a conversation about what each of them was worried about and happy about. The My World Triangle proved to be a good tool for them to use – it showed them that there were things they agreed on and what things they didn't. That conversation helped me to identify areas that I could leave them to sort themselves and areas I could support them to change.

That first meeting laid the foundations of a positive short-term piece of work with Sophie. It also helped me to build my confidence as a practitioner. A key thing that worked well was that I used a tool to share the decision-making. Even though Sophie had been making choices that were not positive, it was quickly clear that she and her mother had a positive relationship. The fact that I supported them to make some key decisions helped.

On reflection, I should have been clearer about the formality of the EEI process. The engagement from Sophie and her mother was so positive and I took it for granted that this would continue – in this case, it did, but in future I will hold on to the formality and legal basis of these kinds of intervention while not losing sight of the child-centred approach. I could also have sourced some information about the young carers support service before meeting with Sophie and her mother, which would have made the process of connecting with them a bit speedier.

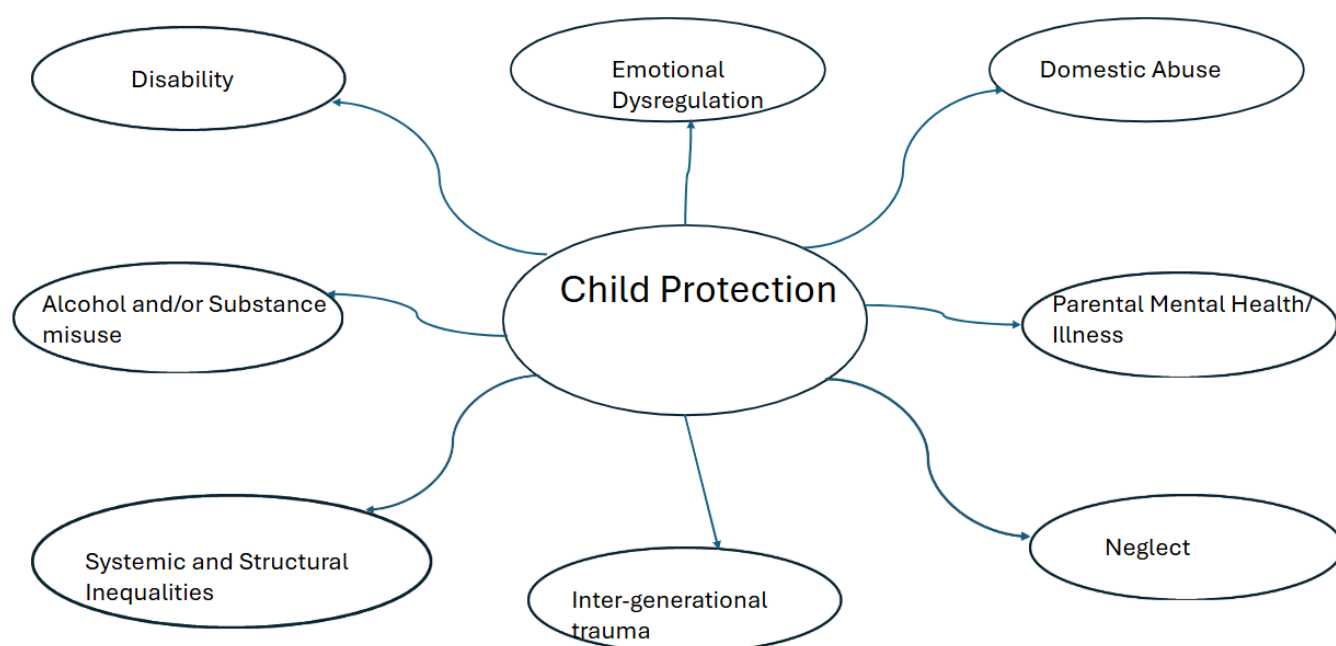
I discussed this case in a recent supervision meeting with my line manager who suggested I talk through with my mentor. Since then, I have signed up for the CYCJ briefings as I found this an interesting, short-term piece of work. I also read an [article in the Community Care journal](#) about lessons learned from serious case reviews. In all cases they talked about, there were difficulties with agencies communicating effectively. In Sophie's case, I think that there were good structures in place (like the guidance teacher having access to

our social work Duty system) and good communication (the guidance teacher and I spoke before and during the short-term piece of work and the Youth Justice Team was accessible to me as a resource for planning my intervention).

Example of evidence relevant to core learning element 4 activity - Promoting wellbeing, support and protection

I created this mind map as a base line for considering how the experiences that parents/carers have had or are having an impact on the wellbeing of children in their care and potentially meet the threshold for child protection. This is a working document, and I will continue to add to this, as I gain more experience from working with more complex cases.

(This is part of the evidence for activity 1.2, 1.3, 2.1, 2.3, 3.2, 4.1, 4.2, 5.1, 6.1, 7.2)



Reflections so far

I used this to discuss a case I was co-working as a second worker. The referral had been made via the Contact Centre and was initially allocated to my colleague as a potential Adult Support and Protection, given concerns had been raised about them being financially abused by their daughter's partner.

When we visited, we discovered that the person had the care of their grandson, on an informal care arrangement and during this visit we became concerned about the wellbeing of the child, from how she was interacting and speaking to and about him. We also had concerns about the home environment and other aspects of the care being provided.

When we discussed our concerns with the team manager, we agreed to raise a child welfare concerns and also to let the grandparent we were doing so.

It was from this case discussion that I was able to map out the intersectionality between child protection and the vulnerability, trauma and risk experienced by adults. This is something that I realise I have to consider as part of any child welfare/ protection concerns and assessment. In doing so, it will help to identify not only the possible risks present, but what some of the underlying issues may be and then to target any interventions and supports that can increase the protective factors for the child.

This has also made me think about how I can use the risk/ vulnerability matrix to inform my assessment, and that it will be useful to complete these with adults, as well as for children, when I am working with families where there are both adult and child welfare and/ or protection concerns

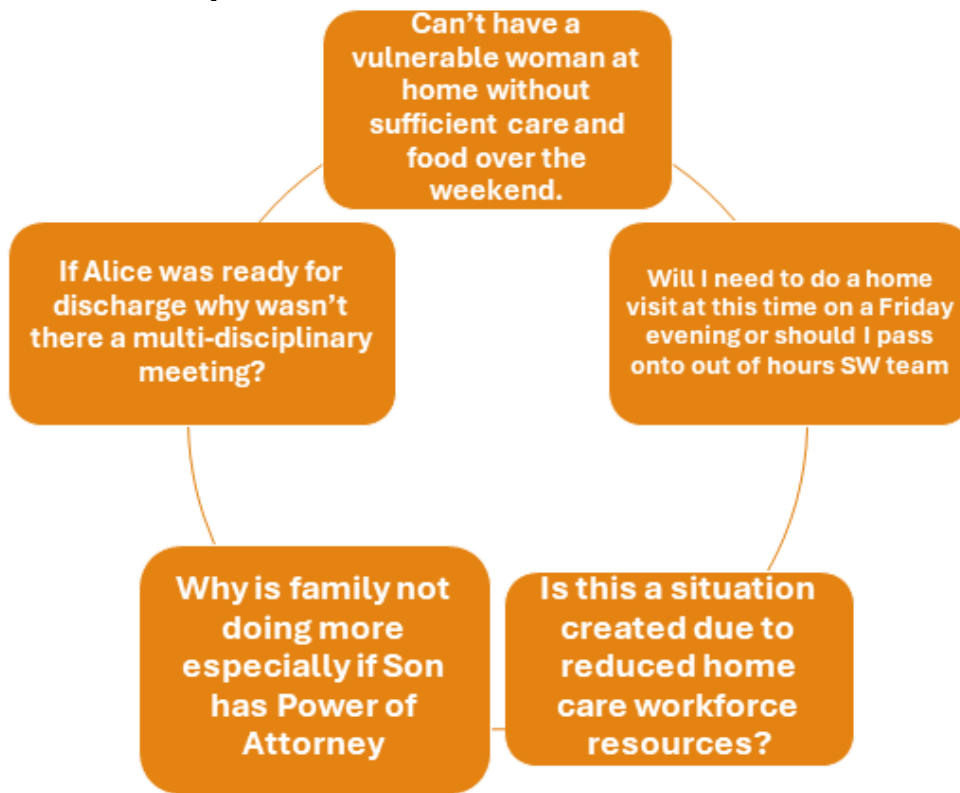
Example of evidence relevant to core learning element 5 activity - Working with complexity in unpredictable and ambiguous contexts

I like to use visual tools to help me make sense of information before completing recordings, assessments and reports. I usually do this on paper but am finding as I become more adept with MS functionality, I decided to make sense of the duty worker call this way.

(This is part of the evidence for activity 3.1, 3.2, 4.2, 5.1, 5.3, 6.2, 7.1, 8.2)

16:00 Friday Afternoon, I received a phone call from local hospital advising that following a fall at home an 85yr old patient aka Alice was admitted to hospital 2 days ago for tests. It was suspected that she had not been eating enough or taking in enough fluids. Although she has a small package of care (PoC) delivered from a 3rd sector home care organisation Alice is often either not in or refuses entry. The inpatient team had concluded that an increased package of support needed to be in place prior to discharge, however she has self-discharged against medical advice today and arranged for a Taxi to take her home. Ward staff found her to be very unsteady on her feet and disorientated whilst on the ward. The earliest availability for home care support would not be until next Wednesday. Whilst Alice lives alone, she has a son and daughter in law (DiL) who live 1 mile away and although they said they would do 'a big shop' before her discharge have now said that they won't do it, reportedly becoming increasingly hostile towards health colleagues over the phone. Home care staff have reportedly told Health colleagues that they have frequently been concerned about the limited amount of food in Alice's home. The ward Doctor has attempted to call the son to discuss further but son appears to cancel the phone call. Her son has been granted Power of Attorney.

Immediate impressions / reaction:



Factors I wondered needed consideration:



Action taken

Following a discussion with the duty senior touching on the above issues it was agreed that I needed to make further enquiries to inform the decision making

Information gathering: Accessed SW notes which showed that Alice has been a widow for 15 years and lives alone in her 2-story family home. Although she has a package of support in place organised by SWD there is limited information about Alice. SWD records contain limited information or reference to Son and DiL's involvement but there was a recent entry noting DiL had phoned up expressing concern about the amount of calls she & her husband have been receiving from Alice, with them feeling that she needs more support. Additionally, an assessing OT for equipment made an entry 6 months ago stating that Alice had received a diagnosis of Dementia.

Further to a follow up call to the Hospital a senior nurse advised that Alice has a dressing that needs changing and so the district nurses plan to visit her on a daily basis. Nursing colleague shared information documented on Health system but had no direct knowledge of Alice and acknowledged some of the medical information was contradictory. Not all of Alice's blood test results had yet returned and so it was unclear to the Nursing colleague how it had been considered, pending increased homecare provision, that Alice was fit for discharge. Nursing colleague shared with me Alice's Son and DiL's mob numbers.

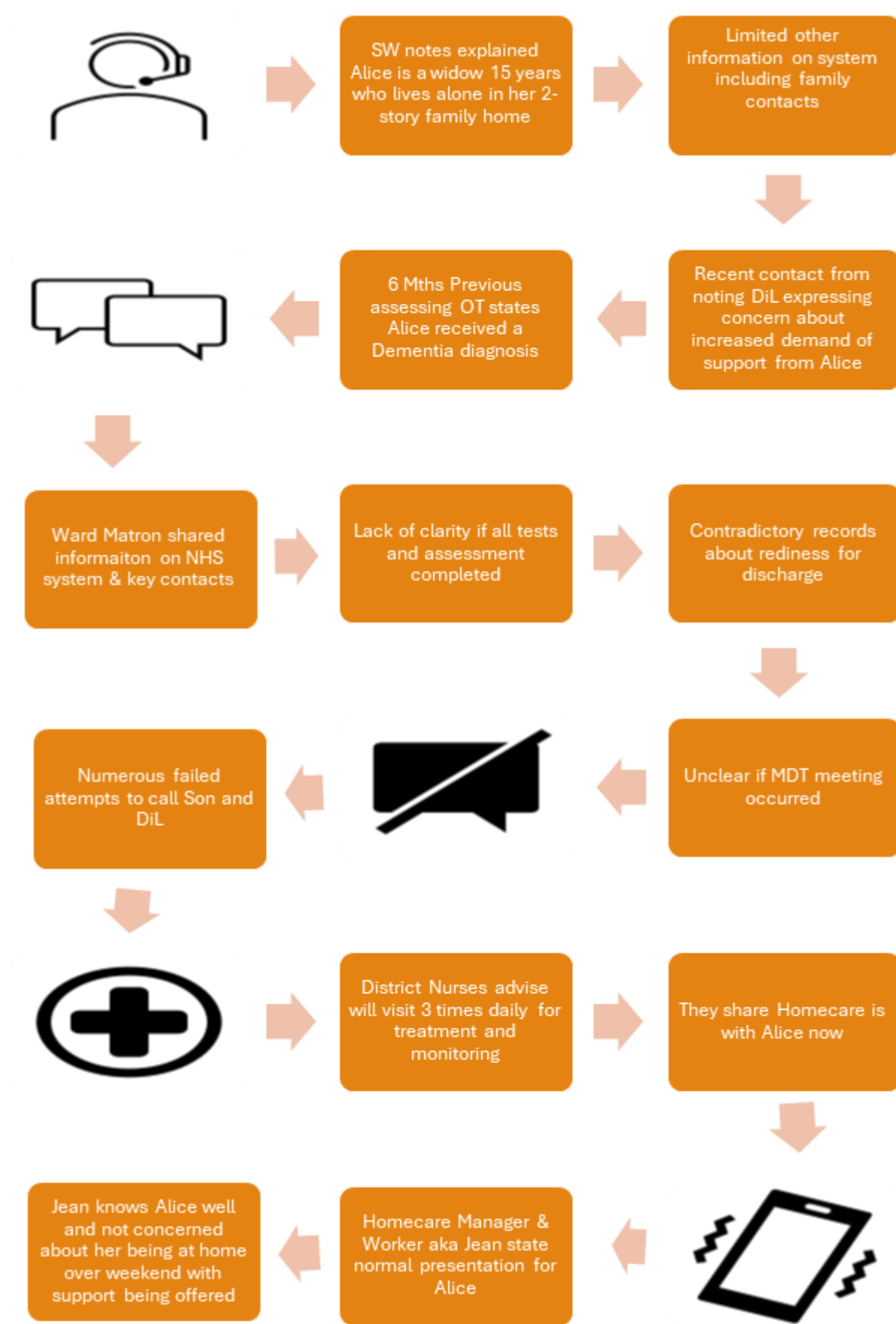
I attempted to call Son and DiL on numerous occasions in an attempt to discuss their understanding of the situation and to clarify interpersonal relationships and if e.g. there was carer stress, but they did not answer.

I contacted District nursing team to discuss their plan and clarify any concerns. They stated they would be visiting 3 times a day to dispense medication and attend to other basic health care treatment and monitoring. They also shared that they believed that the home care team were visiting Alice this evening.

Following discussions with the Duty Home Care manager I was able to clarify that a skeleton home care provision would be offered to Alice over the weekend and they thought that someone was at home with Alice at the moment.

Consequently, spoke with home care team leader and Home Care worker, aka Jean who knew Alice well and was with her. Jean explained that Alice was settled at home, that she mostly lets staff in apart from a new member of staff whose manner Alice complains about. Jean stated that Alice appeared her normal self and that her fridge is full of food as DiL had filled the fridge just before Alice was admitted. Jean did not have any concerns about Alice remaining at home over the weekend based on her knowledge of Alice and the level of visits that she will have from Homecare and District Nurses. Jean also explained that DiL helps Alice with shopping but not sure of other support / visits from family.

I wish there was more information on the SW system



Example of evidence relevant to core learning element 6 activity - Use of knowledge, research and evidence in practice

In supervision we looked through the Iriss Navigating Evidence resource and agreed I would complete it over the course of the year by splitting it into two parts – the tools that will help with my cases and those that can support a culture of learning in the organisation. We agreed that I would focus on the practice side of things first and when I am past my mid-year review look at the tools relevant to our evidence culture in the organisation. We have added both the IDP to help with my professional development in being clear in my analysis and decisions making and identifying myself as a leader within the team.

As I become familiar with the tools, I have found the Intuition Iceberg, Evidence Compass and the conflicting evidence tool really helpful for practice and discussions in supervision - examples recorded 12/11 and 25/01
(This is part of the evidence for activity 5.3, 6.1, 6.2, 7.2, 8.1)



Example of evidence relevant to core learning element 6 activity - Use of knowledge, research and evidence in practice

We collected feedback in advance of my mid-year review, and this is incorporated into the CPL review template. I was glad that my supervisor had asked me to do review the feedback before the meeting as it gave me time to read, reflect and think about this as a learning opportunity. I realised that there were many similar feelings for both me and the individuals.

In supervision, we have regularly discussed the importance of recognising and acknowledging these feelings and that being able to speak about it gave me some perspective. We discussed how feelings can impact on how we communicate and affect the quality of relationships we have with others.

My supervisor also took time to highlight the many positive comments and feedback that I had not considered, as I had been so focussed on the negative ones. I talked about how easy it is to do that and that may be how many people we work with deal with hearing information about themselves.

We agreed on a plan that included:

- Acknowledging the feedback with individuals and offering them space to share their feelings with me.
- Taking time to communicate clearly and in a way that did not disempower or devalue individuals. Check with individuals about my use of language and give them permission to call me out.
- Time management-using my calendar to build in travel time to/from visits/meetings to give me enough time to be on time for appointments.
- Working with colleagues to develop a resource that “de-jargonised” commonly used language for us to use.
- Take time every day to make a note of what has gone well, what could have gone better, what was my learning.

(This is part of the evidence for activity 1.1, 6.1, 7.1, 7.2, 8.1)

Example of evidence relevant to core learning element 6 activity - Use of knowledge, research and evidence in practice

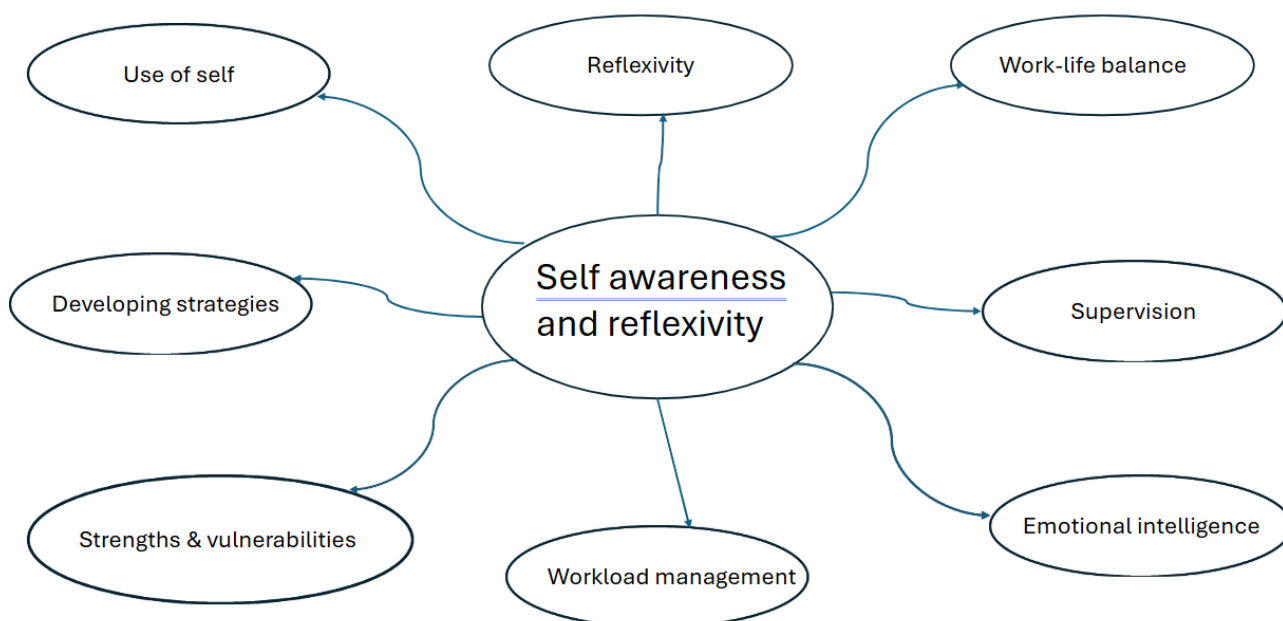
I have been working my way through the SSKS one badges, discussing the activity with my peers and updating my CPL review template along the way. I mentioned to people in our team that they can get a free Athens account and what is available through SSKS.

(This is part of the evidence for activity 6.1, 6.2, 8.2)

Example of evidence relevant to core learning element 7 activity - Self-awareness and reflexivity

We decided to do some of the resilience and wellbeing activity as a group so that we could learn from each other and also to provide mutual support. I have found this helpful as we have had a chance to bond as a small group and there is a sense of safety to discuss the demands of practice, how it affects us individually and as a group self and others. The mindmap below shows some of the areas that we covered, and it was helpful to talk through positive coping strategies. We also agreed to share the research into resources and initiatives to support wellbeing by splitting it into organisational resources, national wellbeing hub, other external supports for professionals and resources for people who use our services and their families. Sessions were on 23/09 and 27/11 and 27/01.

(This is part of the evidence for activity 2.2, 7.1, 7.2, 8.2)



Example of evidence relevant to core learning element 7 activity - Self-awareness and reflexivity

With permission I recorded an informal discussion I had with my manager following a visit to an older person who lives on his own and has been diagnosed with dementia. I realised that the visit affected me personally because I have recently lost my grandfather and wanted to talk through what I was feeling and how to proceed. I have saved the audio file on our SharePoint
example%2FNQSW%20Sup%20Con%20Final%2Emp4&referrer=StreamWebApp%2EWeb&referrerScenario=AddressBarCopied%Df9f2e43d3c8f.

(This is part of the evidence for activity for 2.1, 2.3, 7.1, 7.2, 8.1)

Example of evidence relevant to core learning element 8 activity – Professional leadership

We had agreed at my mid-year review that it would be beneficial for my professional development to consider my role as a leader and added completion of mandatory learning activity 8.2 as helpful in achieving this goal. I agreed to compete and share the SSSC leadership capability feedback tool in advance of our end of year review so it could inform the discussion. I wanted to have a record of my leadership capability at this stage so I can look back next year at my professional development discussion to see what has changed as I grow into my professional identity and professional role.

(This is part of the evidence for activity for 7.1, 7.2, 8.1, 8.2)

Leadership Capability Feedback Tool Workbook - identifying your strengths and areas for improvement

Sometimes your own perceptions are different from those of other people. Use the following table to note how your own perceptions of each leadership capability indicator compared to those who gave feedback.

Known development needs (low scores in both your self- assessment and feedback from others)	Known strengths (high scores in both your self- assessment and feedback from others)
I recognise that there are many different leadership styles. I know I need to feel more confident being myself when I am lead on an area of work particularly in case conferences as I often have nerves presenting my arguments and evidence. I get flustered when challenged by other professionals. I understand that I can	I am pleased that it was identified that I have developed good relationships with a wide range of professionals as I think I have worked hard to understand the pressures they face and have tried to sensitive to their needs. I always trying to be kind and treat everyone else how I would want to be treated I understand how I approach people

improve my personal impact and overcoming imposter syndrome by reflecting more on how I develop my own leadership style. To practice being a more authentic leader and to try and always trying to do right by the people I need to develop my ability to manage by nerves and gain confidence in sharing my reasoning in my views and decisions.	to get their input, and support can have an impact on how they respond and work with me. I try and share I understand their viewpoints even if they might be different than mine. I try and see if can use this to move things on to a successful outcome.
Areas for development that I didn't recognise (where your self-assessment scores were higher than feedback from others)	Strengths I didn't realise I had (where feedback from others was higher than your own self-assessment)
I was not aware that I tend to spend maybe too much time trying to reach a consensus when faced with conflicting viewpoints. By making sure I listen and reflect all perspectives I could be delaying making an important decision that must be made and there might not be a consensus to be achieved. I need to develop my leadership ability so that when faced with incomplete information I feel able to make a clear decision on what information is available and feel confident in sharing that with others as a professional social worker.	I wasn't aware that by sharing some of what I have learned since becoming a NQSW with others in my team and in our NQSW forum that have been demonstrating collaboration as a professional social worker to others. For example, I developed a small checklist to help as a prompt for ensuring I had everything I needed for undertaking an assessment which others asked to use. I am looking forward to continuing this and making more connection through sharing my experiences in a work context.

Example of evidence relevant to core learning element 8 activity – Professional leadership

I was asked to deliver a group work programme with a colleague from another team. We had delivered the programme before; however, I had not found it to be a positive experience and had spoken about it in my people in my team and in supervision. In our development discussions and supervision my supervisor had spoken about how I was making good progress with some aspects of my leadership skills and felt I could benefit from further developing my personal and professional authority particularly when working with colleagues I perceived as being more experienced. We agreed that in the next round of group work I would ask my coworker if we could add feedback on each other as part of the session evaluation. I decided the Three I perspective was a helpful way to do this. After some initial awkwardness on both our parts this became part of our debrief and evaluation routine and I was able to articulate the positive and negative impacts on me and the group.

(This is part of the evidence for activity for 5.2, 7.1, 7.2, 8.1, 8.2)

Using Three I-perspective feedback thoughts to my groupwork co-worker

What happened/is happening	Impact	Outcome
<ul style="list-style-type: none"> When you arrived at the community centre 	<ul style="list-style-type: none"> I believed that we had agreed to meet 30 minutes before the group started to prepare and run through our session. I was disappointed that we had to rush to go through our checklist and felt flustered rather than prepared for the session. 	<ul style="list-style-type: none"> I would like us to agree that we prepare for the next session at the end of each session. I would also like us to let the other know when we might be running late.
What happened/is happening	Impact	Outcome
<ul style="list-style-type: none"> When explaining a task to the group or checking in with them I noticed that you often say ok a lot when you finish speaking 	<ul style="list-style-type: none"> I think that saying ok can confuse the group as its not clear if you are asking if they are expected to respond or not 	<ul style="list-style-type: none"> I would like us to be mindful and clear in which way we speak to the group so that our messages are clear
What happened/is happening	Impact	Outcome
<ul style="list-style-type: none"> When B started talking about getting drunk at the weekend and it made the group uncomfortable 	<ul style="list-style-type: none"> I thought your response to B helped refocus the groups attention whilst acknowledging B without minimising or embarrassing them. 	<ul style="list-style-type: none"> I think we should spend some time in our next preparation session thinking of strategies similar to the one you used to move on from uncomfortable or tension situations.

Appendix 2 – examples of how to complete the NQSW CPL review template

The following are extracts designed to give an idea of how NQSWs and supervisors can complete the NQSW CPL review template – the example below is not complete.

NQSW sections

The review template is designed to capture the NQSW self-assessment against the core learning elements. There is no set way that you must complete this. Some NQSWs choose to write about each core learning element separately, while others will write a more holistic self-assessment. There is also no word count, everyone has a different writing style. The most important thing is that you critically reflect on your self-assessment and share it with your supervisor so that it can inform your professional development review discussion.

Use this space to critically reflect on your rating and show analysis and evaluation, for example why did you rate 3 rather than 2 on a particular core learning element. What areas of your practice are strong and what areas require further development? Make sure you consider all core learning elements. Be honest in your self-assessment, we are all on a continuous professional learning journey.

Self-awareness and Reflexivity - 7

In my initial self-assessment, I graded myself 6, as I was feeling quietly confident that my previous experiences had prepared me for working as a social worker, and that the demands of the job would not be that different from placements. However, since I have begun to really settle into my role and team, I have realized that I had possibly underestimated the impact on myself, mainly in relation to finding an effective work/life balance and understanding the limitations, both personally and within my role as a social worker. Through discussions with my supervisor and mentor, I became aware that I was beginning to feel overwhelmed with the responsibility of being a social worker and had been trying to “fix” everything or some of the people using services, rather than giving them time to come up with possible solutions and ways forward that would work for them. These conversations were helpful in giving me space to reflect on some of my own biases and values, and how these could impact on how effective a practitioner I am. This came to the forefront when I was so concerned about some of the choices an individual I was working with was making, and I had spoken to my supervisor about involving out of hours at the weekend, or making myself available, should they need support. Both my mentor and supervisor spoke with me about the role of OOHS, professional boundaries and the importance of maintaining these within relationship-based practice.

I am now much more aware of how important it is to be self-aware and that this, along with being reflective, enables me to learn, develop and grow and become more competent and confident in working with greater complexity. As my caseload has increased, I am much more aware of the need to remember the importance of taking time to pause and reflect, as I can see how it can become easy to overlook. My confidence in being able to share openly with my line manager in supervision some of my ethical dilemmas has increased, as my line manager has been very supportive in her

constructive challenge that has raised my professional curiosity in relation to how my own value base and experiences may impact on how interact with individuals, which I may not always be consciously aware of.

Working with complexity in unpredictable and ambiguous contexts - 6

I have rated myself at 6, as I feel more comfortable and confident when responding to duty calls when I have been the duty worker. However, I still feel that I have to check out with colleagues and my supervisor when the information being shared is complex and requires some untangling to make sense of and ascertain the possible level of risk, particularly when the individual does not always have capacity.

I have been reading and researching AWI legislation and guidance to ensure that I have as good as understanding as possible, as I have found that this is something that can cause family members distress and frustration when trying to offer support for their relative. Knowing the 5 principles (be of benefit to the adult; be the least restrictive option; take the person's past and present wishes into account; take the views of other relevant people into account; encourage the person to exercise their skills and develop new skills) and having to implement these and being able to explain these to family members has been extremely important, in being able to explain my role, responsibilities, but also the legal process for Guardianship. This was particularly relevant when I had been allocated an individual and as part of the assessment had discussed with them and their daughters Power of Attorney, which they had begun to proceed with. However, within a short period of time, the individual's cognitive ability became more concerning, and they were assessed as not having capacity to make decisions. I then spoke with them about the Guardianship process, and it became very evident that this was overwhelming and increasing their emotional distress and frustration, especially as they were keen to have everything resolved quickly, given they did not live close to their parent.

I discussed this case in supervision and also within the NQSW group, as there was lot of learning for me in this situation- not only in navigating the complexity of the legislation, but also the quickness of the change in the individual's capacity, and the ethical and value issues that arose for me in relation to trying to understand and support the relatives, who were trying to manage different priorities.

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, feedback and examples from practice.

Attendance at ASP 2nd worker training – 24-25/09

Accessed Adults with Incapacity (AWI) resources.

<https://www.mwscot.org.uk/law-and-rights/adults-incapacity-act>

<https://www.nqsw.sssc.uk.com/wp-content/uploads/2024/05/Social-work-with-adults-resource.pdf?x76864>

Supervision Notes 16/09, 15/10

Reflective Exercise in repository – [hyperlink]
Attendance at Courageous Conversations training 12/12
Feedback from colleagues and individuals I work with
Self – directed <https://linkinglives.uk/home/>
Self-directed <https://www.iriss.org.uk/resources/insights/preventing-loneliness-social-isolation-older-people>
Monthly peer sessions
Informal learning – Meet with Review Team
Online session – SASW policy panel.
E-Learning – Children’s Rights
E-Learning – Child Protection
Shadowing hospital team
Case recordings, assessment and reports CMS 2430096JHK

Supervisor section

There is no set approach for how feedback is captured, everyone has their own writing style. Whether it is short and succinct or more detailed, the primary purpose is to record developmental feedback which captures strengths, consolidation and areas for development. This feedback will help the NQSW to reflect on their practice and what they need to work on for the next review.

Use this space to record a summary of the developmental feedback shared with the NQSW during the review. The record will briefly capture areas of strength, consolidation and areas for development. The purpose is to support NQSW to continue to learn, consolidate and apply their learning in practice. The summary will include, where appropriate, reference evidence from other sources i.e., feedback from others, observations through day-to-day practice, progress on IDP and examples of work.

A continues to develop professionally and has become more confident and competent in many aspects of their work. A has shown themselves to be a very reflective practitioner and is always keen to share these with myself in supervision. A has learned to come prepared for supervision so reflections are usually based on sound reasoning.

A has excellent communication skills and uses a calm and reassuring manner with clients, family members and with other professionals. This has been particularly noted by colleagues when A has had to deal with intense and potential crisis situations on duty.

A is also able to firmly advocate for individuals with other professionals and has shown greater confidence recently in respectfully challenging other professionals’ perceptions and views, in a collaborative way. This was particularly evident in the large multi-agency meeting I recently chaired where A presented information in a succinct and coherent manner and represented the view of the social work team.

As A continues to progress through this year, they will be allocated more complex cases, although by the nature of the work, they have already dealt with complex situations and shown an ability and motivation to find creative solutions at times of crisis. This is

something that has been commented on by team members and from partner agency colleagues. A has found some of the exercises in the navigating evidence workbook useful for making sense of information and evidence.

A has reflected on how their self-awareness has grown in relation to their role as a social worker and how important it is for them to be clear about the roles and responsibilities, but also the parameters of this and the importance of taking time. A is very candid and is open to having robust conversations about the interaction between personal and social work values. They have also begun to be more confident in setting more realistic timescales for tasks and assessing priorities. This is an area that takes time to develop, and A is beginning to establish her own strategies to ensure they have a balanced approach to life in and out of work.

A has also been involved in delivering an overview of the team's work, as part of a wider multi-agency information session for professionals and the wider public. They collaborated with team colleagues to prepare and ensure they had as much information as possible. As part of this, A prepared a brief Information form that had contact details for a variety of agencies to be available on the day, and this has been welcomed as a useful resource.

As A continues to progress through this year, they will be allocated more complex cases, although by the nature of the work, they have already dealt with complex situations and shown an ability and motivation to find creative solutions at times of crisis. This is something that has been commented on by team members and partner agency colleagues.

As the next 6 months progress, A will require to consolidate their learning and professional development, building on the understanding and integration of the core learning elements in their practice. They have shown good skills in navigating complex casework. A will have the opportunity to complete AWI training and ASP Council officer training within the next 6 months, which will enable them to take a lead worker role as they progress into their second year of practice. We will revisit their role in contributing to the protection of children from harm as part of the March team development discussion.

Appendix 3 – resources to support your learning

There is a wealth of research and information to discover and explore as you develop your professional identity and understanding of your social worker role. We have highlighted some resources below that may help to get you started on your continuous professional learning journey. Please dip in as is useful.

We have also included resources relevant to completing the learning activity.

1. Ethics, values and rights-based practice
Intersectionality and anti-discriminatory practice
Watch Prof Peter Hopkins explain ‘What is intersectionality?’
Listen to Kimberle Crenshaw describe the analogy she uses to explain intersectionality.
Read Scottish Government (2022) Using intersectionality to understand structural inequality in Scotland: evidence synthesis
Read SASW (2021) Racism in Scottish Social Work: a 2021 snapshot
Explore Research in Practice (2019) Developing cultural competence tool
Read the Mental Welfare Commission’s report on LGBT inclusive mental health services
Read the Community Care article ‘Culturally sensitive social work is about more than meeting social care needs’
Listen to IRISS podcast ‘The relationship between social work and Gypsy/Traveller communities’
Read the research article ‘Trans voices in social work research: what are the recommendations for anti-oppressive practice that includes trans people?’
Read Iriss Insights 37 Parents with learning disabilities
Read How can social workers tackle unconscious bias? (communitycare.co.uk)
Rights-based practice
Scottish Human Rights Commission training resource ‘Care about Rights’.
Scottish Government Guidance ‘Children’s Rights and the UNCRC in Scotland: An Introduction’

NHS Scotland Academy Cultural humility digital resource
Iriss Insights 74 Social work's relationship with the PREVENT duty
Applying knowledge of social inequality and systemic oppression
Read Scottish Government (2021) Intersectionality: revealing the realities of poverty and inequality in Scotland
Make yourself aware of Child Poverty Action Group (CPAG) work
Read the Anti-Poverty Action Guide for Social Work (BASW, 2019)
2. Communication, engagement and relationship-based professional practice
Trauma-informed practice
Access learning resources on the National Trauma Training Programme Level
Scottish Government's Trauma-Informed Practice: Toolkit
Read Iriss: Trauma Informed Approaches-A critical overview
Communication, engagement and empowerment
IRISS podcast 'Language in social work'
IRISS Insight 'Spoken language interpreters on social work'
Rewriting Social Care Blog 'Professional' language
Reports 'My Support My Choice – People's Experiences of Self-Directed Support and Social Care in Scotland'
IRISS Evidence Summary 'Collaborative practice to support adults with complex needs'
Read IRISS article ' Recording practice and accessing records '
Read article ' The Dos and Don'ts of Case Recordings '
Relationship-based practice
Iriss Insight "relationship based practice: emergent themes in social work"

Practising relationship-based social work : Resources and tools
3. Critical thinking, professional judgement and decision making
Critical thinking and analysis
Read Community Care article by Chris Dyke 'Why a chronology should be the first thing you do in an assessment.'
Listen to Helpful Social Work Podcast 'Assessment' parts 1 and 2
Watch Social Work Student Connect Webinar 'Assessment: some theory and practice, but mostly experience'
Undertake IRISS Online Course 'Writing analysis in social care'
IRISS FM Podcast with Duncan Helm 'Making sense of child and family assessment'.
Decision making
Read and reflect on IRISS report 'Decision making and social work in Scotland: the role of evidence and practice wisdom.'
Read the SSSC learning resource 'Making better decisions'
4. Promoting wellbeing, support and protection
Child protection
Become familiar with the National Guidance for Child Protection in Scotland , as well as local guidance and procedures.
Explore the Safe & Together Model
Read about Honour-based violence and interventions and FGM
Read IRISS Outline 'Parental substance misuse and social worker intervention'
Watch CELCIS webinar recordings on child criminal exploitation
Adult support and protection

Access and read information from: https://www.actagainstharm.org/
' Social Work Services and Recovery from Substance Misuse: a review of the evidence ' 2011
Read the National Suicide prevention action plan : every life matters.
Undertake Domestic Abuse Awareness Raising Tool (DAART) training.
Explore The Caledonian System
Read about Honour-based violence and interventions
Read ' The art of conversation: A guide to talking, listening and reducing stigma around suicide '
Scottish Government 2023 Victims/survivors of domestic abuse - multi-agency risk assessment and interventions: report
5. Working with complexity in unpredictable and ambiguous contexts
Managing risk
Complete the SSSC Making better decisions and a risk worth taking resources
Read Iriss resource on risk
Explore the Contextual Safeguarding research programme resources and podcasts
Working with conflict
Complete the TURAS eLearning 'Managing Conflict' and reflect on what you have learned.
Community Care article 'Dealing with conflict at work'
Social Work Student Connect webinar 'Social Work and Conflict'
Harry Ferguson et al (2020) article in Journal of Social Work Practice 'Hostile relationships in social work practice'
Frontline Approaching challenging conversations in social work practice
Research in Practice (2023) Supporting difficult conversations in social care
Professional curiosity and challenge

Undertake some of the exercises on using the GRRAACCEEESSS and LUUUUTT models to explore in your supervision.
Research in Practice Professional curiosity in safeguarding adults
Iriss Insight 66 Understanding noncompliance
Iriss Decision making and social work in Scotland: The role of evidence and practice wisdom
6. Use of knowledge, research and evidence in practice
Using evidence to inform practice
Complete the SSKS Knowledge and Evidence Champion Badge.
Complete IRISS Tool 'Navigating Evidence'
IRISS Report 'Decision making and social work in Scotland: The role of evidence and practice wisdom'
Applying knowledge of approaches and interventions
Access learning resources on the National Trauma Training Programme Trauma Skilled
Attachment theory in practice Iriss
ACES and Attachment
Self-directed Support Practitioner Toolkit 2024
Community care Attachment knowledge and practice hub – Children's (ccinform.co.uk)
7. Self-awareness and reflexivity
Resilience and wellbeing
IRISS Insight 'Creating a culture of resilience for social workers'
IRISS, Social Work Scotland and SSSC ' Resilience resources for social work and social care workers '
Critical reflection and reflexivity

Social Work England article 'The vital role of social work supervision' Rachael Jennings (2020)
Research in Practice 'Reflective supervision: Resource pack'
Ravalier et al (2023) 'A Rapid Review of Reflective Supervision in Social Work' The British Journal of Social Work
NISCC Reflective practice: A model for supervision and practice in social work
National Wellbeing Hub resource 'Refill your own cup'
8. Professional leadership
Professional identity
Leading to Change vlog 'Allyship: Understanding and contributing effectively to an inclusive workplace'
SSSC Codes of Practice for Social Service Workers
SSSC Open Badges '23 Things Leadership'
Summary of Newly Qualified Social Workers Conference 2018 'Building the Future: Shaping our Social Work Identity'
Leadership
Complete the Frontline Worker Leadership Capability Feedback Tool and leadership capabilities workbook https://stepintoleadership.info/



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