

Social Work Services Professional Supervision Framework 2025

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1. Foreword – Sara Lacey, Chief Social Work Officer

I am delighted to see the development of this important Framework for Professional Social Work Supervision in Falkirk. As Chief Social Work Officer I am responsible for providing professional leadership and governance for social work services. Importantly this includes promoting a learning culture and the maintenance of high standards of practice and supervision.

It's clear from conversations I have with our workforce that more time must be dedicated to reflective supervision to promote staff well-being and provide an outlet for the emotional and psychological stresses that are part of the social work role. Supervision is an opportunity to have protected time with your manager to consider what we're doing, why we're doing it and whether that's working for the person from their perspective, and if not, consider whether there might be another way forward. This Framework emphasises a shift away from focussing on case management to striking a balance which creates space for reflective practice discussions.

Social work practice is a relationship-based activity reliant on numerous interactions with professionals, carers, people we support and their wider family. Supervision underpins the importance of relationship-based practice by reflecting the trusted, respectful, trauma informed, constructively challenging approach we expect to have with the people we support. This Framework outlines the different models of supervision which can be applied to support our assessment, planning and decision making thus ensuring practice is values based and person-centred.

It is important to consider the impact quality supervision has on our work for both us and the people we work alongside. This Framework outlines our commitment to this by building Monitoring and Quality Assurance into our review of supervision, Section 16.

Social work is complex and demanding. This Framework for Professional Social Work Supervision seeks to support making a positive difference for you, for the social work profession and helps us to achieve the best outcomes for children, individuals and families in our communities.

2. Introduction

Social Work Service workforce is our most important resource in working with children, adults, families and communities to support and bring about positive change. Professional supervision is an approach that does not sit in isolation but brings together and makes sense of a range of activity from staff induction, development, training and most importantly day-to-day practice.

Professional supervision is a mandatory requirement for all staff involved in the management, coordination and delivery of social work and integrated services. It contributes to safe and consistent standards of practice forming part of a quality assurance system.

Our social work service supervision framework is designed to guide the process, frequency and content of supervision sessions. It defines the roles and expectations of the supervisor and supervisee, reflects the values of the organisation and supervisor and supervisee and professional and organisational standards.

The Framework has been informed by examples of good practice from within Falkirk Social Work Services and Health and Social Care Partnership as well as referring to relevant literature, research and national policy.

The need for effective professional supervision is referenced in inquiry reports and learning reviews, and in professional training, learning and development.

It is necessary in the support and motivation of workers undertaking demanding jobs.

Research¹ has also shown effective supervision helps foster resilience and reduce risk of burn out. It offers space for dialogue and critical reflection; recognising Social Work Service staff are sometimes involved in situations which can be complex, difficult and distressing.

Reflective supervision confirms the role of supervisor working with supervisees to identify strengths and skills. Reflective supervision can be used to ensure risks are carefully considered in the context of risk assessment, analysis, enablement and risk management leading to best possible decisions being reached.

3. Defining Supervision

Although there are various definitions of supervision there are commonalities between them. At its simplest:

‘Supervision is a professional relationship and activity which ensures good standards of practice and encourages development’. College of Occupational Therapists (COT, 2015 p1)

According to the Royal College of Occupational Therapy (RCOT), Professional Standards for occupational therapy practice, conduct and ethics, occupational therapists must:

‘...receive and/or provide regular professional supervision and appraisal, where critical reflection is used to review practice...’ and further, that ‘... this may be provided locally or via long-arm support’ (RCOT, 2021, p 37)

¹ College of Occupational therapists (2015) Supervision: guidance for occupational therapists and their managers. London: COT

² Royal College of Occupational Therapists (2021), Professional standards for occupational therapy practice, conduct and ethics. London. RCOT

³ Scottish Social Services Council, Supervision learning Resource 2016

Scottish Social Services Council, 2016 definitions below highlights not only the separate functions of supervision but recognises how these may be assigned to more than one supervisor. This could apply in integrated services when staff may be line managed by someone from a different professional background.

‘Social Work Services supervision is an interactive professional relationship and reflective process that focuses on the supervisee’s practice, professional development and well-being, with the objectives of improving, developing, supporting and providing safety for the practitioner and their social work practice. It is distinct and different from counselling/therapy, direct practice and consultation’.

‘Supervision must enable and support workers to build effective professional relationships, develop good practice and exercise both professional judgement and discretion in decision making. For supervision to be effective it needs to combine a performance management approach with a dynamic, empowering and enabling supervisory relationship. Supervision should improve the quality of practice, support the development of integrated working and ensure continual professional development’. Scottish Social Services Council, 2016

Another essential element of the supervision process is to meet managerial and administrative needs by assisting with workload and caseload management. This requires a focus on capacity, tasks and time management.

4. Values-based Supervision

Values-based supervision is a supervisory practice that considers the values of the workplace and the person being supervised. It can help improve supervisory relationships and the skills and practices of those being supervised.

Good supervisors have the right values, skills and knowledge to do the role, and should have a good understanding, through direct practice experience, observation and learning, of the work that supervisees do, and of the organisation.

Supervisors can give positive feedback when values are demonstrated, and link back to organisational and professional values when having difficult conversations.

The form of supervision adopted across our organisation sends out important messages about the value we place on trauma informed, relationship-based and strength-based practice. It is built on trust, confidentiality, support, and empathic experiences. Other qualities inherent in the supervisory relationship include constructive feedback, safety, respect, and self-care.

Whilst we recognise the parallel processes of professional supervision and working with children, adults and carers, there is limited research into how supervision impacts on outcomes for service

users. However, there is some limited evidence that supervision can promote service user empowerment and participation, reduce complaints and increase positive feedback².

5. Professional Codes of Practice

The importance of supervision for our Social Work Service workforce is clearly identified in the Codes of Practice for Social Service Workers and Employers, Royal College of Occupational Therapists, and Nursing and Midwifery Council.

[SSSC Codes of Practice for Social Service Workers and Employers](#)

The revised the Codes of Practice came into effect on 1 May 2024.

Code of practice for Social Service Workers

5. I must be accountable for the quality of my work and to take responsibility for maintaining and improving my knowledge and skills.

5.5 Prepare for and engage in supervision to reflect on my development, learning needs, wellbeing and practice.

Code of practice for Social Service Employers

2. Maintain a culture and have systems in place to support social service workers to meet their codes of practice.

2.1 Lead, manage and supervise workers in a way that promotes kind and compassionate practice.

2.10 Support workers employed from other professions to meet their own professional codes.

3. Provide learning and development opportunities to enable workers to strengthen and maintain their skills, knowledge and practice.

3.7 Provide effective and regular supervision that enables workers to develop and improve practice through reflection and feedback.

[The Professional standards for occupational therapy practice, conduct and ethics](#)

6.3 Maintaining and expanding your capability

6.3.8: As a practitioner, you receive and/or provide regular professional supervision and appraisal, where critical reflection is used to review practice. This may be provided locally or via long-arm support

6.5: Delegation

⁴ Effective supervision in social work and social care (p15) [Research briefing 43 \(final\)](#)

6.5.2: You provide appropriate supervision and support for the individual to whom you have delegated the task/s.

[Nursing and Midwifery Council code of practice](#)

25: Provide leadership to make sure people's wellbeing is protected and to improve their experiences of the health and care system

25.1: Identify priorities, manage time, staff and resources effectively and deal with risk to make sure that the quality of care or service you deliver is maintained and improved, putting the needs of those receiving care or services first.

25.2 Support any staff you may be responsible for to follow the Code at all times. They must have the knowledge, skills and competence for safe practice; and understand how to raise any concerns linked to any circumstances where the Code has, or could be, broken.

6. Our Commitment to Supervision

Falkirk Social Work Services are committed to: -

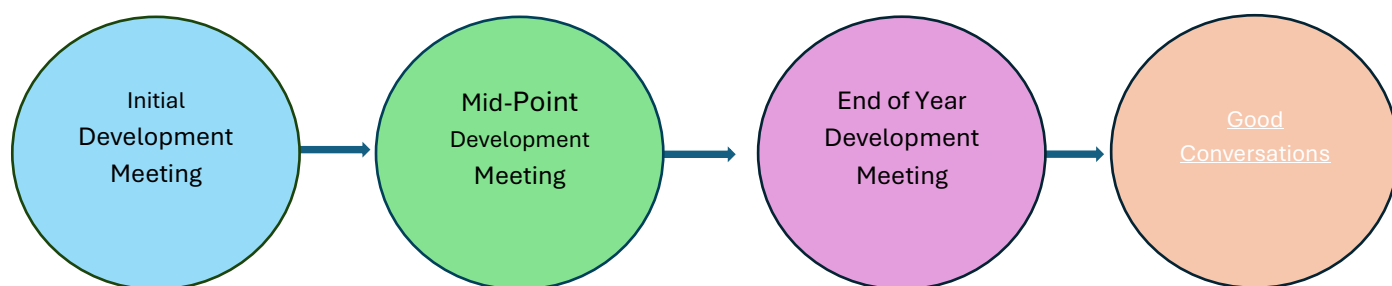
1. Ensuring that every member of the social work service workforce receives good quality, constructive and effective supervision on a regular basis.
2. Ensuring that supervision is provided to a consistent standard across Social Work Services.
3. Encouraging social work service employees to develop their skills and practice, access training and make best use of development opportunities.
4. Ensuring an appropriate balance between supervision focussed on case management and the time for practitioners to engage in critical reflection for their own professional and personal development.
5. Providing good quality training on supervision for supervisors.
6. Monitoring and improvement processes will be managed at an organisation level to assure the quality and effectiveness of supervision. This includes any required improvements to the framework, the training, and/or the supervision process.

Regulatory Requirements for Newly Qualified Staff

Framework

Staff who maintain a professional registration as part of their role may need specific supervision arrangements within their first year of practice. Within each of these frameworks there are commonalities in that each requires 3 key meetings between the Supervisor and Supervisee.

There are other specific arrangements needed for each profession and Supervisors should take time to review these and plan accordingly with Supervisees.



Newly Qualified Social Workers (NQS) Supported Year

In October 2024 the NQS Supported Year went live, requiring Falkirk Council and other employers to ensure that there is [Supports in place](#) for NQSWs to develop their practice.

Supervisors should take time to familiarise themselves with the Supported Year and further information can be found on the [Practitioner's Pages](#).

Preceptorship for Newly Qualified Occupational Therapists

The [Allied Health Professions Preceptorship Programme](#) is being developed by NES and aligns the developmental needs of Newly Qualified Occupational Therapists in Scotland with the [HCPCs Preceptorship](#).

There is information available on TURAS which outlines the [supports and processes](#) needed for Occupational Therapy staff.

7. What is the difference between Supervision and Appraisal (Annual Good Conversation)

Supervision is the regular contact between a supervisor and supervisee in which to monitor and reflect on practice, review and prioritise work with individuals, provide guidance and support, identify areas of work that need development.

Appraisal is an annual evaluation process that follows the monitoring of practice and performance. It allows job role and individual development objectives and plans, with milestones, to be agreed for ongoing review through supervision⁴

⁴Morrison T. Staff Supervision in Social Care 2nd Edition. Shoreham-by-Sea: Pavilion 2015

In Falkirk, [Good Conversation appraisal](#) is required annually and agreed actions monitored in supervision with any identified learning and development needs shared with social work and organisational development services where appropriate.

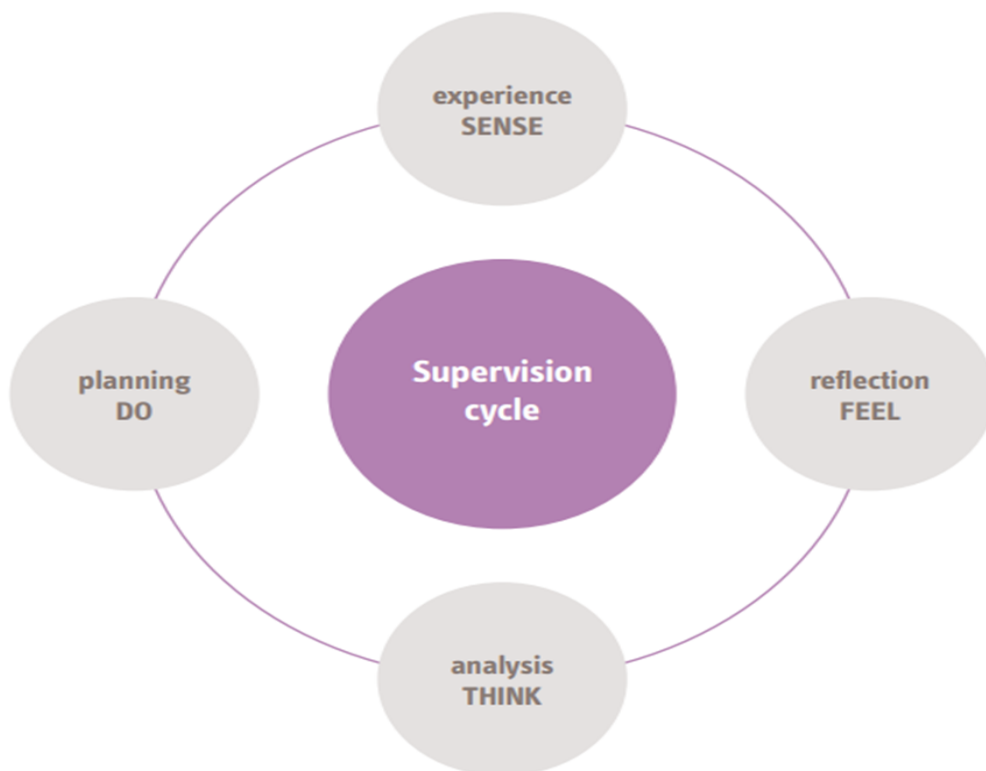
8. Reflective Trauma Informed Supervision

Reflective discussions help increase practitioners' awareness about their interactions with, and responses to, children, young people, adults and families, peers and other professionals. They also provide an essential reflective space in which practitioners can recognise and acknowledge the personal effects of frequent exposure to trauma, hardship and loss. These discussions are all the more relevant if supervisees include details of similar experiences from their own lives.

While supervisors and supervisee's need to maintain clear boundaries within supervision, it's widely accepted by the profession that reflective discussions should also help supervisees explore how they use power in their roles, ethical dilemmas, personal and professional challenges in practice, and how practitioners understand and communicate their values when working with children, young people, adults and families⁴

The reflective cycle of supervision was developed by Morrison (2005)⁵ and was further developed in the work of Wonnacott (2010)⁶. The figure below, outlines the different stages of the reflective cycle of supervision.

Figure1 [PSFDP – Resources and Tools: Having reflective discussions in supervision](#)⁷



⁵ Morrison T. Staff Supervision in Social Care 2nd Edition. Shoreham-by-Sea: Pavilion 2005

⁶ Morrison T. and Wonnacott J. Supervision: Now or Never Reclaiming Reflective Supervision in Social Work 2010

⁷ [PSFDP – Resources and Tools: Having reflective discussions in supervision](#)

Experience and Sense. It's good practice to start by asking and looking for strengths, particularly if you notice signs of low confidence in this practitioner's behaviour.

Reflection and Feel. The focus is on reflection, paying attention to the impact the work is having on the supervisee can help gain insight into their experience.

Analysis and Think. Finding out the reasoning and testing out which knowledge base, research or theoretical approach is being used by the supervisee helps the supervisor to frame questions that further develop the supervisee's thinking and evaluation of their evidence. It is also an important stage for the supervisor in gauging the supervisee's knowledge, confidence and capability.

This phase of the reflective cycle also provides an opportunity to test out hypotheses, question whether the research evidence has been supported by the observations in practice and be assured about the quality of critical thinking the supervisee is capable of. None of these aspirations will be met by directive questioning.

Planning and Do. Using the accumulated reflections on their experiences, their emotional reactions, theoretical understanding, and the information they have gathered about the family, supervisees are ready to move onto thinking about what should happen next. Reflective questioning ideally leads them to think about how they work with the child, young person, adult or family to develop and carry out a plan together

Proctor's Model (Below) is one of the most commonly used clinical supervision frameworks for reflective practice.



This model similarly describes tasks and responsibilities of supervisor and supervisee: normative, formative and restorative. The Formative (or learning) component of supervision is derived of the opportunity “to become increasingly reflective upon practice” within the supervision process (Proctor 2001, p.31)⁸

Trauma & Supervision

A trauma lens informs our understanding of supervision in several ways. Supervision should be structured in a way for staff to gain support, debrief about their work, and advance their skills and knowledge. When operating from a trauma lens, supervisors should also support professional growth and encourage learning opportunities. It is crucial for organisations to create safe spaces for meaningful and sometimes difficult conversations, and to mitigate the impacts of vicarious trauma (Walsh, 2017).⁹

⁸ Butterworth T., Cutcliffe J.R., Proctor B. Fundamental Themes in Clinical Supervision 2001

⁹ Walsh S. Trauma Informed Supervision 2017

Trauma-informed supervision recognises that individuals function best within their Window of Tolerance — the optimal zone of arousal in which a person can think, feel, and respond effectively to their environment. Within this window, practitioners can remain grounded, reflective, and connected to their professional judgment. However, stress, trauma exposure, or vicarious trauma can push individuals outside of this window — into either hyperarousal (e.g., anxiety, reactivity, overwhelm) or hypo arousal (e.g., numbness, shutdown, disengagement). Effective supervision supports practitioners to recognise these states in themselves and others, and to develop strategies to return to their window of tolerance.

Contrary to historical models of deficit-based supervision which focuses on identifying and rectifying problem areas trauma-informed supervision is an effective tool that supports workers, provides opportunities for learning, and can prevent further trauma from occurring. Workers, at all levels, even those who have been with the organisation for many years, can benefit from such supervision. Including supervision as a normal work routine can make it a tool to increase knowledge and skills, more effectively help a children, young people, adults and families, and improve employee wellness and morale.

Trauma informed supervision training is available and should be accessed by all supervisors as part of our commitment towards becoming a trauma informed and responsive organisation.

9. Models of supervision and support

To ensure that all staff have equitable access to good quality, effective supervision and support to the standards outlined, this guidance takes into account the varied landscape within which Social Services operates in Falkirk. This landscape includes settings where the sole use of formal one-to-one supervision is neither standard practice, nor is it practicable.

Consideration has been given to three different models of supervision and support: one to one supervision, group supervision, professional supervision. All three models are based on the same key principles. In many cases staff may benefit from participating in more than one model. This will ensure a continuing support for all staff to maintain a focus on the intended results of the work that they do and provide them with opportunities to reflect on and learn from their practice over time. The line manager has the responsibility of ensuring their staff have access to the most effective model(s) of supervision and support.

One to One supervision

One to one supervision is a formal, prearranged and contracted process between supervisee and supervisor where the principles of supervision are achieved within an individual relationship, confidential setting and protected space.

The supervisor will be the supervisee's line manager unless this task has been delegated.

Group supervision

Group supervision is a formal, prearranged process that is agreed by all participants. It involves the use of a group setting to enable members to reflect on their work and, by pooling their skills, experience and knowledge, to improve both individual and group capacity. Group supervision with an identified supervisor can be organised in a range of ways but usually with the supervisor acting as a resource for the group either as a direct facilitator or as a useful informant with others taking responsibility for facilitation. **See Appendix 6 - Preparing for group supervision.**

“The supervisor should discuss with the group, and agree, how the agenda and focus of supervision sessions will be centred on individuals who use services and their carers - ultimately, effective group supervision should result in better outcomes for people. This is the important distinction between group supervision and team meetings or other group sessions – group supervision is always centred on developing people with a specific focus on achieving better outcomes.”³

Group supervision is not a substitute for one-to-one supervision, it should complement this, though it may reduce the frequency for which it is needed. However, if this is the principal model of supervision being used, the frequency of group sessions must be at least once every six weeks. As indicated by the above benefits and challenges, regular group supervision is a particularly useful model where collaborative working or direct support is the norm. Group supervision should be recorded using the Group supervision template. **(Appendix 7)**

Professional Supervision

Through the integration of services there are situations where employees are line managed by a staff member from a different professional background. It is acknowledged that there may be a need for arrangements to be put in place for the employee to be offered additional professional supervision or consultation with a manager or experienced colleague from their own professional background. These arrangements should be recorded and the roles of Line Manager and Supervisor specified in the supervision agreement.

10. Unplanned or “ad hoc” supervision

The pace and unpredictability of work will mean that practitioners need to discuss something with a supervisor, (whether it be their own supervisor or another supervisor or manager within the service) outside the scheduled supervision sessions. It is important, and appropriate, that such discussions take place. The aim would be to make sure that at any time, there are an appropriate number of managers/supervisors available for staff to approach with such issues. It is important to bear in mind that any decisions made with regard to a child or adult should be clearly recorded in the form of a management decision/discussion case note. If the conversation is with someone other than the

³ Scottish Social Services Council (SSSC) Step into Leadership – [Group Supervision](#)

worker's direct supervisor, that conversation and decision should be recorded as a case note on the individual's record. All discussions can be regarded as 'supervision conversations' regardless of how long they take. Supervisors should ensure that arrangements are made for who and when these decisions are recorded on the case discussion with manager section on Liquid Logic Social Work Information System.

11. Individual Supervision Agreement

The purpose of the **Individual Supervision Agreement (Appendix 2)** is to establish a basis for which the supervisor and supervisee will work together during one-to-one supervision sessions. This establishment of "ground rules" or "safeguards" should clarify the rights and expectations on both sides to create a safe, secure and effective supervisory setting.

It is expected that during this discussion an account will be taken of the supervisee's supervision history, and this be recorded and included within the supervisee's first session with their supervisor.

This should be a dynamic tool to which both parties can refer regularly in monitoring the effectiveness of supervision. It should be adapted to take account of any changes to role and responsibilities.

When establishing the Agreement the following should be discussed: -

- **purpose of supervision** – take account of the supervisee's role, together with their workload and team context. Clarifying expectations that enables the supervisee to fully engage. This should include an opportunity to discuss supervisee wellbeing, resilience and in particular a focus on work life balance. This will also include how the supervisor might recognise when the supervisee was experiencing stress.
- **Frequency (Appendix 2)**– take account of the length of time in employment, role and work context of the supervisee. All staff are expected to require and be committed to regular supervision in order to reflect critically on their practice and continue to identify areas of strength and areas for development
- **location and venue** – consideration requires to be given to identifying an appropriate place and space for reflection that supports relationship-based practice and offers privacy. If hybrid working, planning supervision should include whether there is a need to achieve a balance between online and face to face sessions.
- **confidentiality** – Discussions within supervision are confidential in nature between the Supervisor and the Supervisee and, within the hierarchical line management structure. If the supervisor believes there is a requirement to share information with a senior manager, the reasons for this will be fully explained to the supervisee. For example, this may relate to a protection concern/ duty of care/ misconduct issue/[duty of candour](#).

Supervisees should be given assurance that their conversations/disclosures within supervision will remain confidential and will not be discussed with any other staff member and, only with other managers, if there is a clear reason/ rationale to do so.

- **dealing with disagreements within supervision** – there may be occasions where you disagree on issues raised in supervision. For instance, in relation to achieving outcomes for service users; decision-making; role and responsibilities, practice competence or learning and development needs. You should agree how you will manage disagreements.
- **any specific responsibilities of supervisor and supervisee** – preparation for supervision, including preparation of a shared agenda.
Monitoring, professional body registration and renewal requirements, with and without conditions, e.g. Scottish Social Services Council (SSSC) registration, and Health and Care Professional Council (HCPC).
 - The Newly Qualified Social Worker Supported Year requires supervisors to support workers meet mandatory learning and will clarify and record how these will be met.
 - The Health and Care Scotland (Staffing) Act 2019, provisions implemented 1st April 2024 requires staff receive appropriate training for their role.
- **Recording** - the supervisor has responsibility for the recording of supervision discussions and the supervision document is a service record. You should acknowledge the rights of senior managers and quality assurance staff to have access to the records. You should also agree how personal or sensitive information will be recorded and managed within the record.
- **Rescheduling supervision** if supervision has to be cancelled and re-arranged this should take account of the practice standard in relation to frequency of supervision and the reason for this must be recorded on the supervision log and the rescheduled supervision record.
- **Arrangements for staff working in integrated teams.** Line Managers have responsibility for the supervision of all staff regardless of professional background. Professional supervision arrangements or mentoring roles may also be agreed and in these circumstances, you should record how these are to be managed.
- **Supervisor changeover:** There should be discussion between the supervisor and supervisee in relation to information handover in circumstances where there is a change of supervisory arrangements within the service or Council.
- **Supervisee leaving their post or employment:** The Supervisor should highlight the importance of employee experience feedback as part of the exit interview process.

Signed supervision agreement should be uploaded on Myview in My Team's Documents - select the tab Confidential 1:1/filenotes. Please check that your document meets the following criteria; your document:

- **MUST have the employee number at the beginning of the file name**

- **MUST have the same employee number as the record it has been uploaded to**
- **MUST follow our naming convention stated below**

EMPLOYEE NUMBER, SURNAME, SHORT DESCRIPTION, DATE, VERSION

Description should be short but meaningful, e.g. Change Letter

Version should be "V1", "V2", "V3"..., UNSIGNED, SIGNED or FINAL

Example file name: 123456, Bloggs, Change Letter, 01.01.16, FINAL

using the approved title format- NAME, EMPLOYEE NUMBER, DATE, SUPERVISION AGREEMENT

Appendix 1

12. Frequency and Duration

The frequency of supervision should take into account the role, responsibilities, experience and needs of the staff member. In addition, when agreeing supervision, the complexity of the work being carried out or where appropriate, the types of cases being held, should inform the agreed frequency and duration of supervision. Any reasons for the need for flexibility can be added to the Individual Supervision Agreement **(Appendix 1)**.

- Supervision meetings should be scheduled during paid work time, with dates and times agreed in advance.
- Part time staff should receive supervision on a pro rata basis; however, consideration must be given to the supervisee workload when agreeing frequency and duration. This timeframe should be reviewed regularly
- Temporary and agency staff should receive supervision in the same way as permanent employees.

Appendix 2. Table outlining minimum standards of frequency of supervision for social work service employees.

13. Individual Supervision Records

A record will be kept of the supervision, the recording of which will be the responsibility of the supervisor. However, during the session, the supervisee will be expected to take a note of any key actions and timescales. The supervisor and supervisee will have joint ownership of ensuring the accuracy of the record.

The recording should reflect the issues discussed, include time management where relevant, detail any decisions taken and the reasons for these, and any agreed actions to be taken, by who and when. In general, the detail should be clear enough so that the issue can be revisited, if necessary, at a later date and still be understood. On occasion it may be necessary to provide a more detailed record e.g. regarding individual cases, performance or excellent practice. Having a supervision agenda provides a framework to structure these discussions **(Appendix 3)**

Supervision with employees who carry a caseload can take the format of one session that includes all functions of supervision. Or a separate caseload management session. Both are appropriate as long as caseload management does not dominate over the other functions of supervision.

The summary of discussions should be completed using the **Supervision Record Template (Appendix 4)**.

The supervisor should aim to issue the supervision record to the supervisee within 2 weeks of supervision, with any amendments noted and signed by both parties. If there is any disagreement as to the content of the record this should be recorded by the supervisor.

Signed supervision records should be uploaded onto Myview in My Team's Documents - select the tab Confidential 1:1/filenotes section using the approved title format- NAME, EMPLOYEE NUMBER, DATE, SUPERVISION RECORD

14. Supervision Case Management Records (Liquid Logic)

The recording of discussions related to casework should be captured on a separate template **(Appendix 5)**.

Supervisees are expected to transfer agreed information and actions to individual records on the Liquid Logic social work information system. Managers are required to routinely use the Manager Viewed Record function on the social Work information system in line with their quality assurance role.

15. Confidentiality and Access

Supervision is confidential within the line management hierarchical process. This means that the records are the property of the organisation and not the individual. There may be occasions when the supervisor and supervisee agree the need to share information out with supervision or the supervisor informs of the intention to disclose information. Examples of this include:

- When it is agreed there is a specific issue or learning point which would be beneficial to share.
- Disclosure relates to harm or risk to self or others.
- Contravention of law, professional code or local conduct policy comes to light.
- A need to consider [Duty of Candour](#) legislation in circumstances where there is a requirement to be open and honest when an unintended or unexpected incident occurred in the provision of the health, care or social work service provided by the organisation as the responsible person.

From time-to-time supervisors will need to discuss the content of supervision sessions with others, e.g., their own supervisor, and this will be done with the knowledge of the supervisee.

Access to personal supervision records is controlled and secure so that those who do not have a legitimate right to see the records cannot access them.

Employees should be aware however that other than themselves and their supervisors, others may, from time to time, access those records, for example: senior managers (for audit and/or quality assurance purposes), investigating officers for complaint investigation or disciplinary purposes). During external inspections records relating to supervision will be reviewed which should include evidence of supervision format, frequency and arrangements and reasons when supervision is rescheduled.

16. Monitoring and Quality Assurance

Professional supervision is a mandatory requirement for all staff involved in the management, coordination and delivery of social work and integrated services. It contributes to safe and consistent standards of practice forming part of a quality assurance system.

See **Reporting Template (Appendix 9)**

We will utilise a variety of methods to monitor the quality and impact of supervision as outlined in table below.

TOPIC	MEASURES	METHOD
PROCESS	- Number/percentage of supervisory agreements that have all information complete. - Frequency - Number/percentage of changes to supervision resulting from workload/staffing - Number/percentage of available supervisors	Annual 10% sample audit of Supervision Agreements Annual review of central and local team supervision attendance records
EXPERIENCE	Supervisee feedback: - Value of supervision on reflective practice, learning and development - Access and inclusivity - Wellbeing Supervisor feedback: - Engagement levels of supervisee - Practice, knowledge and skill development. - Value of supervision on reflective practice, learning and development - Wellbeing	Employees Supervision Evaluation Group Supervision peer Observation
IMPACT	- Recruitment/retention rates - Sickness/absence rates - Complaints - Staff exit interview themes.	6 monthly/annual reviews of data

17. Storage and Retention

The Individual Supervision Agreement and the supervision records will be kept in the supervisee's file held by the supervisor or uploaded **onto Myview in My Team's Documents - select the tab Confidential 1:1/filenotes section using the approved title format- NAME, EMPLOYEE NUMBER, DATE, SUPERVISION RECORD, or SUPERVISION AGREEMENT**

These records should only be retained in a locked cabinet in circumstances where there are no arrangements in place to hold them electronically.

It is a matter for the supervisor what other documents are held with the supervision records, these may include a copy of the supervisee's current post application, references, annual employee development and performance review records, copies of absence records and correspondence.

When the supervisee leaves their employment, the records will be kept for 7yrs on MyView and 25yrs if employee was member of PVG scheme. **When the supervisee leaves, they must not take with them any supervision records which contain case discussions.**

Where a member of staff transfers to another post or section within the Council their records should be passed onto the new supervisor. Recording that relates to case recording and decision making should be retained by the Manager /Supervisor responsible for the caseload. It is not appropriate to pass this information to another Supervisor unless they are supervising the worker in relation to that work. Human Resource services will retain all other relevant employee information as outlined in the [Business Classification & Retention Schedule](#)

Individual Supervision Agreement

This agreement is valid from the date signed for one year and must be reviewed and agreed annually.

Supervisee Name: **Supervisor Name:**

Supervision is undertaken in accordance with Falkirk Social Work Services Supervision Framework. This will be planned to achieve a balance between online and face to face sessions. Supervision records will be held electronically on MyView and password protected. Supervisees should be given assurance that their conversations/disclosures within supervision will remain private and will not be discussed with any other staff and, only with other managers, if there is a clear reason/ rationale to do so.

If the supervisor believes there is a requirement to share information with a senior manager, the reasons for this will be fully explained to the supervisee. For example, this may relate to a protection concern/ duty of care/ misconduct issue/duty of candour.

Purpose	Supervisor Responsibility	Supervisees
To reflect on the supervisee's progress and practice in their role, together with their workload and professional relationships. There should be a balance of Management, Development, Support and Reflection. Supervision should include an opportunity to discuss supervisee wellbeing, resilience.	Plan regular supervision Provide a private space that is free from interruptions Be supportive, kind and facilitate reflective discussion. Provide and store record of supervision.	Attend supervision regularly, on time and actively participate. Bring agenda items and be prepared for reflective discussion. Review, agree and sign supervision record.

Please refer to guidance section on Individual Supervision Agreement, page 11.

Employee Signature:	Job Title:	Date:
Supervisor Signature:	Job Title:	Date:

Date to be Reviewed:

Appendix 2

Supervision frequency/ Post and experience	First 6 weeks of employment	Up to 6 months of employment	After 6 months of employment	Duration
Newly Qualified Social workers and Occupational Therapists	weekly	fortnightly	monthly	1.5hrs
Newly appointed, promoted staff and staff returning from extended leave	Weekly / fortnightly *		monthly	1.5hrs
Experienced staff including agency staff			4-6 weekly	1.5hrs
Line Managers/supervisors			4 -6 weekly	1.5hrs
Senior Managers			4 -6 weekly	1.5hrs
Care Home Practitioners and Managers			6-8 weekly	
Care & Support at Home workers	Group and individual arrangements as specified by the Service		6 monthly after observation of practice	
Workforce Development staff	fortnightly	monthly	4 -6 weekly	1.5 hrs

These are the minimum standards. * Dependent upon role and responsibilities. Part time staff should receive supervision on a pro rata basis; however, consideration must be given to the supervisee workload when agreeing frequency and duration. This timeframe should be reviewed regularly.

Supervision Agenda

The following suggested agenda provides a framework to help supervisors and supervisees to structure their discussions. These should be adjusted to meet the requirements of your service or the role of the supervisee.

- Agree agenda items at the beginning of the meeting or prior to the meeting.
- Check out how the member of staff is feeling. Allocate specific time to focus on wellbeing and resilience. Supervision should reflect *Good Conversation* principles e.g. establishing what really matters and underpinned by active listening.
- Review the previous supervision notes, tasks and actions. Revise, agree new targets as required.
- Managing performance and workload update – review tasks, objectives and targets. Reflection and analysis of any specific pieces of work, particularly in identified complex areas of work. Revise and agree new targets, as required.
- Cases – record held on a separate form and placed in service users case record (**Appendix 5 supervision case record template**)
- Learning and development needs.
- Annual leave
- Personnel or employment issues including sickness absence, special leave, disciplinary, grievance, capability, equality.
- Professional Body registration and renewal, with and without conditions.
- Regulatory or service standards
- Health and safety.
- Budgets and finance issues relevant to the service / team / section/ tasks
- Any other business.
- Date of the next meeting.

For some supervisees, particularly managers, the following may also be relevant areas for discussion:

• Corporate and developmental strategic plans • Business plans • Budget / finance • Management of information and performance indicators • Staffing or rota issues • Complaints and investigations • Recruitment	• Staff performance and development reviews • Agree setting targets and timescales for completion of work • Monitoring work performance • Individual and team morale and motivation • Discussion re project or task groups • Stakeholder and partnership issues
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Staff Supervision Record

This record must be completed during each supervision session. The contents should be checked by both supervisor and supervisee following the session and signed by both

Name of Supervisee			
Job Title			
Name of Supervisor			
Job Title			
Date of Supervision Session			
Start Time		Finish Time	Location
Date of Last Supervision Session			
If Supervision is later than agreed previously, state why?			
Sickness absence since last Supervision			
Holiday / or any other leave since last Supervision			
Professional Body Registration Start/Renewal due date: Any Conditions e.g. SSSC & HCPC		Renewal Date	Any Conditions
Date of Good Conversation Annual Development and Performance Review and follow up Action Review dates		Action Review dates	

POTENTIAL AGENDA ITEMS FOR SUPERVISION

(only some of these items will be relevant depending on the employee's post and remit)

- Review of tasks/actions from previous supervision ☐
- Key work planning/management ☐
- Continuous Professional Development/Training ☐
- Celebrating Success/Achievements ☐
- Team issues ☐
- Practice issues ☐
- Health & Safety ☐
- HR issues ☐
- Budget/Finance issues ☐
- Annual Leave ☐
- AOCB (list) ☐

<u>Agenda Item</u>	<u>Main Discussion Points</u>	<u>Actions (by whom) and Timescale</u>
Priorities for Discussion		

Additional notes / areas to be discussed at next Supervision Session

SIGNED

Supervisor	
Supervisee	
Date of next Supervision Session	

Appendix 5

Supervision Record in relation to individual Child or Adult. Case discussion and decision will be recorded in service user files

Name of Child/Adult:

Name of Supervisee:

Name of Supervisor:

Date discussed:

Summary of discussion Reference should be made to outcomes focused practice	Agreed actions Reference should be made to any specific outcomes

Preparing for group supervision⁴

Group supervision is not a substitute for individual supervision. It is a supplement to the one-to-one session you may have on a regular, if not frequent, basis and can be a useful way to achieve important connections with your colleagues. Group supervision will often be facilitated by a manager/supervisor, although the extent to which they will lead the group will vary.

Group supervision has a number of forms, and it is very important before anyone participates, they understand and agree with the arrangements for creating a safe and useful environment for the group to do its work.

This information is intended to help you think about your own participation in group supervision, so you can make the most of the opportunity. **Reflect on the questions below.**

- What would your best hopes be for a supervision group? How could you benefit from participating in one?
- What could you do to help others benefit from the supervision group?
- What could the facilitating manager/supervisor do to help everyone benefit from the supervision group?

Which of the following activities would you like the group supervision to include?

• Being able to share ideas about working with people using services with others who do a similar job to you. • Being able to talk to others about the impact of the work on you. • Being able to compare your experiences of the organisation with your colleagues. • Being able to help others with problem solving or generating ideas.	• Hearing from your manager/supervisor – expectations and feedback. • Hearing from people who can help you learn and improve your practice. • Being able to raise issues about the work you do and discuss how to resolve or manage them. • Being able to feed back to the organisation about what is working well and what is not.
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Which of the following outcomes would you like group supervision to have?

• Feeling connected to the wider team. • Feeling that your work is noticed, understood and appreciated. • Being clear about what you are doing and how you are doing it. • Knowing that you are working in the right ways. • Feeling like you've had a breathing space.	• Understanding what the organisation expects of you. • Feeling that your concerns have been heard. • Being clear about what actions will be taken by others. • Understanding the wider context of the work you do, and its impact on you and the people you work with.
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⁴ Supervision Learning Resource – Scottish Social Services Council (SSSC), (2016)

Measuring Impact and Outcomes - Group Supervision Template

Each supervision session will be formally recorded and held as supervision record by line manager, **case discussion and decision will be recorded in service user files**

Service/Team:
Date and Time:
Supervisor/Group Facilitator:
Staff present:
Agenda (Include Plan for Session and Outline of Group Learning Methods) For Example: Reflective Practice Discussion Learning and Development Staff Safety/Welfare

Review of Previous Session – Decisions, Actions and Progress Made

Issues Noted:	Actions Agreed:	Outcome:
Key Information Shared:		

Practice/Service Discussion

Issues Noted:	Outcome:	Actions Agreed:	Outcome:

Date of Next Session:

Gathering Professional Practice Supervision Feedback

In promoting best practice regarding quality assurance, Supervisors should seek feedback from those whom they supervise at least annually.

A proposed/ suggested method for gathering feedback from practitioners is the:

STOP / START / CONTINUE model.

The Supervisor should consider, when asking practitioners to participate in this evaluation, the option of guaranteeing anonymity of responses. This could allow for an honest, constructively critical review of the supervisor's knowledge and skills in carrying out the supervision process. This would require identifying someone, (possibly a member of admin staff not directly line managed by the Supervisor), to gather in the feedback forms and to collate all responses by typing these on to one master form. Confidentiality protocols would apply to responses provided and the sensitivity of this information.

The collated master form would then be simultaneously e-mailed to the Supervisor and their line manager/supervisor. This information would then be reviewed and discussed within the Supervisor's next planned supervision session with their line manager to seek to improve and enhance their supervisory knowledge and skills.

Supervision Feedback Sheet

A key principle of effective management is that:

Each level of management should add value to the one below.

With the above key principle in mind:

With the above key principle in mind: Is there anything (insert name of Supervisor) could <i>STOP</i> doing that would assist you in your role?
Is there anything (insert name of Supervisor) could <i>START</i> doing that would assist you in your role?
Is there anything (insert name of Supervisor) should <i>CONTINUE</i> doing that assists you in your role?

Monitoring and Quality Assurance Reporting Template

DATE	TOPIC	MEASURES	METHOD	OUTCOME
	PROCESS	- Number/percentage of supervisory agreements that have all information complete. - Frequency - Number/percentage of changes to supervision resulting from workload/staffing - Number/percentage of available supervisors	Annual 10% sample audit of Supervision Agreements Annual review of central and local team supervision attendance records	
	EXPERIENCE	Supervisee feedback: - Value of supervision on reflective practice, learning and development - Access and inclusivity - Wellbeing Supervisor feedback: - Engagement levels of supervisee - Practice, knowledge and skill development. - Value of supervision on reflective practice, learning and development - Wellbeing	Employees Supervision Evaluation Group Supervision peer Observation	

	IMPACT	• Recruitment/retention rates • Sickness/absence rates • Complaints • Staff exit interview themes.	6 monthly/ annual reviews of data	
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NAME:

JOB TITLE:

SIGNATURE:

Supervision Monitoring Log

Staff Member Name	Scheduled Date	Face to Face or Online	Took place Yes/No	Reason if did not take place	Rescheduled Date

NAME:

JOB TITLE:

SIGNATURE:

Date:.....

Cross Service Working Group

A short life working group was convened to review and revise the Supervision Framework and Guidance

Group members:

Polly Rodger, Assistant Team Manager, Adult Social Work Services

Katie Lowe, Team Manager, Justice Services

David Herbert, Team Manager, Adult Social Work Services

Eleanor Wilson, Assistant Team Manager, Children & Families Social Work Services

Grace Traynor, Senior Worker, Care at Home Service, Adult Social Work Services

Carolyn Hamilton, Assistant Team Manager, Adult Social Work Services

Evelyn Kennedy, Service Manager, Workforce Development, Adult and Children & Families Social Work Services

Dean McGrandles, Practice Learning Assessor/Coordinator & NQSW Supported year Coordinator, Workforce Development Adult and Children & Families Social Work Services

Christine Brown, Learning and Development Manager (Children and Families) Workforce Development, Adult and Children & Families Social Work Services

The working group considered the following documentation in developing the revised Framework and guidance:

- Leading change in supervision, messages from practice – Institute for Research and Innovation in Social Services (IRISS), July 2015
- Supervision Learning Resource – Scottish Social Services Council (SSSC), 2016
- Staff Supervision in Social Care: Making a real difference for staff and service users - Tony Morrison, January 2006
- Supervision & Practice Development Planning Policy & Guidance – Clackmannanshire Council Social Services, October 2017
- Social Work Practitioners' Supervision and Support Professional Practice Framework 2023 – East Ayrshire Health and Social Care Partnership

Tools and resources for supervision

- [Supervision Learning Resource – Scottish Social Services Council \(SSSC\), 2016](#)
- <http://www.stepintoleadership.info/supervision.html> - Scottish Social Services Council (SSSC)
- [Clinical Supervision Toolkit](#) – Helen & Douglas House
- [Effective Supervision](#) – A practical guide for adult care managers and supervisors, Skills for Care 2020
- [REFLECTIVE SUPERVISION: A BEST PRACTICE GUIDE](#) - SWU Social Workers Union 2024
- [Whistleblowing Policy](#)
- [Reflective Supervision Resource Pack](#) – Research in Practice 2017
- Social Care Institute for Excellence (SCIE) - Supervision resources and services
https://www.scie.org.uk/atoz/?f_az_subject_thesaurus_terms_s=supervision&f_az_subject_thesaurus_terms_s=supervision+of+staff&st=atoz&page=1