

Integration Joint Board 12th October 2023

Subject :	HSCP Learning & Development Strategy
Purpose :	To provide board members with awareness of the HSCP Learning & Development Strategy
Recommendation :	The IJB are asked to note the drive to ensure that the needs to the staffing needs of the HSCP is recognised with regards to introducing clear pathways to meet staffing demands, as well as training needs.

Direction Required to Council, Health Board or Both	Direction to :-	
	1. No Direction Required	x
	2. North Ayrshire Council	
	3. NHS Ayrshire & Arran	
	4. North Ayrshire Council and NHS Ayrshire & Arran	

Glossary of Terms	
NHS AA	NHS Ayrshire and Arran
HSCP	Health and Social Care Partnership
PSMT	Partnership Senior Management Team
SPF	Staff Partnership Forum
SWGB	Social Work Governance Board
HCC	Health and Community Care
C&F	Children and Families

1.	EXECUTIVE SUMMARY
1.1	This paper updates IJB following a previous paper presented to Partnership Senior Management Team in June, on activity in relation to the development of a learning and development strategy. The strategy provides a clear indicator of the HSCP organisational offer and expectation in relation to professional development.
1.2	PSMT were given early sight of the strategy in June ahead of broader consultation to ensure there are no omissions from the perspective of the Director and Heads of Service.
1.3	Following broader consultation with the HSCP the final version of the strategy was approved at PSMT in August.

2.	BACKGROUND
2.1	This strategy outlines our approach to articulating to our practitioners how much we are investing in their development. The strategy also begins to articulate in broader terms the development of leadership and management capabilities.
2.2	Two further key areas relate to the explicit expectations to complete Post Graduate learning within a period of time if you don't have one which will also act as a gateway into a promoted role. Secondly the strategy seeks to strengthen the newly qualified first year for Social Workers. This is critical as the first year greatly influences professional autonomy and authority which are key to good social work practice.
2.3	Following the wider consultation and taking cognisance of minimal feedback that was received with the HSCP workforce rewording in relation to Post Graduate Study has been made. The expectation remains that study at this level will be completed and the strategy seeks to implement this over the 5-year implementation period.
2.4	In respect of feedback received relating to the "Grow Our Own" section a visual pathway has been inserted to include development opportunities that encompass the social care workforce and opportunities that are offered pre HSCP employment through school projects the Learning and development team are involved in.
2.5	Following recent Social Work Student Sponsorship interviews and the successful interview process for Social Work Traineeships in HCC and C&F we now have a "pipeline" of 11 students undertaking the social work degree who will become qualified workers between 2024/28 and a further sponsorship student who will qualify in November of this year. We also expect to utilise our new procedure to retain final placement students in 2024 which will bring forward 4 potential new Social Workers further strengthening the workforce.
2.6	In relation to the key area of Good reflective Supervision outlined in the document "Supervision Standards" have been developed following the ongoing work in relation to supervision practice being undertaken by external consultant Bridget Rothwell. The standards will form the final version of the "Be The Best You Can Be" Learning and Development Strategy. The Supervision Standards outline expectations in relation to good reflective supervision, values and conduct which can be used to develop bespoke service specific supervision guidance.
3.	PROPOSALS
3.1	It is proposed that the Integrated Joint Board notes the plans identified in ensuring effective training of staff and methods of maintaining staffing levels, as set out in the Appendix 1, the Learning & Development Strategy

3.2	<u>Anticipated Outcomes</u>
	This Strategy will seek to support and develop the HSCP workforce in a variety of ways and the Learning and Development Team will continue to support services with the implementation of the Strategy through an action plan which outlines key stages of work in a phased approach.
3.3	<u>Measuring Impact</u>
	Through an annual review of the Strategy Document and key reporting mechanisms which include auditing activities of training attendance and supervision activity these will be reported through the Chief Social Work Officer and the Social Work Governance Board.
4.	IMPLICATIONS
4.1	<u>Financial</u> None
4.2	<u>Human Resources</u> None.
4.3	<u>Legal</u> None.
4.4	<u>Equality/Socio-Economic</u> None
4.5	<u>Risk</u> No Risk
4.6	<u>Community Wealth Building</u> None
4.7	<u>Key Priorities</u> The HSCP Learning and Development Strategy links to the Strategic Priority “Develop and Support Our Workforce” and the ambition outlined in the HSCP Strategic Commissioning Plan 2022-30.
5.	CONSULTATION
	The strategy was presented to the Staff Partnership Forum (SPF) for awareness at the beginning of September.

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Appendices

- Appendix 1, Learning & Development Strategy

BE THE BEST YOU CAN BE



**NAHSCP Learning & Development Strategy
(Social Work and Social Care)
2023-2028**

Version Number	Date Issued	Author	Update Information
V1.0	24-08-2023	Lesley Higgins	First Published

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Foreword

Welcome to the NAHSCP Learning and Development Strategy 2023-28, which is centred around post-pandemic activity and recognises the need to ensure the workforce feels valued and supported in meaningful ways, which can start with the daily interactions we have with colleagues in our day-to-day work.

As we all know we have all been working in very different and often challenging circumstances due to COVID 19, and the aftermath of the pandemic has left us working more remotely than before. It is therefore useful to think about how we behave towards one another and consider that if individuals adopt and demonstrate an approach based on respect and kindness, this is likely to be the approach that most people within the organisation will also take. There are also links between being kind and this having a positive impact on employees' mental health, translating into improved morale and performance, which can at times be quite powerful.

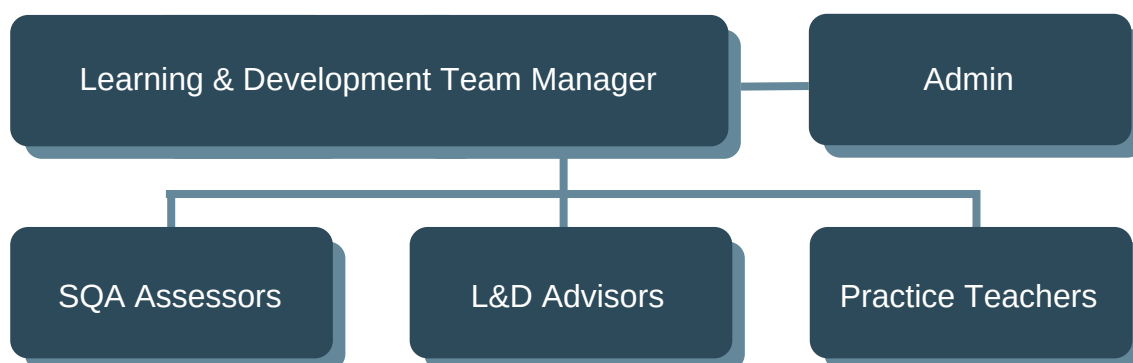
Through delivery of the Strategy, we aim to ensure staff are supported to "be the best they can be" through a variety of learning and development activities, and we will continue to support NAHSCP services at every opportunity with bespoke requests and activities. We encourage colleagues across NAHSCP to participate in opportunities offered to them to ensure they are confident and competent in their roles, and they are able to grow within the organisation.

Lesley Higgins - Learning & Development Team Manager

"Kindness is teachable and practicing it will help people to be better at it."

Intelligent Kindness (Health & Social Care Alliance Scotland)

Learning & Development Team Structure as at June 2023 (Appendix 1)



SECTION 1: LEARNING & DEVELOPMENT STRATEGY 2023-2028



Background and Context

The HSCP Learning and Development team is a resource to support the effective and efficient delivery of the Chief Social Work Officer's (CSWO) responsibilities in progressing required social work professional practice, workforce learning and development.

This is not only in relation to national drivers and development agendas, but also supports the social work professional workforce in meeting service registration requirements in respect of the Care Inspectorate (CI), the Scottish Social Services Council (SSSC) and Continuous Professional Learning (CPL) requirements of SSSC re-registration criteria.



This Strategy reflects a period of transition due to the pressures of the recent global pandemic and in relation to the need to take account of significant national drivers such as the SSSC proposed changes to registration, and the impact of a proposed National Care Service. This can also be viewed as a time of opportunity to be more creative and radical in transforming our approaches to workforce development. However, identifying and meeting demand in an ever-changing environment will call for innovative and efficient responses.

The Strategy takes into cognisance current and ongoing workstreams and agendas in the HSCP including Self Directed Support, Neurodivergence, Transitions and Learning Disability Extreme Team.

The provision of high quality, effectively targeted learning and development opportunities will be a key driver in achieving improved outcomes for people who use our services, and it is recognised that there continues to be ongoing growth in Care at Home services, and this may continue to grow in the coming years.

In progressing these objectives there will be a move towards integrating an organisational development approach across the workforce to support effective learning and development activity. The key aspects of this will be in seeking to develop the following:

- Leadership at all levels.
- A confident competent workforce.
- A clear Post Qualifying Framework to promote accredited learning.
- A clear Professional Learning Framework to develop practice at all levels.
- Clear pathways for development at all levels.

All appendices are available via the Learning and Development SharePoint.

Scope of the Learning & Development Strategy

This Strategy considers the professional and technical learning and development needs of the social work/social care workforce operating within the Health and Social Care Partnership (HSCP).

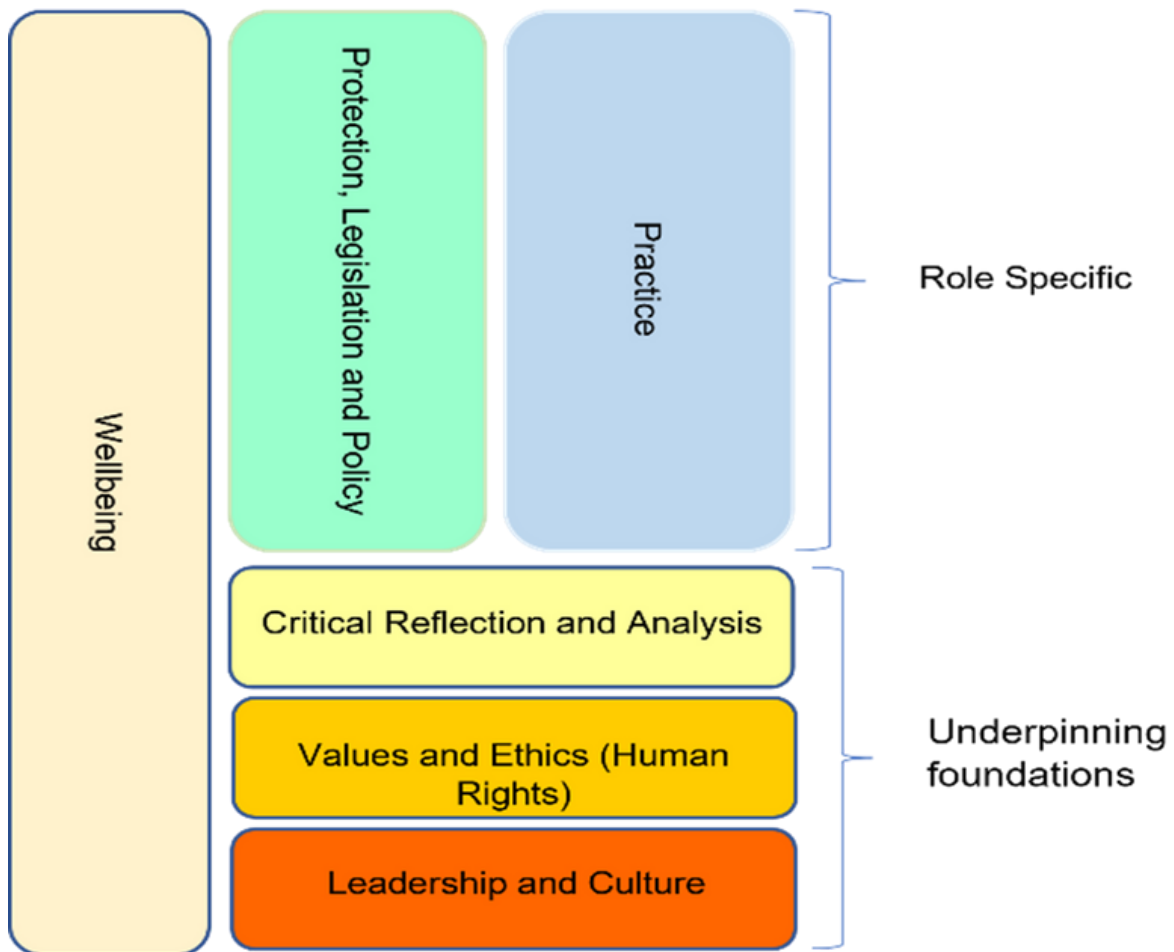
The co-ordination and/or delivery of social work professional practice learning and development opportunities is resourced by the Learning and Development team, as is the co-ordination and/or delivery of SQA approved qualifications aligned to HSCP practitioners' SSSC registration requirements.



The key elements for consideration in implementing this strategy are:

- Continuous Professional Learning (CPL) requirements of social work practitioners aligned to SSSC re-registration criteria.
- Known requirements/recommendations related to Care Inspectorate (CI) inspections of services.
- Policy and Procedural requirements/developments and drivers relevant to social work practice both locally and nationally.
- Operational Service Development Plans.
- Service redesign, improvement, quality assurance and cultural activity.

These will be formulated against the 6 Capability Pillars being developed by the Advanced Social Work Practice Framework:



What the Learning & Development Strategy does not cover

Elements of developmental activity offered across the Council/HSCP such as legislative or relating to Health and Safety requirements, e.g. the Moving and Handling training programme, Fire Safety training, IOSH Managing Safety and Food Hygiene, are coordinated and/or delivered by other specialist resources or by the Corporate Organisational Development Section.

The Corporate Organisational Development Section delivers a range of learning and development opportunities and interventions designed to provide all employees with appropriate support and development to enable them to deliver their role. Development opportunities are also available for all HSCP staff via the Child & Adult Protection Committee training calendars.

All inquiries regarding additional training courses should be directed to the email address noted below:

- **CPC:** cpc@north-ayrshire.gov.uk
- **ASP:** asptraining@north-ayrshire.gov.uk
- **Health & Safety:** hscpmovingandhandling@north-ayrshire.gov.uk
- **CALMS, Moving & Handling:** hscpmovingandhandling@north-ayrshire.gov.uk
- **Suicide Prevention:** swatts@north-ayrshire.gov.uk
- **Prevention and Service Support Team / Addiction Services:** chris.myles@aapct.scot.nhs.uk
- **Learning and Organisational Development:** hrlearninganddevelopment@north-ayrshire.gov.uk
- **Nurture Training (Residential Childcare):** Contact Educational Psychologists

Wellbeing

Key areas to be addressed:

As the wellbeing of HSCP employees is of the utmost importance, we aim to ensure that all staff have access to - and knowledge of - available supports provided by North Ayrshire Council, including:

- LiveWell resources, Wellbeing Warriors.
- MyOHportal.
- Employee welfare, stress, and counselling support.
- Wellbeing at Work and all related policies.
- All HSCP training sessions will feature wellbeing supports (both internal and from external organisations) and information will be provided at each break.
- Wellbeing is included as a key component of supervision.



Protection, Legislation & Policy

Key areas to be addressed:

Supporting and supervising the workforce: Developing and valuing the social work service workforce is integral to the overall success of the Strategy.

- Delivery of a planned annual training programme, which will address the core social work/social care workforce development needs in relation to induction and refresher training aligned to post entry requirements.
- Introduce PREVENT and Suicide Prevention Training as essential from post commencement.
- Design and roll-out of the Newly Qualified Social Worker (NQSW) Supported CPL first year in qualified practice development programme, which will focus on promoting evidence-based and critically reflective work practice and support autonomous, professional social work practice across all services.
- Develop a robust Service Induction programme and resource for all new practitioners' managers and supervisors, including shadowing opportunities within a variety of roles and settings.
- Embed Leadership Programmes at team and Senior Manager levels, based on human systems theory, which will support the development of the changing context of Social Work service delivery. It will also support a coaching approach to professional supervision within social work/social care services in line with SSSC codes of practice and the HSCP role in the promotion of Professional Standards.



Understanding service quality and performance: There is a need to address planning in relation to both Mental Health Officers and Accredited Practice Teachers.

- Scoping exercise to identify the current level of Mental Health Officer (MHO) and Practice Teacher (PT) resources in establishing levels required to meet requirements of sustainability.
- Develop an action plan to address planning in respect of MHO and PT qualification uptake.
- Development of PQ MHO and PT information sessions to support the workforce in undertaking PQ courses.
- Engage with HR colleagues to introduce Management Qualifications and service specific post qualifying qualifications as entry requirement for Team Manager posts and above.

NAHSCP Learning & Development Team will assume co-ordination responsibilities for Practice Learning Placements, MHO Qualifications, Assessors Training/Support and Practice Learning Awards in 2024.

It is an expectation that, within the HSCP, qualified workers, once three years post-qualified, seek to undertake the practice teaching course Professional Development Award Practice Learning or MHO Award, and/or other post-qualifying awards.

It also expected that any qualified worker who wishes to be considered for promoted Team Manager posts will have completed either of these awards.

Key areas to be addressed:

- Social Work Student Placement Co-ordination.
- Embed a strong learning culture within teams and the aspiration to support Social Work Students.
- Increasing capacity in relation to in-house Practice Teacher / Practice Assessor and Learning resources.
- Liaising with Higher Education Institutes (HEI) regarding all Social Work Student Practice Placement requirements.
- Liaising with HEI's in relation to the delivery of MHO Awards.
- Establishing a bespoke PDAPL Delivery Programme in partnership with Dumfries and Galloway HSCP.
- Supporting Practice Teacher/Link Worker development forums.
- Supporting Social Work Student Practice Placement Forums (pan-Ayrshire).
- Exploring Practice Learning Opportunities through placement development across both in-house placement settings and through the development of further placement opportunities with partner providers within the Third Sector.
- Scoping exercise to identify the current level of employees who have undertaken post qualifying qualifications including PG Child Protection and Adult Protection Certificates and Diplomas.

Practice

Key areas to be addressed:

Supporting the workforce: Developing and valuing the social work and social care workforce is integral to the overall success of the Partnership, and the Learning and Development Strategy.

An extensive range of skills-based opportunities will be available for all staff at all levels. This will include focus on supporting managers with Quality Assurance, Service Delivery & Standards throughout a forever-changing landscape, for example embedding the principles outlined in 'The Promise' and the introduction of a National Care Service.

Whilst services and workforces recognise where people are affected by trauma and adverse childhood experiences, we must respond in ways that prevent further harm, and support people's recovery and life-chances. As such the adoption of a Trauma Informed Workforce approach, will be enhanced by the recruitment of a Trauma Informed Learning & Development Advisor post.

- Delivery of a planned, annual training programme which will address the core social work/social care workforce development needs in relation to induction and refresher training.
- Essential and core training and development requirements are undertaken within specific timeframes aligned to posts.
- Essential and core training requirements are outlined to new workers and line managers within one week of post commencement. ***(Core & Essential Training - Appendix 2)***
- Use of TURAS Trauma Informed Level Training for all HSCP staff.
- Review and further development of the Staff Induction Programmes/Training Programmes for services across the partnership.
- Full review and development of the HSCP Supervision Statement and tools to take account of feedback from External Consultancy Questionnaire and Input.
- Design and implementation of Link Worker Development & Support Programme. ***(Practice Development Framework - Appendix 3)***
- Delivery of a robust Newly Qualified Social Workers (NQSW's) Framework. This will incorporate supporting practitioners to undertake research during their first year of qualified practice and present this at undernoted Practitioner Research and Practice Forum. The programme will be more robustly linked to the learning and development strategy and NQSW Supported Year Framework (SSSC). ***(NQSW Framework- Appendix 4)***



- Launch of the 'NAHSCP Social Work Research Framework.' Action learning sets are being planned to support both greater use of research/evidence-based work practice and to promote and encourage local practitioner research projects.
- Review and embed leadership programmes in supporting the development of future leaders of social work/social care services, new Managers and Senior Managers. (*Leadership Programme - Appendix 5*)
- Revised 'Codes of Practice' due to be published in 2024. Roll out of sessions across the entire social work/social care workforce to be planned.

Critical Reflection & Analysis

Key areas to be addressed:

Improving use of evidence: Development of a continuing professional development programme to both support greater use of research within social work professional practice, and in supporting the undertaking of local social work practice research will be an area of focus.

A review of the Social Work Degree programme and broader activities relating to social work professional practice training and development is being carried out nationally with the impending introduction of NQSW Supported Year in Practice. Following this review, consideration of local implications in supporting social work professional practice and practice learning will require to be addressed.

- Align research initiatives to the NQSW Supported CPL programme in supporting them to undertake local research activity within their first 18 months of qualified practice.
- Establish and support Practitioner Research and Practice Forums.
- Review of professional supervision programmes and Supervision Statement and support in consultation with the social work workforce through commissioned work and delivery from Bridget Rothwell (Bridget Rothwell Consultancy). Design and development of new reflective programmes and resource to add to the existing suite of supervision practitioner events – focus on critically reflective reflexive professional practice, and restorative supervision.
- Introduction of essential attendance at Supervision Training within 6 months of post entry.
- Design and delivery of Appreciative Enquiry Training.
- Revision and consolidation of ongoing quality assurance and audit activity across the HSCP.

Values, Principles & Ethics

Key areas to be addressed:

In working to our values and principles we will adopt an organisational development approach which focuses on the ongoing development of the organisation - i.e. the people, the processes and the culture therein. There is a specific focus on leadership, culture, ethical practice and partnership through integrated working, and effective service redesign.

Operational Team Managers have primary responsibility for the leadership and development of their respective services/teams. The HSCP Learning and Development team will provide support as 'enablers' through the utilisation of development approaches.

Equality and Diversity

Actively encouraging the promotion of equal opportunities through social inclusion and tackling discrimination remain a key focus for the Council and HSCP. In line with this, the Learning and Development team is committed to promoting equality in respect of all aspects of its service delivery.

Alongside this general commitment to equality issues, there are specific actions directly related to learning and development within the HSCP published Strategic Plan, and the Learning and Development team supports the work of the HSCP in this area. All six equality strands referred to in the Equality Act (2010) are taken into account when developing training materials and in the delivery of all associated training activity.

The core values and principles underpinning the social work strategy are as follows:

- Providing a robust Induction Programme and Training in conjunction with services to ensure organisation inclusiveness and understanding. Induction Training will be delivered quarterly and centred around embedding the Learning & Development Strategy, Supervision and Development, Ethics and Social Work Standards.



- Working in partnership with operational services in supporting their strategic service developments through an effective and appropriate learning and development response.
- Promotion of integrated service delivery through the provision of appropriate learning and development opportunities.
- Promotion of development opportunities which support social work practitioners to meet their SSSC CPL re-registration requirements.
- Recognition that we are all practitioners, and we are the HSCP's greatest resource. This resource needs nurtured and developed to reach its full potential.
- Protected space to explore Ethical Dilemmas through forum opportunities.
- Design and delivery of Anti-Racist Practice in Social Work Training.
- Design and deliver Promoting Equality Training with essential attendance for Social Work Students and all NQSW's.

Leadership & Culture

Key areas to be addressed:

Developing and supporting an embedded culture in the HSCP where leadership at all levels is recognised, nurtured and encouraged.

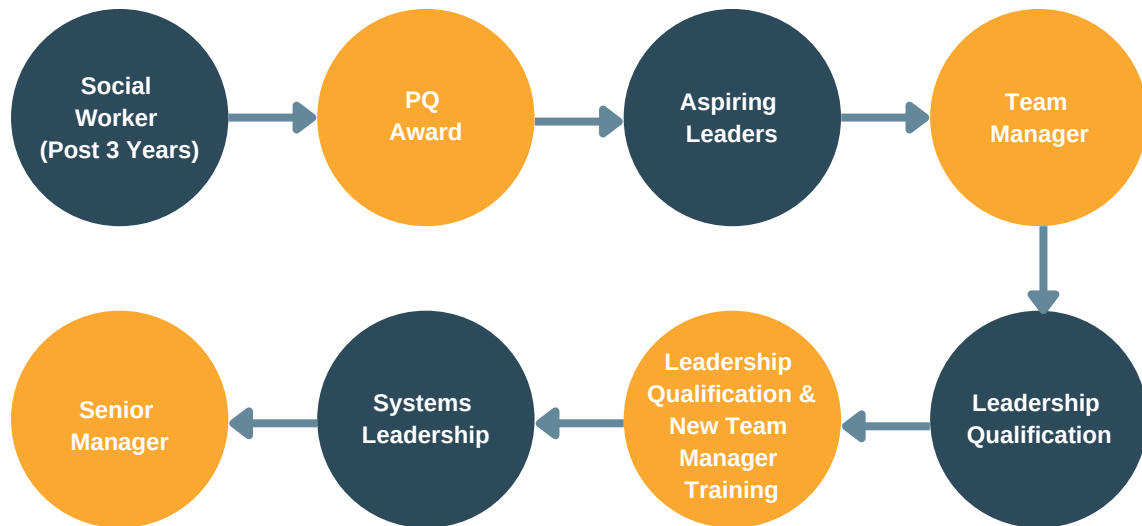
Developing leadership behaviours and skills contributes to the continuous professional learning of the workforce and succession planning. Developing leadership at all levels is important because everyone in the workforce, regardless of role or position, contributes to the delivery of quality care for the people of Scotland.

Good leaders set the vision and the example; inspire, engage, direct and teach others.

- Ensuring the provision of the 'Aspiring Leaders Programme' (ALP) is available on an annual basis aimed at social work practitioners.
- Providing a training programme to support newly-appointed Team Managers for attendance within 3 months of post commencement.
- Design and delivery of a 'Senior Aspiring Leaders Programme' (SALP) in consultation and commissioned from Robert Rae (Horizons Research), who will deliver an experiential 6 to 8 session programme based on principles of Connecting System Groups (CSG) aimed at Team Managers and Senior Managers.
- The offer to Senior Managers and Team Managers to undertake one of the

post qualifying qualifications in Leadership and Management as outlined in *Appendix 5 - Leadership Programme*, within 3 years of post commencement.

- The offer to Senior Managers to undertake the CSWO Qualification (delivered by Glasgow Caledonian University).



Growing Our Own

Key areas to be addressed:

The issues in relation to professional staff sufficiency remain across all areas of social work both locally and nationally. It is recognised and highlighted most recently by the Social Work Scotland 'Setting the Bar' report, which is impacting on the pressure being experienced across all the health and social care systems.

Our aim is to explore new ways to address some of these issues and to continue to embed development opportunities and Social Work Degree sponsorship pathways.

- Continue to offer annual sponsorship opportunities for the Undergraduate Social Work Degree in partnership with the Open University, who will deliver the qualification.
- Widen the sponsorship offer to include the Postgraduate Diploma in Social Work through the Open University.
- Implement a HSCP Social Work Traineeship Programme. (*Grow Your Own Framework - Appendix 6*)
- Continue the offer of ring-fenced recruitment processes for Social Work students on final placement in NAHSCP.
- Develop a HNC Social Services and Healthcare Day release programme for HSCP employees, in partnership with Ayrshire College.

Growing Our Own Training Pathways



SECTION 2: SOCIAL WORK AND SOCIAL CARE SUPERVISION STANDARDS



NORTH AYRSHIRE
Health and Social Care
Partnership

Introduction

“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

These standards are aimed at Social Work practitioners across North Ayrshire’s Health and Social Care Partnership, recognising that practitioners at all levels of our organisation are our most important resource in working with children, adults, families, and communities to support and bring about positive change.

Staff 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. Supervision must have priority and support within the workplace contributing to safe and consistent standards of practice forming part of a quality assurance system.

Central to this is the provision of organised supervision to all staff. Recent studies of supervision in NAHSCP (conducted and commissioned by Bridget Rothwell) indicate that there is often a dominance of case management over professional development in supervision, and in some cases no organised supervision at all. The partnership believes that more time must be dedicated to reflective social work practice to promote staff well-being and provide an outlet for the emotional and psychological stresses that are part of social work role.

The implementation of these standards will strengthen our current provision both to managers and practitioners with additional investment offering a wider programme of supervision methods and approaches as outlined in Section 1. It will build on our current one-to-one line manager approach, offering greater choice in how staff access professional support while facilitating the ability for staff to reflect, share and learn from others including mentoring opportunities and training.

The standards demonstrate our commitment to staff supervision being consistent and able to drive practice development. The addition of new approaches to supervision will strengthen our ability to develop our practice and challenge ourselves as professionals.

Definition of Supervision

There are numerous definitions of supervision. For the purposes of these supervision standards, professional supervision is defined as the relationship between supervisor and supervisee in which the responsibility and accountability for the development of competence, conduct, and ethical practice take place.

The supervisor is responsible for providing direction to the supervisee, who applies social work theory, standardised knowledge, skills, competency, and applicable ethical content in the practice setting. The supervisor and the supervisee both share responsibility for carrying out their role in this collaborative process.

There are many models of supervision described in literature, ranging from traditional, authoritarian models to more collaborative models. Different models of supervision place emphasis, in varying degrees, on the client, the supervisor, the supervisee, or the context in which the supervision takes place. Ideally, the supervisor and the supervisee use a collaborative process when a supervision model is selected; however, it is ultimately the responsibility of the supervisor to select the model that works best for the professional development of the supervisee. The supervisory relationship is built on trust, confidentiality, support, and empathic experiences. Other qualities inherent in the supervisory relationship include constructive feedback, safety, respect, and self-care.

Regular supervision is an essential component of accountable, safe and professional social work practice within a culture of learning and development. Supervision should be structured to include a focus on **NQSW wellbeing and resilience; professional development and learning; reflective and reflexive case discussion; systematic and management issues. (SSSC)**

“Effective professional supervision involved reflective dialogue and exploration that is clearly linked to practice and outcomes for people using services. The model of supervision in any service will be influenced by the organisational context and/or preferred style of the line manager.

“Supervision is a forum for reflection and learning... an interactive dialogue between at least two people, one of whom is a supervisor. This dialogue shapes a process of review, reflection, critique and replenishment for professional practitioners... It is accountable to professional standards and defined competencies and to organisational policy and procedures.”

Davys and Beddoe, 2020, p22

North Ayrshire Health & Social Care Partnership Overarching Standards for Supervision

Note: It is expected that all HSCP services will use these standards to develop specific supervision guidance and arrangements that fit within service delivery, needs, and is aligned to the supervisee's role and/or experience. For example, NQSW's should receive more frequent supervision as outlined in Section 1 (Appendix 4) and the SSSC NQSW Supported Year. (www.nqsw.sssc.uk.com)

Standard 1 - Context and Implementation

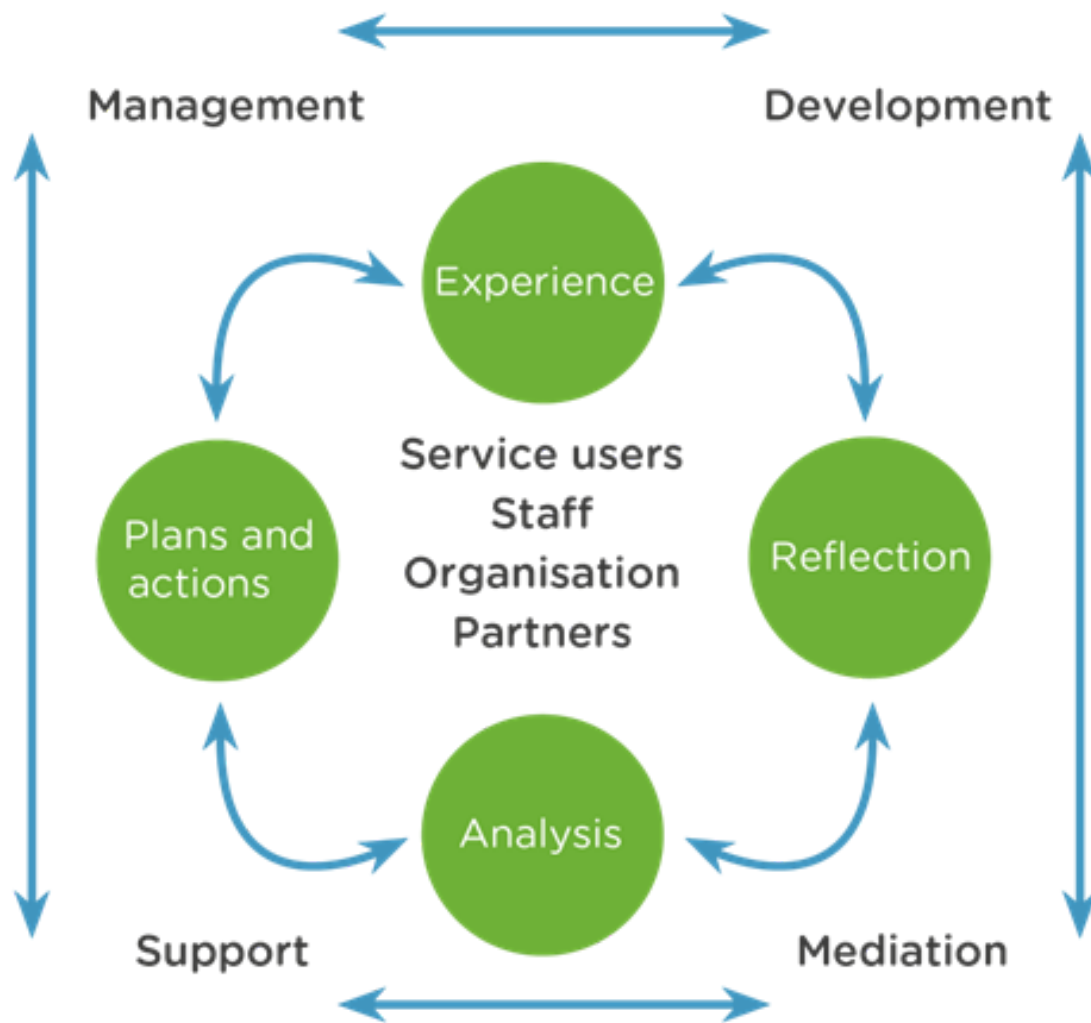
Supervision is an opportunity to receive support and identify learning for staff working within health and social care settings. It is essential for professional practice that an appropriate supervision framework is in place as required by The Nursing and Midwifery Council (NMC), The Scottish Social Services Council (SSSC) and the Health and Care Professions Council (HCPC).

There are various ways in which we use supervision to improve on our practice - e.g., line management, reflective discussion and/or professional supervision for interventions. Other supervision methods include peer, support from group supervision and from a mentor.

Supervision processes - a model and processes

There are many models of supervision, but one that seeks to both promote reflective supervision and to locate it firmly within its organisational context is the 4 x 4 x 4 model, as shown overleaf.





The 4 x 4 x 4 model of supervision (Wonnacott, 2012, p54)

This model seeks to bring together:

The Four Stakeholders in Supervision	The Four Functions of Supervision	The Four Elements of the Supervisory Cycle
Service Users	Management	Experience
Staff	Development	Reflection
The Organisation	Support	Analysis
Partner Organisations	Mediation	Action

- Line management supervision should be held regularly (in line with each specific service guidance) and structured reflective discussion sessions should be part of line management supervision or as a separate session.
- Supervision sessions should not be routinely carried out via Microsoft Teams, although it is recognised that on occasion this is the most convenient method due to agile working arrangements. It is expected that more the 90 per cent of supervision sessions are carried out face to face.
- All staff should have in place supervision contracts for both line management and structured reflective discussion sessions. These contracts will set out the responsibilities of the supervisor and the supervisee. Contracts should be reviewed and updated annually.
- It is recognised that ad hoc supervision occurs on a regular basis and, while there is no requirement to formally record this activity, staff can complete the reflective practise template following any discussion for their own records.

Supervision can be delivered in a number of settings:

- Individual
- Group/Peer supervision
- Shared
- Professional

Whilst it is envisaged that in the majority of situations an employee's Line Manager carries out the supervision sessions, there may be situations where an alternative arrangement is in place. Alternative arrangement should be outlined (including duration, frequency and recording) and agreed at the point of request and should be agreed at Senior Management Level.

This includes professional supervision and peer supervision arrangements.

Standard 2 - Conduct & Values

The content and nature of supervision may vary in respect of the individual, the role they undertake and their level of competency, knowledge, skills, and experience. This framework provides guidance on the key principles for implementation across all social work and social care settings.

Supervision should be centred on achieving better outcomes for those who use/receive social work/social care services and their carers, and must be underpinned by the values outlined in the SSSC Codes of Practice.

The underlying agreement between supervisors and supervisees includes the premise that supervisees depend on the skills and expertise of supervisors to

guide them. Respect for the different roles that supervisors and supervisees play in the supervisory relationship is a key factor in successful supervision. To maintain objectivity in supervision, it is important to:

- negotiate a supervision contract with mutually agreeable goals, responsibilities and timeframes.
- provide regular feedback to supervisees on their progress toward these goals.
- establish a method for resolving communication and other problems in the supervision sessions so that they can be addressed.
- identify feelings supervisees have about their clients that can interfere with or limit the process of professional services.
- Each member of social work/social care staff can expect that supervision will take place in an appropriate, confidential environment, with interruptions and cancellations minimised, and that the supervision session will be recorded, with the record held securely, and being accessible to the staff member.

Reflective Supervision

“Recognition of the need for protected time and space for focused reflection, particularly for supervisors, needs to be embedded in social services including both experiential training for supervisors as well as further recognition of the value of team and group supervision.”

(Hawkins et al. 2020)

Skilled use of reflection and critical thinking within supervision will enable a focus on the quality of practice and may at times alert the supervisor to situations where the work of the supervisee is unlikely to promote the best outcome for the service user.

“An important element in reflective supervision is enabling staff to question their practice, critically analyse and evaluate experiences, and debrief after challenging or stressful encounters. This will lead to a better understanding of the cognitive and emotional elements of practice.”

(SSSC)

Use of the 4X4X4 cycle prompts the supervisor to work collaboratively with the supervisee through the following four stages:

Experience: Working with the supervisee to understand what is happening in their current practice.

Reflection: Engaging with the supervisee to explore their feelings, reactions and intuitive responses. This is an opportunity to discuss any anxieties and acknowledge situations where stress may be impacting on their work.

Analysis: Helping the supervisee to consider the meaning of the current situation and use their knowledge of similar situations to inform their thinking.

Action planning: Working with the supervisee to identify where they wish to get to and how they are going to get there.



Supervision should be reflective of practice – not to be confused with workload management, which is a separate action.

Standard 3 - Recording & Reporting

Each supervision session that takes place is noted within the supervisee's Carefirst record (where appropriate).

This is a basic headline recording, noting the date and time of supervision. There is no requirement for session content to be noted here. This will allow detailed reporting on the provision of supervision across the Partnership.

A line management supervision template ([Appendix 7](#)) is provided to allow key elements of each session to be recorded, this document is a guide only and should be adapted where necessary to meet with service specific supervision guidance.

This document is between the supervisor and the supervisee and should consider the following areas:

- Competency, Performance, Practice
- Professional Development
- Personal Support
- Engaging the individual with the organisation

This document is for the benefit of the supervisor/supervisee and is designed around supervision as a learning process. Recording content should be helpful to the supervision process and is agreed by both parties.

Annual Review

The Partnership will aim to seek feedback on supervision delivery and these experiences through an annual survey to evaluate their impact on practice development.

The evaluation and reporting process will be analysed and presented as an annual report. This report will be presented to the Social Work Governance Board for consideration and forward planning.

Standard 4 - Leadership & Role Modelling

Supervisors play a key role in the professional development of their supervisees. The actions and advice of the supervisor are keenly observed by supervisees, and consequently, influence much of the supervisee's thinking and behaviour.

Teaching is an important function of the supervisor, who models the behaviour the supervisee will emulate. Supervisors should create a learning environment in which supervisees learn about the internal and external environments in which they work, as well as the environments in which their clients find themselves each day.

Enablers of good leadership have a strategic vision where expectations are clear and communicated well and people feel supported and valued. Through



supervision sessions we aim to create a leadership culture that supports shared responsibility, opportunity for reflection and promotes learning and development. As leaders we support, coach and mentor as well as modelling good practice. To support and ensure all supervisors and managers are equipped with the skills and knowledge to deliver “good” supervision, it is expected that they undertake the relevant training.

As the HSCP recognises and values leadership at all levels and effective supervision is the responsibility of all employees including supervisees, essential training requirements and leadership opportunities are outlined below and referenced in Section 1.

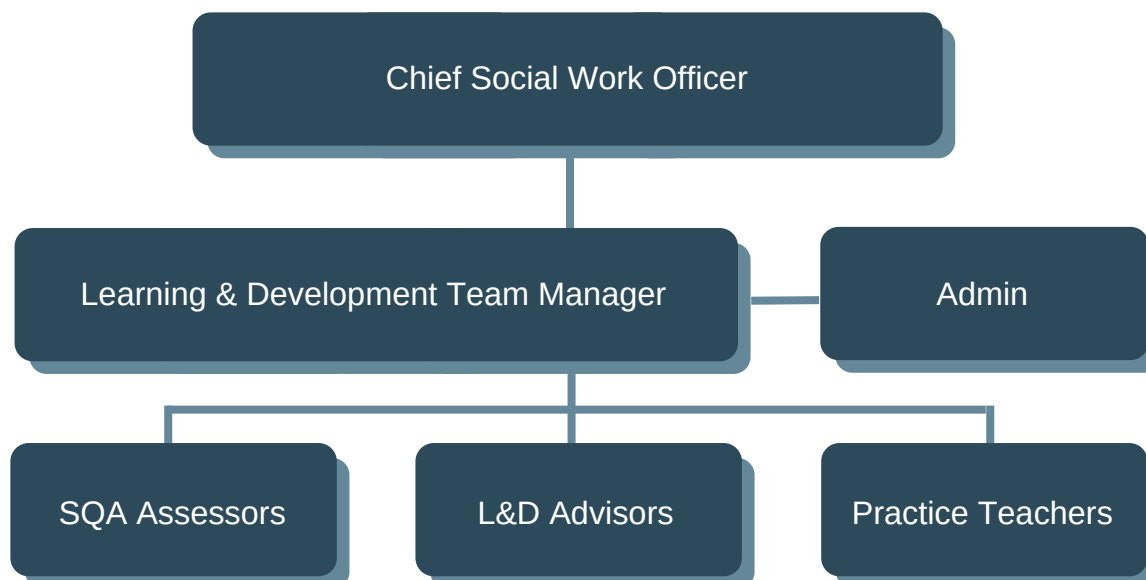
Training	Target Audience
Getting the Most from my Supervision	All HSCP staff working in social work or social care settings
Providing Effective Supervision	All supervisors and managers
New HSCP Managers	All new HSCP managers
NQSW Forum	Newly-qualified social workers
Aspiring Leadership Programme	Workers Grade 10 and above aspiring to become team managers
Systems Leadership Programme	Workers Grade 12 and above
Professional Development Award Supervising People	Any HSCP supervisors or managers working in social work or social care settings

Useful Resources

- Achieving effective supervision (www.iriss.org.uk)
- SSSC Leadership Logic Model (www.sssc.uk.com)
- SCIE - Effective Supervision, reflection, and critical thinking (www.scie.org.uk)
- SSSC NQSW Supported Year (www.sssc.uk.com)

Appendix 1: L&D Team Structure

Learning and Development Structure as at June 2023 is as follows:



Contact Details

Chief Social Work Officer	Scott Hunter	scotthunter@north-ayrshire.gov.uk
Learning and Development Team Manager	Lesley Higgins	lesleyhiggins@north-ayrshire.gov.uk
Admin	Lorna Smyth	lornasmyth@north-ayrshire.gov.uk
SVQ Assessors	Lynn McCartney Margaret Gould Lynsey Mae Green	lynnmccartney@north-ayrshire.gov.uk margaretgould@north-ayrshire.gov.uk lynseygreen@north-ayrshire.gov.uk
L&D Advisers	David Roxburgh Lynn Robertson Lynne Paterson	davidroxburgh@north-ayrshire.gov.uk lynnrobertson@north-ayrshire.gov.uk lynnepaterson@north-ayrshire.gov.uk
Practice Teacher	Karen Foster	karenfoster@north-ayrshire.gov.uk

Appendix 2: Core & Essential Training

The **HSCP Essential Training courses** below are to be undertaken within the first 6 to 12 months of post commencement and are applicable to all Social Worker posts.

All employees should be supported by line managers to ensure they are prioritised as part of Induction into the HSCP. These courses should complement all mandatory training requirements outlined by North Ayrshire Corporate Council and compliance and auditing exercises will be undertaken.

Specific training plans continue to be developed with services. These are available on request from lesleyhiggins@north-ayrshire.gov.uk. All other service specific training should be outlined by Team Managers for all new staff members.

Learning and Development admin will issue an email to all new staff members and line managers, detailing the essential training requirements to be completed within the first 12 months of employment.

Essential Training Year 1

HSCP Induction	Promoting Equality
Social Work Induction	Understanding Adult Mental Health
Child Protection Awareness	Suicide Prevention
Child Protection Refresher (annual)	Neurodivergence Awareness
Chronologies Training	PREVENT
ASP Level 1 & 2	Understanding LGBT
Personal Safety	Report Writing/Case Recording and Analysis
Court Skills	Introduction to Self-Directed Support

Training & Development Year 2 & 3

Developing and valuing the social work and social care workforce is integral to the overall success of the Partnership, and the Learning and Development Strategy. An extensive range of skills-based opportunities will be available for all staff at all levels.

All staff are required to complete any annual essential training as outlined by North Ayrshire Council and ongoing development discussion should be discussed with staff members during supervision and annual 'Time to Talk' discussions.

Learning and Development admin will aim to notify staff of any refresher training requirements, or annual training requirements, a minimum of 3 months prior to the renewal date.

Post Qualifying Awards Year 3 onwards

It is an expectation within the HSCP that qualified workers, once three years post-qualified, seek to undertake the practice teaching course (Professional Development Award Practice Learning) or Mental Health Officer Award and/or other post qualifying awards.

It also expected that any qualified worker who wishes to be considered for promoted Team Manager Posts will have completed either of these awards.

Course	Duration	Provider
Child Welfare and Protection Certificate	1 Academic Year	Stirling University
Securing Children's Futures	1 Academic Year	Adoption & Fostering Alliance
Adult Support and Protection Certificate	1 Academic Year	1 Academic Year
Mental Health Officers Award	1 Academic Year	Strathclyde University
Professional Development Award Practice Learning	1 Year	Dumfries and Galloway

Post Qualifying Awards for Leadership Roles

It is an expectation within the HSCP that qualified workers in leadership roles will seek to undertake one of the below post qualifying leadership qualifications within 3 years of commencement.

Course	Provider
Managing, Leading, Caring K318	Open University
Care Services Leadership & Management	SVQ - delivered in house (North Ayrshire Social Services Assessment Centre)
Management & Leadership in Social Services	Stirling University
CSWO Qualification	Glasgow Caledonian University

Appendix 3: Practice Development Framework

Practice Education

For North Ayrshire HSCP applicants to Dumfries and Galloway:

Professional Development Award in Practice Learning

Essential Requirements
1. Education, Experience and Training
A degree in social work and employment in a social care environment.
Registered with SSSC or eligible for registration with SSSC.
A minimum of three years' experience in a social work / social care setting.
Experience of supporting the learning of others.
Direct experience of link working a student on placement.
Ability to write to a degree level academic standard.
Evidence of continuous professional development.
2. Commitment
Commitment to studying over a 12 to-18-month period.
Commitment to attending all taught dates on the programme.
Commitment to practice teaching a student on placement during the PDAPL programme.

Commitment to practice teaching a minimum of two further students in the three years after qualification is attained.

Commitment to attending mandatory Practice Teaching Peer Support & Student Progress Sessions held in NAHSCP.

Commitment to attend Annual Pan Ayrshire Practice Development Session.

Commitment to ongoing development in practice teaching and learning.

Commitment and support from your line manager to provide study time and to host a student on placement.

Commitment to anti oppressive practice and inclusivity.

Commitment to ensure you act on behalf of the Practice Learning Team for the student ie alongside the Link Worker, Tutor and Practice Development Co-ordinator and you inform the Practice Development Co-ordinator of student progress or challenges as they arise.

3. Skills and Abilities

IT literacy, ability to use IT to learn and deliver learning.

Ability to focus on outcomes for people who use services and their carers.

Ability to motivate others and demonstrate excellent practice.

A creative and dynamic approach to delivering best practice in social work.

An openness to critical reflection and self-reflection.

4. Other

Willingness to travel where appropriate both within North Ayrshire and outwith.

Practice Teaching Payment Structure

This payment structure applies to Social Workers who undertake Practice Teaching as an additional role and will be applied in line with the following:

Practice Teacher agrees with Learning and Development Team Manager to support a Social Work Student and placement area agreed (this may not always be in team or service where Practice Teacher is based).

Practice Teacher completes internal Bank Mandate, the document is stored securely with Practice Development Co-ordinator.

Following preplacement meetings with University Tutor, student and identified link worker, student commences placement.

Following midpoint meeting, Practice Teacher emails Practice Development Co-ordinator to confirm student status at this stage and midpoint report has been submitted. Practice Development Co-ordinator processes PT Mandate with Finance for £750 payment.

Following final meeting, Practice Teacher emails Practice Development Co-ordinator to confirm student status at this stage and final report has been submitted. Practice Development Co-ordinator processes PT Mandate with Finance for £750 payment.

Link Workers

As part of North Ayrshire HSCP's ongoing aim to develop the workforce you will be given the opportunity to not only develop as a Social Worker but also enable you to support student Social Workers when they are on placement in the role of a Link Worker.

The role of a Link Worker is integral within the practice learning team for social work students, and it provides an opportunity for you to develop as a worker and to progress in the future to become a Practice Teacher. This builds on the wider developing 'Grow our Own' projects within the HSCP.

It is essential as part of your professional development that you have undertaken the role of Link Worker and have completed all the development sessions before you can progress to the role of Practice Teacher.

What to Expect

You will be part of the practice learning team for a student during their time in placement. The practice learning team includes the student, University Tutor and Practice Teacher. You will be expected to be part of meetings and have a role in assessing a student social worker.

You will take part in some of the student's supervision and gather feedback from colleagues and service users to ensure the student is meeting their responsibilities. You will also be required to identify appropriate learning opportunities with the Practice Teacher and ensure they meet the standards in Social Work Education.

Link Worker Development Sessions

There will be Link Worker development sessions that you will be expected to take part in during the duration of the student's placement. These will take place regularly and will be co-ordinated and delivered by the HSCP Learning & Development Team.

This will provide an opportunity for you to understand your role, but also to liaise with other Link Workers within the organisation and discuss any issues within an open forum.

These sessions will focus on learning opportunities, potential student issues, observations, mid-point and final meetings.

Sessions will last for approximately 3 hours, and it is essential that all sessions are attended for your continuing professional development record.



Session Outline

- Facilitating Learning on Placement
- Challenges and Solutions
- Midpoint of Placement
- Final Meeting

Expectations

There will be expectations that if the Link Worker is a part-time worker or works compressed hours, that there are other supports within the placement identified for when the worker is not there to provide support to the student. This will also be the case if the Link Worker has annual leave during the student's time on placement.

If there are any issues with a student, it is the expectation that you will raise these as soon as possible with the Practice Teacher for the student, and the Manager within your team, to ensure that action can be taken in a timely fashion and that everyone involved is supported.

You are expected to:

- Be the day-to-day contact and support for the student
- Liaise with the Team Manager regarding allocation of work to the student
- Contribute to some supervision sessions
- Contribute to the Practice Learning Team for the student

You are NOT expected to:

- Carry out direct supervision sessions
- Complete midpoint or final reports
- Act independently of the Practice Learning Team

Development

Ongoing development for Link Workers could progress to applying for the Practice Development Award in Practice Learning, and you will be given the



opportunity to shadow and be mentored by a Practice Teacher from the HSCP.

This could also lead to:

- Practice Teacher
- Practice Assessor
- Aspiring Leadership Programme
- Team Manager Post

How to apply to be a Link Worker

In the first instance you should discuss becoming a link worker with your line manager, and this can be recorded as part of your 'Time to Talk' development opportunities.

Thereafter you can contact the Learning & Development team by emailing HSCPLearningDevelopment@north-ayrshire.gov.uk to book a course.

Courses are available annually in June and November.

Appendix 4: NQSW Framework

Newly Qualified Social Workers (NQSW) will be supported when they start their career in social work within North Ayrshire Health and Social Care Partnership.

Within their first year of practice, NQSWs require to complete their CPL for the SSSC (www.sssc.uk.com).

To support this, there are many different training opportunities that you can access.

As an employer, we want to ensure that you can progress within your career and ensure that you can develop as a worker. We want to ensure that a best practice model is in place to support NQSWs to transition to the workforce and ensure a confident and competent workforce for people who use services and their families.



The NQSW Supported Year in Scotland has professional learning development at the heart of the core elements: Induction; Professional supervision; Professional development; Continuous professional learning; Protected caseload; Protected learning time; Peer support and mentoring.

Different aspects of learning are critical to each element of the holistic approach that employers can take to support NQSWs in their early career. Learning is also integral across all the NQSW Standards (www.sssc.uk.com).

Induction

NQSWs must have a robust induction period whereby they are provided with shadowing opportunities of colleagues, shadowing of other teams and agency visits.

They must also be given a Professional Development Plan (the development of the tool is ongoing as outlined in the HSCP Strategy Workplan 2023/28) which is relevant to the organisation and the team that they are within.

Social Workers must be supported and be given the time to transition from being a student to Social Worker.

Newly Qualified Social Work Forum

The Newly Qualified Social Work Forum is co-ordinated and facilitated by the HSCP Learning and Development team every 6 weeks.

The groups run throughout the year, apart from summer months, and therefore no matter when you start within the organisation, you will be able to access these groups and receive the same support.

Newly Qualified Social Workers will be supported within the first **18 months of practice**. These groups are designed to support NQSWs to complete their CPL (continuous professional learning) and to discuss relevant topics within a Social Work context. **Attendance at the sessions is expected** and NQSWs must be supported to ensure that they attend.

Speakers will attend these groups and will come from a range of areas within Social Work. Practice Teachers will facilitate these groups and therefore will be able to provide advice and guidance on CPL and can also check these if workers decide to bring these with them to the group.

This group ensures that NQSWs will have protected learning time in order to meet the obligations under CPL for SSSC, which will ensure continued registration. This is why it is essential that NQSWs attend these groups and managers give them the time to do this.

Research will become a main theme threaded throughout the NQSW forum, where it is envisaged that a research topic and question will be identified for workers, and they will be expected to present findings to a Practitioners Forum towards the end of the programme.



Outline of Newly Qualified Social Work Forum Sessions

Session 1	CPL & introduction to research topic. Introduction from CSWO
Session 2	Research Introduction (Speaker will attend), CPL & Research time
Session 3	Supervision, CPL & Research time
Session 4	Trauma Informed Practice (Speaker), CPL & Research time
Session 5	Poverty Alliance (Speaker), CPL & Research time
Session 6	Addictions (Speaker), CPL & Research time
Session 7	Working with Involuntary Service Users (Speaker), CPL & Research time
Session 8	PREVENT (Speaker), CPL & Research time
Session 9	SDS (Speaker), CPL & Research time
Session 10	Champions Board (Speaker), CPL & Research time
Session 11	Crossing the Acts (Speaker), CPL & Research time
Session 12	Presentation to Practitioners Forum

Mentors

It is also our intention that mentors will be identified in each of the teams to support NQSWs for their first year in practice. This ensures that NQSWs have someone to support them within the teams so that they feel they have someone they can go to if their manager is not available.

Peer support is essential to learning and developing within the workplace and therefore it is beneficial that each worker is identified with a mentor within their team. Mentors can also provide informal supervision to the worker.

(www.sssc.uk.com)

Professional Supervision

It is also the responsibility of each manager to provide regular reflective supervision for NQSWs. Structured professional development discussions should be utilised to plan and formally review the development of the NQSW against the agreed set of standards.

NQSWs can also expect that mentors will also be available for informal supervision if they feel they require this.

Further guidance will be provided to Team Managers following the review of Supervision and Development Guidance within the HSCP.

Protected Caseload

Newly Qualified Social Workers should have a protected caseload of no more than 12 cases for children and families, and no more than 24 cases within adult services, within the first 18 months, so that they are not overwhelmed.

Managers and mentors should be supportive of them so that they have the time to learn within the profession and develop their professional confidence within a demanding and pressured environment.

They should be supported by their peers and management so that they have the time to learn and fulfil their responsibilities set out by the SSSC.

(www.sssc.uk.com)

Appraisal

Managers will carry out an appraisal with Newly Qualified Social Workers after 12 months of post commencement.

Further guidance and tools will be developed, however the appraisal should involve the NQSW mentor and the following should be discussed and recorded as a support for the worker in the remainder of their NQ period:

- Development opportunities completed /outstanding
- CPL Requirements
- Workload
- Continuing supports required

Appendix 5: Leadership Programme

The HSCP aims to embed leadership programmes in supporting the development of future leaders of social work/social care services, new managers and senior managers.

The programmes below detail what we can offer:

Aspiring Leaders Programme

Course Descriptor: The programme aims to give an insight into supervision theory, model and tools and offers inputs around Leadership Theory Values and Behaviours. The course is delivered with input from Senior Managers, Team Managers and the CSWO.

Course Participants: Any qualified Social Worker who has an interest in developing their skills and knowledge in leadership and aspires to progress into a promoted Team Manager post. This is an essential component of applying for Team Manager posts in the HSCP.

Course Duration: This programme takes place over 6 sessions and participants are required to research and deliver a presentation on a topic outlined to them on day 1. Research and presentation preparation time is built into all sessions.

Programme outline:

Context of the programme, routes to support career progression, introduction to supervising for supervisors
Leadership in Social Work & Presentation Skills, A Day in the Life of a TM
Leading change, building successful teams and team dynamics
Managing your wellbeing, difficult conversations
Delivering presentation with your partner, summation

New Leaders Training

Course Descriptor: This course aims to increase knowledge of practical skills aligned to Team Manager roles, including input from HR colleagues and the Chief Social Work Officer.

Newly-appointed Managers should attend within 6 months of post commencement as Essential Training.

Course Participants: New Team Managers within the HSCP.

Course Duration: 2 Full Days.

Training outline:

Day 1 -Transitioning to team leader, HR policies and procedures in the Partnership, Complaints Handling, Budget Management

Day 2 -Team health and team performance, Role of CSWO, Supervision and Support, Strategic thinking

Senior Aspiring Leaders Programme

Programme Descriptor: The System Leadership in Social Work Programme is designed to introduce social work professionals to system leadership over six core sessions.

Each core session will be face to face and will last around 4 to 5 hours. The sessions will combine theoretical learning, practical application and collaborative experiences to equip participants with the tools and strategies needed to work, and progress in, complex human systems.

In between the core sessions, participants will also undertake change experiments within their practice and with their team.

Programme Participants: Grade 12 and above who have an interest in becoming the senior leaders of the future.

Programme Duration: 6 sessions.

Programme outline:

<p>Introduction to the practices and ways of working that support system leadership</p>
<p>Introduction to VUCA (volatile, uncertain, complex, ambiguous) operating environments (such as the HSCP) and how to make progress within these contexts</p>
<p>Introducing further tools for working with multiple perspectives and diversity. For example, political behaviours in teams and working with networks</p>
<p>Specific inputs into the role of Heads of Services and the skills and competencies required</p>
<p>Introduction to the Thomas Kilman communication and conflict handling tool. This enables participants to understand better their personal and collective communication styles and to build a more extended repertoire for communicating in the context of multiple perspectives</p>
<p>We will use peer consulting model based on dialogue and critical conversation practices</p>
<p>Use stakeholder mapping in the North Ayrshire system to frame individual (or small group) system leadership challenges within our spheres of control and influence;</p>
<p>Explore with the group the emotional dynamics of change and how to support staff in times of uncertainty</p>

Who will deliver this programme: The programme will be externally facilitated by Horizons Research, who specialise in working with leaders who operate across organisational and system boundaries to facilitate social change and to develop shared leadership of complex challenges.

Additional Leadership Opportunities on Offer

Course	Provider
Managing, Leading, Caring K318	Open University
Care Services Leadership & Management	SVQ - delivered in house (North Ayrshire Social Services Assessment Centre)
Management & Leadership in Social Services	Stirling University
CSWO Qualification	Glasgow Caledonian University

Appendix 6: Growing Our Own

Growing Our Own Social Workers

Social Work Degree Sponsorship Programme:

Annually, HSCP partnership employees are invited to apply for sponsorship onto the Undergraduate and Postgraduate Degree programmes delivered by the Open University.

The sponsorship programme allows employees within the partnership to study for the degree qualification whilst remaining in their substantive post and, with agreement from Senior and Team Managers in their service, the staff member is released to complete the necessary placements.

On completion of the qualification, the staff member is 'matched' into a social work post depending on organisational and service needs at the time.

Initial information sessions are held to ensure that applicants are given all the relevant information about the qualification and the sponsorship arrangements. Applications are welcomed from staff to enter the degree programme at any stage of the four-stage course.

Requirements

- You are required to have an SCQF Level 7 qualification in order to apply – this is the minimum requirement.
- SCQF Level 7 qualification examples are HNC, SVQ, DD102, K102 (both OU Stage 1 modules).
- A degree is required for the Post Graduate Diploma.
- You must be able to provide evidence of qualifications.
- You must have at least one years' experience of working in a social care setting directly with service users – this can be voluntary or paid experience. This allows you to commence the Undergraduate Degree at Stage 1 or apply for the PG Dip.



- If you have additional qualifications, i.e. an SVQ & HNC or other, you may be eligible for Credit Transfer with the OU and be able to start the sponsored Undergraduate Degree programme at Stage 2 or Stage 3.
- You are required to have an SCQF Level 5 qualification in Maths or be willing to undertake the OU Numeracy Test.
- You must be willing to register with the SSSC as a Student Social Worker and be a member of the PVG scheme through Disclosure Scotland, even if you are registered in your current role.

All applicants must obtain agreement from Senior Managers and Team Managers in their service for release onto the sponsorship prior to applying.

The application and interview process includes submission of a personal statement, application, evidence of qualifications and OU credit transfer where applicable. Following successful applications, a panel and service user interview is held for each applicant.

Trainee Social Worker Programme:

This programme allows employees to apply for a Trainee Social Worker post through myjobscotland, and each traineeship is aligned to a particular service.

This career pathway is a fully funded post where the HSCP will fund the successful applicant to undertake a Social Work qualification whilst they work as a Trainee Social Worker within a designated service.

NB: This programme differs from the sponsorship, as the employee applies for this 'post' and successful applicants resign from their current post.

Requirements

- HNC or SVQ Level III in Social Care or equivalent.
- A degree is required for the Post Graduate Diploma.
- The ability to undertake and achieve a BA Honours Degree in Social Work (Scotland) or Post Graduate Diploma in Social Work.
- Experience of working in a social care setting directly with Service Users – this can be voluntary or paid experience.
- You are required to have an SCQF Level 5 Qualification in Maths or be willing to undertake the OU Numeracy Test.
- You must be willing to register with the SSSC as a Student Social Worker and be a member of the PVG scheme through Disclosure Scotland, even if you are registered in your current role.

On successful completion of the Social Work Qualification, the trainee is 'matched' into a Social Work post within the HSCP.

Independent Student Social Workers Recruitment Programme:

The HSCP supports independent student social workers from universities across the West of Scotland as a statutory requirement.

Students completing a final placement within the HSCP will be offered the opportunity to apply for 'ringfenced' social work posts. which are only open for students to apply for through myjobscotland.

NB: All of the programmes outlined have additional processes, and detailed notes for employees and managers which are available on request from Lesley Higgins (L&D Team Manager).

Appendix 7: Supervision Recording Template



Sample:

Name of Supervisor:

Name of Supervisee:

Date of Supervision:

Duration of Supervision:

Key Areas Discussed in Session

-

The following can be brief notes or points that reflect feedback, planning, discussion, actions:

Practice and Performance and Competency (Reflective)

Professional Development

Personal Support (Wellbeing)

Mediation & Organisation

**If you require any additional information
about the contents of this document,
please contact:**

HSCPLearningDevelopment@north-ayrshire.gov.uk

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