



ABERDEEN CITY COUNCIL

SMART SUPERVISION; SMART Supervision linking to Performance Review and Development incorporating The Continuous Learning Framework

SUMMARY: This policy has been revised in 2012 as Social Care and Wellbeing has adopted the 13 personal and 6 organisational capabilities and the approach of the CLF (Continuous Learning Framework) and 6 Leadership Behaviours in relation to Performance Review and Development. It covers:

- Supervision
- The Continuous Learning Framework and Supervision
- CLF and Supervision links to Performance Review and Development

SCOPE: All staff employed in Social Care and Wellbeing Directorate

RELATED POLICIES: Performance Review and Development

Continuous Improvement Strategy and Achieving Excellence

Continuous Improvement Policy

***POLICY: SMART Supervision Policy Linking to Performance Review and development
incorporating the Continuous Learning Framework***

POLICY TYPE: Procedure

POLICY GROUP: All SCWB services

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1. SUPERVISION

Supervision – Minimum Expectations:

- 1.1 Aberdeen City Council SCWB workers should expect to receive regular and planned supervision with their line manager. Supervision is for all team members and is a mandatory requirement. Supervision is a two-way process, providing workers with the opportunity to develop and enhance their skills and abilities. Good supervision results in well trained and well supported team members who can successfully manage demanding workloads and, ultimately, enhance service delivery. This is only possible where there is clarity about the level of performance that is expected of all team members and opportunities to critically evaluate and reflect on performance and development is regular.
- 1.2 It is recognised that quality service can only be delivered by highly motivated, skilled and knowledgeable team members. The quality of SCWB supervision is central to the development and maintenance of high standards of SCWB practice.
- 1.3 In recognition of the integrated nature of many SCWB teams:
 - It is important that all SCWB team members have access to supervision from a suitably professionally qualified manager.
 - It is recognised that informal/ad hoc supervision takes place. Where these arrangements are considered necessary they must be governed by the same standards as formal supervision, including recording.
- 1.4 All team members should receive regular formal professional supervision with their line managers 4 weekly.
- 1.5 SCWB 'supervision' encompasses practice, education, supportive/restorative and mediation functions which are interrelated. The purpose of supervision is to provide workers with support and development in line with the Scottish Social Services Council's Code of Practice for Employers, Care Inspectorate Standards, Changing Lives agenda and legislative requirements.

In line with section 2.2 of the Scottish Social Services Council's Code of Practice for Employers, the purpose of supervision is to provide workers with support and development.

'Effectively managing and supervising team members to support effective practice and good conduct and supporting team members to address deficiencies in this'.

- SCWB promotes regular reflective supervision meetings between line managers and team members to ensure that work performance and development is aligned with service requirements and that team members are properly supported to meet these requirements.
- Supervision is a safe and supportive framework where team members are given opportunities to describe and reflect on experiences, analyse and then decide on plans of action jointly with the Supervisor, utilising the CLF personal capabilities and indicators.
- It is recognised that quality service can only be delivered by highly motivated, skilled and knowledgeable team members.

- 1.6 Supervision is most effective when it is valued by both the supervisor and supervisee, when both parties are motivated and give supervision a high priority and there is recognition of the rights and needs of the supervisee as an adult learner. Supervision is a safe and supportive framework where team members are given opportunities to describe and reflect their experiences, analyse and then decide on plans of action jointly with the Supervisor, utilising the CLF personal capabilities and indicators.
- 1.7 Service users should be confident that staff is appropriately line managed, supervised and supported, to ensure that the best services are provided to them. Supervision must take into account the priorities and outcomes that are in the best interest of the service user.

Supervision – Recording decisions regarding service user’s

- 1.8 The steps described in the careFirst practice notes the recording of QA checks and professional supervision must be observed (Appendix I and QA Procedure).
- 1.9 All decisions made during supervision regarding Service User’s must be recorded in supervision for inclusion in the service user’s contact records/ case notes/careFirst. When updating the contact record or case file, make sure that you reference the information to the specific record of supervision for audit purposes.
- 1.10 Decisions made in supervision must be recorded on CareFirst against the service user’s record or immediately after the supervision session in line with the Case Recording Policy.
- 1.11 Where careFirst records are not held, all decisions must be recorded in the Service User’s contact record and case file in line with the Case Recording Policy and Procedures.

2. THE CONTINUOUS LEARNING FRAMEWORK and SUPERVISION

- 2.1 The Continuous Learning Framework is integrated into supervision to enable line managers and team members to incorporate discussion of the personal capabilities in relation to Managing Self and Managing Relationships. For more information in relation to the continuous learning framework, see Appendix 1.
- 2.2 The conversations that take place will include a focus on performance and development, discussing and reflecting, self-evaluating and evidencing current case/workload and development needs, whilst utilising the CLF to do this.

Consider the thirteen *Personal Capabilities*;

Managing Relationships:

- A focus on people who use services and their carers
- Working in partnership
- Motivating and leading others
- Empathy
- Dealing with conflict

Managing Self:

- Professional Autonomy
- Lifelong learning
- Flexibility
- Confidence

- Resilience
- Accurate self-assessment
- Awareness of impact on others
- Organisational awareness

2.3 Performance in respect of Personal Capabilities is measured by the overarching descriptors linked to the *stages of progression*:

- Engaged
- Established
- Accomplished
- Exemplary

2.4 The stages of progression ensure that there is consistency across all of the capabilities; the stages of progression are cumulative. The **minimum** standard of practice required and the **minimum** expectation of staff is that people are **engaged** with their role and responsibility.

2.5 The expectation is that over the year all workers/line managers will relate their practice to the stages of progression; engaged/ established/ accomplished and/ exemplary. Supervision should focus on development, exceptional areas of performance, development needs, and challenging and complex cases using the indicators under each stage of progression to develop practice, and to focus on areas of engaged, established, accomplished and exemplary personal capability and performance.

2.6 The outcomes of supervision will then be linked with the six Behaviours in Performance Review and Development.

2.7 When completing CPD/PRTL logs, the language and stages of progression of the CLF should be used.

3. CLF AND SUPERVISION LINKS TO PERFORMANCE REVIEW AND DEVELOPMENT

3.1 The Corporate Performance Review and Development (PR&D) Scheme requires each employee to have an annual PR&D meeting with their line manager. As part of the PR&D, performance and development should be reviewed and objectives/ priorities for the next period agreed.

3.2 Supervision meetings should be used to ensure that the priorities set, development agreed and issues discussed at PR&D meetings are taken forward, supervision, in turn, will be an aspect of evidence to inform the next PR&D meeting.

3.3 PR&D is an annual opportunity to take stock of continuous progress, identify areas for development, and instigate new developments and projects. The Continuous Learning Framework capabilities are relevant to all settings;

- For some on an individual level, progress might be about working to improve performance by developing skills to become “accomplished”.
- For others, suitable projects would allow the Council to demonstrate the organisational capabilities more effectively so that professional autonomy is enhanced or discrimination challenged. There is no conflict between the Continuous Learning Framework and the core values of the Council. The advantage of using the Continuous Learning Framework for Supervision and PR&D purposes is that the use

of the capabilities can enhance the opportunities for learning and development which is a key part of PR&D.

- 3.4 Employees who meet the minimum performance criteria receive their increment (if one is due); those who do not meet the minimum criteria will be managed under the relevant policy. No one is to reach the point of their PR&D meeting without having been informed that this is the situation.
- 3.5 Employees who exceed the criteria will be eligible for additional reward, irrespective of where they are in their grade. In 2013, this will be developmental – i.e. high scoring employees will be offered an additional development interview to discuss their potential, aspirations, career development, individual view, wishes and dreams.
- 3.6 There will be a greater focus on development and performance by introducing consistency in how people are supported and developed.

Content and Suggested Format:

- 3.7 In terms of 'how' there are 6 core behaviours expected of all employees and managers. Conversations/discussions will be linked with the six behaviours in Performance Review and Development.
- 3.8 The content of the meetings should be shaped by the individual's job profile, ensuring that they are clear about their responsibilities and the organisation's expectations of their role.
- 3.9 It is dependent on the manager ensuring that the individual understands the context of their role by discussing with them how it contributes to the organisation's vision, values and key priorities.
- 3.10 Documentation and your portfolio of evidence from the supervision year will decide which personal capabilities link to the six behaviours for the PR&D. This will develop a culture where people focus on how they put their knowledge, skills, values, and understanding and training into practice. This ensures that the process is less prescriptive for individuals.

Evaluation and monitoring the use of the Continuous Learning Framework:

- 3.11 To evidence the organisational capabilities the organisation must have systems in place that evaluate and monitor the use of the Continuous Learning Framework. Examples of this are:
 - Annual service plans incorporating individual team plans that are informed by 'How Good is Your Team'
 - Focus Groups including team members and service user groups that provide feedback on practice
 - Individual Learning Plans developed through supervision and PR&D informing workforce planning and development
 - A workforce planning system incorporating details of team members' qualifications, training needs and development activities undertaken

- Surveys that explore how the Continuous Learning Framework is being used in supervision and appraisal
- Training materials that provide links with behaviour and capabilities outlined in the Continuous Learning Framework, SMART Supervision and Performance Review and Development
- An evaluation system that analyse how learning and development activities have an impact on service delivery

3.12 The information gathered will be shared with Chief Social Work Officer, Heads of Service, Business Management and Planning and Development to improve and develop service wide plans.

Further guidance on CLF, Supervision and PR&D meetings is provided in the following training and development workshops and guides:

- Coaching Skills
- Corporate/SCWB PR&D; Process and softer skills training
- Induction for New Managers
- Managing the Performance of Your Team
- OIL Performance Review and Development e-learning modules
- [http://thezone/AskHR/YourDevelopment/developing_our_employees/Corporate Appraisal/DEV_PrandD_development.asp](http://thezone/AskHR/YourDevelopment/developing_our_employees/Corporate_Appraisal/DEV_PrandD_development.asp)

APPENDIX A

GUIDANCE ON CARRYING OUT EFFECTIVE SUPERVISION MEETINGS

The policy divides the agenda into four topic areas – Management, Support, Development and Mediation. The Continuous Learning Framework operates alongside each of these.

Management: The “management” focus of supervision clearly links to improved outcomes for service users and to the overall aim of service improvement. The Continuous Learning Framework aims to improve outcomes “by supporting the people who are delivering services to be the best they can be”. The organisational capabilities begin with “creating a learning and performance culture” and highlight the need for improvements and effectiveness. These ideas lie at the heart of performance improvement.

Support: The Continuous Learning Framework is designed to help an organisation support social work team members by enabling the development of an environment which promotes confidence, resilience and professional autonomy.

Development: This is supported by the Continuous Learning Framework’s emphasis on lifelong learning for the individual, on organisational planning for learning and development, and on promoting access to learning and development opportunities.

Mediation: The role of supervision in “mediation”, the promotion of understanding between organisation and individual, will be enhanced by an understanding of the organisational capabilities of “treating people with dignity and respect” and “focusing on health and wellbeing” as well as “promoting access to feedback”.

There are a number of benefits to be gained from carrying out supervision meetings. The meetings represent a regular and ongoing dialogue between line manager and team members to:

Improve Communication which

- Ensures the team member is clear about current and future work priorities
- Clarifies roles and responsibilities within the team, the Service and the organisation
- Ensures the individual is aware of Council policies and procedures and knows how to access and apply these
- Provides a safe environment for either party to bring up issues which they may not wish to discuss in a team setting.

Improve Management of the Service/ Team which

- Allows opportunity for regular discussion of the individual’s performance
- Provides a regular forum for tracking and monitoring progress towards delegated tasks/ priorities
- Provides an opportunity for the individual to advise of any resource issues; lack of or access to, relationship or other issues which may be affecting progress.

Enhance Personal and Professional Development which

- Provides an opportunity to discuss development needs on an ongoing basis
- Prior to undertaking any development, provides a forum to discuss what the individual/ manager wants to get from the development
- Post development, provides a forum to reflect on what the individual has learned and how this will be implemented in the workplace
- Provides an ongoing opportunity for reviewing and building on development undertaken.

Appropriate Levels of Support which

- Ensures workloads are manageable and reviewed
- Acts as a coaching opportunity where any issues affecting performance can be talked through and solutions sought
- Provides an opportunity for delegation and empowerment within a supportive context.

Discussing Personal Issues

It is recognised that there may be times where personal issues impact on work/life balance. There may be a need to do so if they are impacting on professional life.

Both parties must use their discretion and agree between them how to manage these issues, to enable open, honest and transparent discussion and recording of personal issues.

Social work can be challenging and emotionally distressing. If you supervise team members who are working more frequently and more intensively with challenging cases or individuals it is important to recognise the impact of workload pressures.

Independent counselling is available outwith ACC if this would be helpful. For more information about the ACC counselling service please visit the Zone.

Frequency of meetings

As part of the induction process new employees should receive formal and peer supervision weekly for their first six weeks of employment

Supervision should occur monthly, the focus being Performance and Development. This should be recorded in the supervision agreement

Supervision sessions may vary for each individual, a guide would be a minimum of 1 hour and a maximum of 1½ hours. This is flexible and should be person specific and relevant to workload.

Location

Meetings should be held in a setting where the discussion can be both comfortable and private; preferably a room where the door can be shut and should not be possible for other people to hear the supervision conversation. Telephone calls and other interruptions should be put on hold for the duration of the supervision. It should not be possible for other people to hear the supervision session. The individual should be given enough notice of the meeting to enable them to prepare and should be advised in advance of the format of the meeting.

Confidentiality

The Record of Supervision is confidential and must be stored appropriately, taking into consideration Data Protection Principles.

Where electronic records are kept, these must be password protected. It is best practice once the record is agreed and signed, where possible to convert into and save as PDF format. Where electronic signatures are to be used, this must be recorded in the supervision agreement.

The Record of Supervision is also an organisational and professional document and as such may be shared with properly authorised persons to promote the effective working of social work services. Supervision records can be examined in relation to performance management, disciplinary processes, investigation and audit trails.

Arrangements for rescheduling a cancelled session

If a planned supervision session is cut short or cancelled, another time must be arranged as soon as possible and prior to the next scheduled supervision.

Consider carefully whether it is appropriate to cancel or miss your supervision session. If supervision is not being undertaken by line manager it is appropriate for the employee to raise concerns with the line manager.

Responsibility for participation is a two way process, both Manager and Worker are responsible for ensuring Supervision takes place.

If this is not resolved then the normal progression should be followed

Setting Agenda

Prior to the supervision meeting both parties should prepare a prioritised agenda, which should be agreed at the start of the meeting. The Supervision Checklist (Appendix) will help, to direct your thinking if required. This list is not exhaustive.

Recording the Meeting

At the first supervision meeting both parties should negotiate and agree a written Supervision Agreement (Appendix D) detailing how supervision will be carried out. The Supervision Agreement is a shared responsibility which can be reviewed at any time, with a minimum of annual review

The Record of Supervision (Appendix E) is a professional document which must be used to record information clearly and concisely.

The Record of Supervision refers to the matters raised during discussions/conversations. All matters must be clearly recorded including: any differences of opinion; all decisions agreed; strategies proposed; actions and outcomes for both parties to progress, which must be Specific Measurable Achievable and Time Managed (SMART).

This will be recorded by the mutually agreed person. Both parties must sign the record of the meeting and a copy should be kept by both parties. The record of supervision will be held by the line manager of the worker and the worker.

In the event of disagreements or unresolved issues within supervision, either party may refer the matter to the supervisor's line manager. Any disagreements should be recorded in red and signed. The supervisor must keep his or her copy of the Record of Supervision in a safe, secure place for a period of no less than 2 years.

All supervision; formal/informal/ad hoc, must be recorded and signed by both parties.

APPENDIX B

As a Supervisee You Must:

1. Inform your supervisor of any difficulties you have in implementing objectives and outcomes
2. Accept appropriate responsibility for your own performance in terms of performance practice and performance development
3. Be active in pursuing your own career development
4. Take part in constructive discussion to resolve professional disagreement
5. Actively engage in ensuring that there are positive outcomes for service users
6. Work as an accountable practitioner and form professional judgements
7. It is your responsibility to make sure that you keep your Record of Achievement (PRTL)/Continued Professional Development (CPD) up-to-date. Your supervisor will support you by allowing time in supervision to discuss and monitor this.
8. It is your responsibility to inform your supervisor of accumulated flexi time (where applicable) and to ensure annual leave is used within the relevant year

As a Supervisor You must:

1. Be knowledgeable about your service's functions, policies and resources
2. Show professional judgement regarding the risks, needs and resources of those using the service
3. Brief your supervisee about developments and changes in the service
4. Enable your supervisee to continue their professional development using resources within and outwith ACC
5. Review the case records of all service users, as part of the supervision process, and record this on the service user's file
6. Support your supervisee to adhere to the SSSC's Codes of Practice
7. Support your supervisee in managing stress and anxiety and promote effective working practices
8. Make sure your supervisee's practice is anti-discriminatory
9. Support your supervisee. Decisions and all discussion must be two way, open and honest
10. If your supervisee is required to register with the SSSC, you must encourage him or her to complete the Record of Achievement (PRTL) regularly and set aside time in supervision to discuss and monitor this. The same applies to completion of the CPD
11. Support and develop supervisees

Joint Responsibilities, You must:

1. Share responsibility for making supervision work
2. Attend regularly and on time
3. Have an agenda and participate actively
4. Be prepared with supporting paperwork to discuss agenda items
5. Be open and share information
6. Aim to meet service, legal, ethical and professional standards
7. Promote the best interests of your service users.

This list is intended as a guide and is not exhaustive.

APPENDIX C

SUPERVISION AGENDA TOPICS

This list is not exhaustive and should take into consideration the CLF Personal Capabilities and overarching descriptors and indicators of the CLF:

- Engaged
- Established
- Accomplished
- Exemplary

Aberdeen City Council's SMART Supervision Policy for SCWB staff is delivered in line with the four functions of supervision – management, education and development, support and mediation.

The following headings are examples of what you might wish to cover in supervision in terms of the four functions. Regular, positive supervision is in itself supportive. Mediation in this context means making sure that the supervisee understands the policies and procedures of Aberdeen City Council and that the organisation supports the employee to be the best they can be.

- SMART actions from last meeting
- Current responsibilities and tasks
- Workload management
- Case discussions including- key working responsibilities e.g.
 - ✓ Assessment
 - ✓ Risk assessment
 - ✓ Risk Management
 - ✓ Care plan/ Supervision Action Plan
 - ✓ Review
 - ✓ Care package
 - ✓ Resource implications

Decisions and discussions must be recorded in the service user's case notes/careFirst or caser file as soon as possible by agreed party. This must include the date of the supervision meeting.

The Record of Supervision should include, where appropriate:

- Budgets/ Finance - where applicable
- Project work, service plans, strategies.
- Areas of good practice/current difficulties
- Team issues
- Health and Safety e.g. lone working, risk assessment
- Training, professional development and registration requirements including post registration training and development requirements.
- Work/Life balance-relevant personal issues
- Shift patterns, Annual Leave, Time Off In Lieu, Flexi Time
- Performance management
- Maximising attendance - ill health
- Disability Leave
- Date of next meeting

APPENDIX D

**ABERDEEN CITY COUNCIL
SOCIAL CARE AND WELLBEING**

SUPERVISION AGREEMENT

1. Supervision Agreement

This agreement is devised in accordance with the SCWB Supervision Policy. The purpose is to help provide a structure for supervision sessions between supervisor and supervisee.

- **Name of Line Manager who will be undertaking supervision:**
- **Designation/Job title:**
- **Name of team member:**
- **Designation/Job Title:**
- **Start Date:**
- **Length of time in Post:**
- **Pay Grade:**
- **Pay Point:**
- **Date increment due:**
- **Qualifications:**
- **Registration requirement ? YES/NO**
- **Future registration requirement? YES/UNKOWN**
- **Date registration is required by:**
- **Date registration period finishes:**
- **Registration body**
- **Registration number:**

In the event your supervisor is absent from the service for more than one month, the person who will line manage in their absence will be (Name and designation)_____.

Frequency of supervision meetings_____.

Date of Next PR&D during current period:

Date of review of annual supervision agreement:

Record of electronic signature;

Supervisee_____

Supervisor_____

Name: _____

Supervisor _____

Name: _____

Supervisee _____

A PPENDIX E

SUPERVISION RECORD/MEETING MINUTE

| | | |
|-------|--------------------------------|--------------------------|
| Name: | Service: | Role and Responsibility: |
| Date: | Person Completing supervision: | Minute taker: |

Both parties to attend with a proposed agenda. From the agendas set for this meeting agree main priorities for this meeting (include one of the personal capabilities from CLF).

(Agenda can be completed by Supervisee on yourHR prior to meeting and accessible to both).

**Review outcomes and objectives set at last meeting:
(Achieved (A) or working towards (WT))**

Identify any outstanding objectives from last session and how these will be managed:

What do you consider to be your main achievements and challenges since your last supervision meeting?

Continuous Learning Framework Competencies Reviewed:

| Minute | How will this be met/action required? | Who by | SMART action |
|---------------|--|---------------|---------------------|
| | | | |

What are the priorities for next session, taking account of agenda items not fully explored today:

Key objectives for the next session including case load management:

What action could be taken, either by yourself or someone else, to support you to achieve these objectives over the next two months?

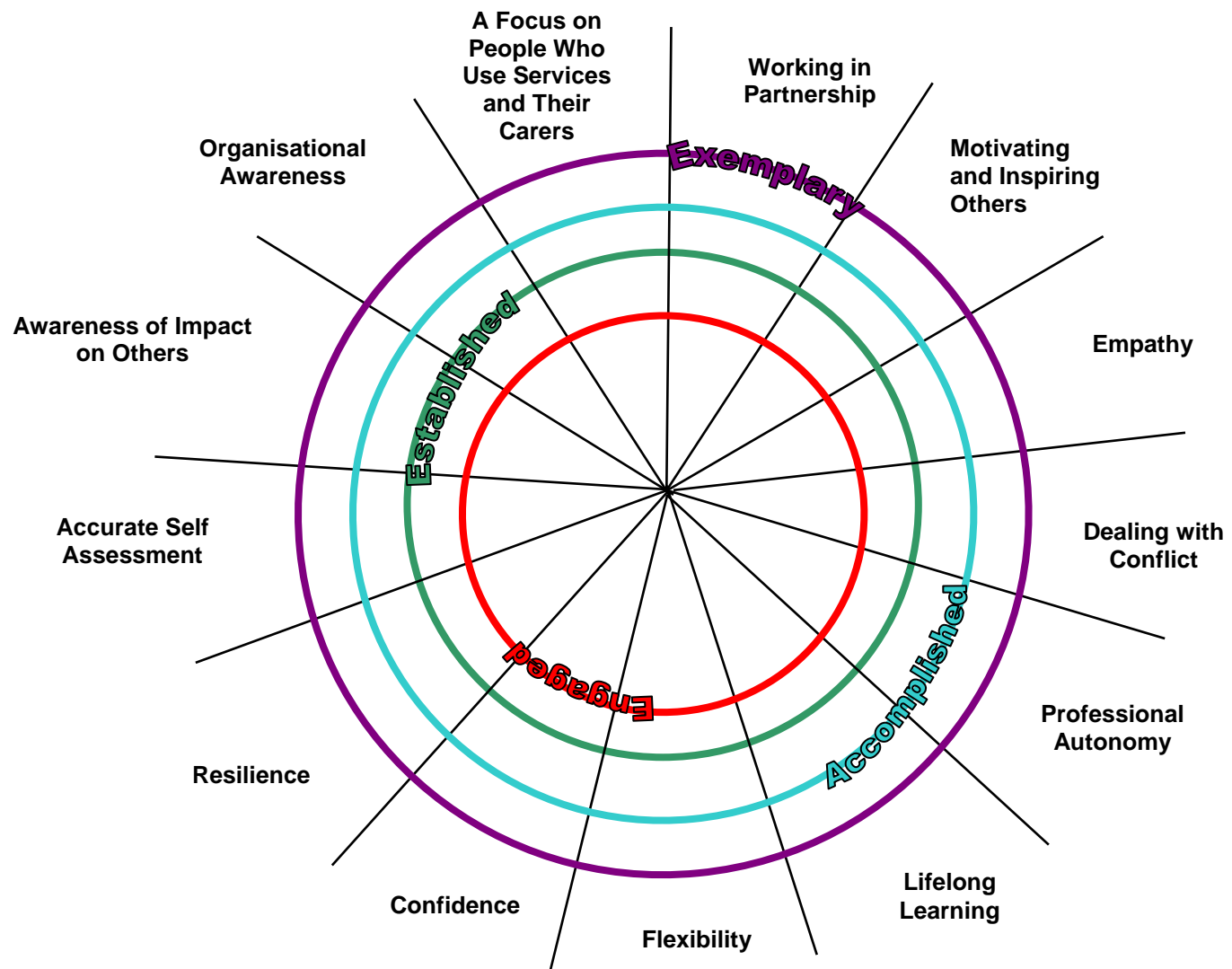
**This period's over time or additional hours:
This period's annual leave and or flexi time:
Next period's planned annual leave, over time and or flexi time:**

Prior to meeting with your supervisor, reflect on the thirteen Personal Capabilities of the CLF. Record practice based evidence and record where you believe your stage of progression is in line with the CLF. Take into account case/work load, key working, areas for development, exemplary performance, challenging and complex cases, challenges, training and development.

Over the year use the document's to record evidence of personal capability. These will be used as an aspect of continuous evidence for your portfolio of evidence that will be used as evidence for your PR&D and will form part of the scoring. This is not the only evidence of performance and development that you will use for PR&D.

This evidence will form an aspect for two way discussion in supervision and PR&D meeting. Consider one personal capability for each supervision session.

| Managing relationships:- | Practice and development reflection | Practice based evidence | Stage of Progression |
|--|-------------------------------------|-------------------------|----------------------|
| a focus on people - who use services and their carers | | | |
| working in partnership – being able to work with others within the organisation and beyond | | | |
| motivating and leading others – inspiring and guiding individuals and groups | | | |
| empathy – sensing others' feelings and perceptions | | | |
| dealing with conflict – being able to identify issues and find solutions | | | |
| Managing self:- | | | |
| professional autonomy – exercising judgement and initiative and being accountable | | | |
| lifelong learning – engaging in continuous learning of self and others | | | |
| flexibility – being adaptable and open to change | | | |
| confidence – knowing you are able to do your job well | | | |
| Resilience – persisting in pursuing goals despite setbacks and obstacles | | | |
| Accurate self assessment – knowing your own strengths and limitations | | | |
| Awareness of impact on others – being aware of how others perceive you and your behaviour | | | |
| Organisational awareness – being aware of the purpose of your organisation and the context in which it operates | | | |



APPENDIX F

The Continuous Learning Framework (CLF) was published in December 2008. It was developed by the Scottish Social Services Council in partnership with the Institute for Research and Innovation in Social Services.

CLF is based on emotional intelligence and reflecting on our experiences.

The CLF aims to improve outcomes for people using social services by supporting the workforce delivering the services to be the best they can be. It sets out the shared commitment needed from social service team members and their employers to lifelong learning and continuous improvement.

All staff will have their own copy of the CLF.

The Continuous Learning Framework sets out the skills, values, behaviours and competencies that people in the social service workforce need to be able to do to do their job well. It also describes what employers need to do to support them. This framework was developed by the Scottish Social Services Council (SSSC) and the Institute for Research and Innovation in Social Services (IRISS). It is a tool to help provide a person centred approach to individual and organisational development at all levels of the organisation. The aim is to encourage a partnership approach to development for all who are involved in delivering and receiving services and to promote a learning culture throughout our organisation.

There are three main sections to the Continuous Learning Framework which is available electronically from the SSSC web site at www.sssc.uk.com/clf.

The CLF is for everyone working in Social Care and Wellbeing in Aberdeen City Council, except for staff in business management and administration staff.

Organisations which have a strong learning culture do not rely solely on formal systems for learning and development.

The aims and objectives of the Continuous Learning Framework should permeate other activities to help enhance organisational development. This includes opportunities for team members to contribute to the policy and ethos of the organisation, such as briefings, newsletters, practice improvement sessions, HGIOT (team development plans) and team and management meetings which provide a chance for learning from each other.

Supervision, PR&D, personal development plans and HGIOT will feed into team development plans, which in turn will inform the service plans which will link to the corporate business plan. Thematic areas from key priority areas will become the key focus in developing services and staff.

Using the CLF and a commitment to learning and development will begin at the recruitment stage, and continue through the processes of the individual's work life; induction and mentoring, supervision, PR&D, HGIOT.

APPENDIX G

Guidance on using the CLF- So what do I need to do now?

Here are some examples to start you off:

If you work as a Senior Manager you should:

- Identify how you will create a learning culture within your service.
- Use How Good Is Our Team to identify with the teams in your service their strengths and areas for development. These should be included in your service development plan, including plans for how good practice will be shared across teams.
- Use the CLF in your own supervision and PR&D with your Head of Service and with those who you supervise.

If you work as a line manager you should:

- Use How Good Is Our Team to identify with your team the strengths and areas for development and include in your team plans how good practice can be shared.
- Use the CLF in your own supervision and in your PR&D with your manager and with those who you supervise. With each worker try to identify a strong personal capability and discuss how this can be used to strengthen the team. Then identify an area for development and develop a plan to improve this.

If you are a team member you should:

- Use the capabilities from the CLF to identify your own strengths and areas for development and discuss in supervision using examples of your practice. Plan how you can use examples of good practice to contribute to the learning of others.
- Use the CLF alongside the paperwork for PR&D to evidence your performance and development

Some other ideas to consider are:

- Pick a theme to run over a short period for team development
- Pick one of the capabilities and discuss the stages with each member of your team
- Use the CLF to stimulate personal development and career progression.
- Identify the key capabilities for the job at interview stage and formulate questions that relate to the specific role



**Aberdeen City Council
Strategic Leadership**

Practice Note – Professional Supervision Recording

Background

In line with Professional Supervision Policy, a facility has been made available within careFirst for the recording of decisions made in relation to Service Users during professional supervision. (link to page 8 Professional Supervision Policy).

These decisions are to be recorded under a particular subject heading in the service users 'contact records'.

Accessing the contact records screen

In almost all situations, open cases will have open events. **Please ensure you open the 'details' of your worker's event and then navigate to contact records. This will ensure the Supervision entry sits within the appropriate section of the record.**

This is particularly important where there are multiple events open.

Where checks are done outside events, please navigate to contact records as you normally would, or seek guidance from the careFirst helpdesk.

Once in the contact record screen, ensure the following is selected

It is imperative that the subject heading "Professional Supervision" is selected and that the responsible field shows the id and name of the Supervisor.

Once satisfied with the narrative, it is also necessary to “complete” this contact record, by selecting the “complete?” checkbox.

Where you require further assistance with the recording of a decisions made in Supervision, you can either contact the careFirst helpdesk by :

Tel. 523404;

Email carefirst@aberdeencity.gov.uk;

Or seek online assistance <http://thezone/web/includes/carefirst/index.htm>

APPENDIX I

ABERDEEN CITY COUNCIL SOCIAL WORK SERVICE

Continuous Professional Development (CPD) and Post Registration Training and Learning (PRTL)

Guidance

Continuing professional development (CPD) – is the means by which people maintain their knowledge and skills relating to their professional lives.

It is the critical reflection on learning experiences and activities that improve practice, and demonstrate continuous development. Continuing professional development means maintaining, improving and broadening relevant knowledge and skills, so that it has a positive impact on practice.

CPD is any process or activity that provides added value to the personal capability of the individual through an increase in professional knowledge, skills and personal qualities necessary for the appropriate execution of professional and technical duties, often termed 'competence'

The SSSC Codes of Practice indicate that:

'As a social service worker, you must be accountable for the quality of your work and take responsibility for maintaining and improving your knowledge and skills.' (SSSC Codes of Practice).

Under the Code employers have a reciprocal responsibility to ensure that employees can achieve this:

'As a social service employer, you must provide training and development opportunities to strengthen and develop their skills and knowledge.' Organisational Capabilities; CLF

Supervision should be seen as a development opportunity. It is imperative that individual, team and service development are addressed at all levels within SCWB, taking into consideration the Organisational Capabilities of the CLF.

It is a two way responsibility to ensure that time is allocated during supervision session to discuss professional development and how this will be progressed. Line managers must allocate supervision time to supervisees' development as well as to case load discussion.

The National Strategy document is clear that all workers (registered and non-registered) must take part in CPD activities. Aberdeen City Council SCWB is developing a learning culture, so all workers will be supported to progress their learning and development.

Registration

Team members who are required to register with the SSSC have to provide evidence of meeting PRTL requirements. This may be requested as a re-registration requirement

CPD records of development can be used as an aspect of PRTL in the Record of Achievement in the SSSC Registration pack.

CPD/PRTL Requirements

Newly qualified social workers are required to undertake a minimum of 24 days (144 hours) of PRTL within the first 12 months of registration or within the first 18 months if part time. At least 5 days (30 hours) must focus on working effectively with colleagues and other professionals to identify, assess and manage risk to at risk groups. The registrant must keep a record that must be returned to SSSC for checking after 14 months (20 months if part time).

Social Workers must undertake a minimum 15 days (90 hours) of PRTL within each three year registration period. At least 5 days (30 hours) must focus on working effectively with colleagues and other professionals to identify, assess and manage risk to at risk groups.

Residential childcare managers and all residential childcare workers must undertake a minimum of 15 days (90 hours) of PRTL within each three year registration period.

Managers and all other workers in day care services for children must undertake a minimum of 10 days (60 hours) of PRTL within each five year registration period.

Managers of care home services for adults, managers of day care services for adults must undertake a minimum of 15 days (90 hours) of PRTL within each three year registration period.

All other workers in care home services for adults must undertake a minimum of 10 days (60 hours) of PRTL within each five year registration period.

How to evidence CPD/PRTL using learning logs

Having attended a training course, seminar, conference, you may be given a certificate of attendance/involvement for CPD/PRTL purposes. In this instance record your attendance on the personal learning log/CPD/PRTL form (Appendix L).

If you do not receive certification, ensure attendance is recorded through the personal learning log, (Appendix L) and supervision system.

In supervision use the CLF to discuss your development, using the language and behaviours and capabilities of the CLF to discuss areas of strength in your practice and areas for development. Consider alongside this what is offered by the Organisation and the Service in relation to training and development. Review your development requirements minimally three times per year (Appendix K). Use the Organisational Capabilities of the CLF to ensure that the Organisation/Service is enabling development.

Decide how a skill will be developed e.g. reading a book/article relevant to your area of work; performing a particular task or a specific piece of work; attending a training event or training course; or considering how you use a strength to facilitate the learning of another worker (Appendix K).

You should agree with your supervisor when the activity will be discussed in supervision and consideration given to how the action has influenced your practice, using the CLF.

When the activity has been completed and the supervisor is satisfied with the agreed level of skill reached through the reflective discussion, he/she will sign off the piece of work, which can then be filed in your CPD folder.

APPENDIX J

DEVELOPMENT REQUIREMENTS (SMART action)

NAME:
DATE OF FIRST DISCUSSION OF DEVELOPMENT REQUIREMENTS:
DATE OF REFLECTIVE DISCUSSION:
DATE OF REVIEW:

| | | | |
|------|--|------------------------------|--|
| DATE | Area of knowledge/expertise required to be developed? | Agreed action plan: SMART | Please state how the recorded training and learning has contributed to your professional development and informed your practice. |
| | What training/experiences would benefit you? | | Number of CPD/PRTL hours completed: |
| | Why would this training/development benefit you? Resources Required? Training Identified, details of training or development activity (including where appropriate name of provider of the training or learning activity). | | Date Development completed: Signed (Supervisor): |
| | | | |

Please file this in your personal PRTL/CPD folder and use it to complete your Record of Achievement form for registration with the SSSC

APPENDIX K

PERSONAL LEARNING LOG/ CPD/PRTL-course based and non- course based.

NAME: _____

| Date | What I did and the reasons for doing | What I learned from this | How I will use this learning or how I have used this learning | CLF capabilities evidenced | Summary of knowledge/ expertise acquired | Final agreed number of hours |
|-------------|---|---------------------------------|--|-----------------------------------|---|-------------------------------------|
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