

Portsmouth City Council

Children's Social Care and Safeguarding Case Holder and Key Workers Staff Development Portfolio



Staff Development Portfolio
2nd edition December 2011

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About this portfolio

Welcome to the revised version of the Staff Development Portfolio. The new Portfolio has been developed as a developmental tool for the Children's Social Care and Safeguarding Service.

We work in partnership with over 100 organisations including the Portsmouth Children's Trust, Portsmouth City Teaching Primary Care Trust, CAFCASS, Hampshire Police and many Independent and Voluntary Organisations. We all appreciate that our staff are our most important asset. We can achieve little without the skill, dedication and hard work of those who work for us. We also appreciate that supporting you in your learning and development is not only good practice, and makes sound business sense but we also have a statutory responsibility to do so.

We have produced a Portfolio that allows you the flexibility to store information that reflects your achievements, skills, continuous professional development and also identifies your learning needs and records how these have been met.

Your SDP is designed to help you and your manager to work together to build on your existing skills and knowledge and to plan for your learning and development needs.

To support your development there will be a focus on the Business Planning Process, Induction, Supervision and PDR (Performance Development Review). Through discussion with your line manager you will build your Portfolio around three key areas

- Process
- Skills
- Knowledge

This should provide for an easy transition to the Professional Capabilities Framework which is being established by the Social Work Task Force.

The Staff Development Portfolio is also available as an electronic copy via the Social Care Learning and Development Web-site.

Our commitment to you

Portsmouth's Children's Social Care and Safeguarding Service is committed to recruiting and retaining a highly qualified staff group and there is much that we can offer you as a well qualified, ambitious social work professional. When you join us, what you'll see from day one is a close-knit and supportive environment where you can develop a career, improve your expertise and be rewarded for doing so.

Our expectations of you

- As a staff member coming into contact with children you must be able to exercise professional skills in terms of effective information sharing and the ability to analyse the situation.
- You must also have the knowledge and skills to collaborate/liaise with other agencies and disciplines in order to safeguard and promote the welfare of children.
- You will have a sound understanding of the legislative framework and the wider policy context in which you work, as well as familiarity with local policy and procedures.
- You will be familiar with the GSCC standards of professional conduct and practice and will follow them in your professional and personal life.

Our core working documents

Working Together to Safeguard Children 2013
The Assessment Framework 2000
GSCC Codes of Practice
4LSCB Child Protection Procedures
Portsmouth's Children's Social Care and
Safeguarding Procedures Manual

Strategic priorities

- Identification, assessment and support for families. From pregnancy to school age
- Effective multi-agency intervention for targeted families with multiple problems
- To support more schools to be “good” or outstanding
- Targeted support for children and young people who demonstrate behaviours that may put them at risk
- Excellent safeguarding and early intervention practice, processes and procedures
- Improving outcomes for looked after children
- Supporting the families of children with complex disability needs

Business plan

Read the full Plan and identify which elements you are contributing to.....

http://www.portsmouth.gov.uk/media/Education_Children_and_Young_People_Directorate_business_plan.pdf

Recruitment and retention strategy

The strategy has 5 current work streams. These are:

1. Promotion, Marketing and Recruitment
2. Staffing Resources, Progression and Pay
3. Training and Continuous Professional Development
4. Staff Support and Well-being
5. Communication and Developing a Learning Culture

Each work stream has a task and finish group which is progressing the actions identified in the strategy.

Each children's social care and safeguarding team is represented in at least one work stream. Why not talk to your manager about getting involved so that you can contribute too?

Read the Strategy at:

<http://www.portsmouth.gov.uk/media/cs20100927r4fullstrat.pdf>

Induction

Why we have an induction programme

Research shows people settle more readily into their new job and become effective with increased confidence quicker if they have participated in a planned induction. This is why the national bodies that regulate how we work have included induction into the standards that we have to meet.

How you will meet these standards

You will be required to undertake both training and fact finding activities (see Induction Checklist) and your service may also specify activities for you to complete within set timescales.

Your manager is responsible for ensuring your induction is completed but is not expected to cover all the elements personally. Either your manager or their nominated representative will work through the Induction Checklist and service requirements with you and also explain the use of this Portfolio.

Who and what regulates our work?

Code of Practice – General Social Care Council

Skills for Care - Common Induction Standards

Children's Workforce and Development Council – Common Induction Standards

Care Standards Act

In conjunction with the Learning and Development Team your manager will create your Personal Induction Plan (PIP) using the Managed Learning Environment (MLE). For more information refer to the Induction Checklist in the next section.

Induction Checklist - Children's Social Care & Safeguarding Practitioners

Name:

Team (s):

Manager:

Date of appointment:

General principles:

- It is expected that this induction will take a minimum of 2 weeks, thereafter cases can be allocated
- All newly qualified workers to be linked to the ASYE programme from their first day of employment
- Managers to ensure other managers are aware of new worker and to be supportive of induction
- Managers to touch base with worker halfway through the induction process to see how induction is progressing and if required, amend the programme to meet the individual needs

Link Managers / Supervisors (identified managers / supervisors who will give guidance related to their specialised field of service)

Protection and Court Team	Adam Shepherd	Family Support Team	Sian Davies	Integrated Targeted Youth Support Service	Mandy Thomson
Children with Disabilities Team	Michael Henning - Pugh	Children Looked After Team	Danielle Rebbitt	Adoption Team	Jackie Clark
Information & Assessment Team, Joint Action Team	Dave Richards	Family Intervention Team	Karley Middleton	Fostering Teams	Debbie Price and Diane Le Moignan
Youth Offending Team	Jon Gardner	Independent Reviewing Officers	Terry Mould	Young Persons Support Team	Mark Rodwell

Responsibilities of manager before start date:	Initials of manager and date		Name of buddy
<ul style="list-style-type: none"> • Arrange for Practitioner to be set up on IT systems well before their start date <input type="checkbox"/> • Book IT training for completion within 2 weeks of arrival <input type="checkbox"/> • Arrange for new practitioner to be paired with a buddy <input type="checkbox"/> • Worker to shadow meetings / visits if possible, at least some of these meetings should be planned in advance of the worker starting <input type="checkbox"/> 			
Refer to the Core Essential Training Monitoring Sheet (Appendix 1 for 2013 / 14 version) and book courses. Keep the monitoring sheet with the Induction Checklist and review to ensure training has been undertaken			
Induction Responsibilities of Managers: Day One Highlighted areas can be delegated but it remains the responsibility of the manager to ensure they are carried out effectively	Employee Initials and Date	Manager Initials and Date	Comments from practitioner to aid recall for the completion of the induction feedback form
Discuss the practitioner's induction including this checklist and their probationary period			
Refer to the Staff Development Portfolio for the Supervision Contract which should be discussed and signed, explain how the Portfolio is used			
Explain the mentoring and coaching given to newly qualified social workers by the senior and consultant practitioners to support their entry into front line practice, particularly in relation to undertaking child protection responsibilities			

Induction Responsibilities of Managers: Day One cont. Highlighted areas can be delegated but it remains the responsibility of the manager to ensure they are carried out effectively	Employee Initials and Date	Manager Initials and Date	Comments from practitioner to aid recall for the completion of the induction feedback form
Explain management and supervisory structure and purpose; who to report to and discuss the frequency of supervision (Newly Qualified - weekly for 1 month and 2 weekly for 3 months, for experienced practitioners - 4 weekly)			
Explain hours of work, absence reporting (including arrangements for medical appointments), meal breaks, flexible office hours, home working procedures			
Record relevant personal details, e.g. home address, telephone numbers, next of kin to be used in the event of an emergency			
Introduce practitioner to their buddy, colleagues and work area			
Explain lone working procedures; provide a mobile phone and contact telephone numbers for out of hours calls			
Arrange photograph for ID Card			
Show location of fire exits/extinguishers and alarms; explain the evacuation procedures/assembly points/fire warden action			
Show location of car park, bike lockup, toilets, kitchen, restaurant and notice boards			
Explain how the building is secured; how to trigger safety alarm in interview rooms and policy for allowing visitors into the office			
Explain how to use the phone system; photocopier / fax; recording messages; routine admin / filing procedures and admin support			

Induction Responsibilities of Managers: Day One cont. Highlighted areas can be delegated but it remains the responsibility of the manager to ensure they are carried out effectively	Employee Initials and Date	Manager Initials and Date	Comments from practitioner to aid recall for the completion of the induction feedback form
Show practitioner how to use CCM, MLE, W drive and Tri X Procedures Manual			
Induction Responsibility of Managers: By the end of Week One	Employee Initials and Date	Manager Initials and Date	Comments from practitioner to aid recall for the completion of the induction feedback form
Practitioner to arrange to meet the following, tick when done: <ul style="list-style-type: none"> • Principal Social Worker <input type="checkbox"/> • Service Quality Team <input type="checkbox"/> • Partner Agencies: • Barnardos Family Intervention Project <input type="checkbox"/> • Barnardos Multi-Systemic Therapy <input type="checkbox"/> • Recovery Hub <input type="checkbox"/> • Adult Mental Health <input type="checkbox"/> • Early Intervention Project <input type="checkbox"/> • Children and adolescents mental health service <input type="checkbox"/> And any others that the manager thinks is relevant			
Explain procedures relating to: <ul style="list-style-type: none"> • sick pay • TOIL • annual leave and "buy back" scheme, give personal leave card • mileage claims and having appropriate business insurance 			
Explain training, both internal and external, should be discussed in supervision immediately following the training to ensure that any new learning is embedded into practice and shared with the team where applicable. Explain use of MLE to access training			

Induction Responsibility of Managers: By the end of Week One cont.	Employee Initials and Date	Manager Initials and Date	Comments from practitioner to aid recall for the completion of the induction feedback form
Discuss GSCC Code of Practice for Social Care Staff, PCC Code of Conduct e.g. punctuality, abstaining from alcohol, gifts to staff			
Explain procedures for reporting accidents, incidents and hazards and the management of violence			
Go through team procedures and processes, use of a message book, telling colleagues where you are			
Explain how cases are allocated in the team			
Explain Data Protection in terms of good practice: service user confidentiality, sharing records and disclosure of information			
Explain the CCM recording procedures and standards for recording and report writing			
Induction Responsibility of Managers: By the end of Week Two	Employee Initials and Date	Manager Initials and Date	Comments from practitioner to aid recall for the completion of the induction feedback form
Explain and discuss the system for appraisal and performance review and the principle of Job Transfer			
Explain and discuss the disciplinary, grievance, capability procedures			
Explain access to the Employee Assistance Programme and provide leaflet			

Induction Responsibility of Managers: By the end of Week Two cont.	Employee Initials and Date	Manager Initials and Date	Comments from practitioner to aid recall for the completion of the induction feedback form
Explain and discuss: <ul style="list-style-type: none"> • the Complaints Procedure, particularly in relation to enabling clients to speak up and how to deal with a complaint when it is made • Service users' rights of access to records 			
Discuss File Audit form			
Explain procedure for dealing with press enquiries			
Explain the wider organisations outside the team - how it fits in, the names and roles of Senior Managers and the CSC&S Structure			

INDUCTION TRAINING – To be held on individual supervision file and updated in Supervision by Team Manager

CORE ESSENTIAL TRAINING MONITORING SHEET – CHILDREN’S SOCIAL CARE

Name: _____

Designation: _____

Team: _____

Appointment Date: _____

Induction Training (ECI) – to be completed day 1 to month 4

Course name	Date Completed	Manager’s Signature
Welcome to PCC (Corporate Induction)		
*CCM Training (dependent on job role)		
H&S at Work: A Foundation Course For Social Care Staff		
Social Care Information Governance E-Learning		
Equalities and Diversity		
*Team Teach Initial – Taking Care/Taking Control		

Essential Core 1 (EC1) – to be completed within 3 months of appointment

Course name	Date Completed	Manager’s Signature
Relevant Safeguarding training for Level (4 Practitioners/5 Managers) (Basic Awareness Admin/Others) Followed by Safeguarding Children Refresher Course every 3 years.		
Case Recording for Fieldwork Staff (Children's Services)		
Analysis in Assessment		

Essential Core 2 (EC2) – to be completed within 6 months of appointment

Course name	Date Completed	Manager’s Signature
Child Development		
Communicating with and Undertaking Direct Work with Children and Young People		
Direct Work with Children for Core Assessments		
*Domestic Abuse Level 1, 2 & 3 dependent on job role		
Attachment Theory for Child, Family, Assessment & Intervention		
Attachment: Promoting Attachment and Resilience in Looked After Children		
*Care Planning		
*Court Skills		
Child Neglect		
Families: Difficult, Dangerous and Evasive		

Essential Core 3 (EC3) – to be completed within 12 months of appointment

Course name	Date Completed	Manager's Signature
Parental Mental Health + CP		
Child Sexual Abuse		
Child Trafficking Awareness		
Safeguarding Children: Working with Parents with Learning Disabilities		
Parental Substance Misuse: Working with Complex Families		

NB: *Courses to be undertaken for appropriate job role and level.

Induction feedback

Name:

Team:

Manager:

Please complete within 2 weeks of finishing your induction

1. How long was your induction, and did you feel it was long enough / too long?
Was there sufficient time to do all that was expected of you?
2. What was the most useful part of your induction and why?
3. What was the least useful part of your induction and why?
4. What would you have liked to have been done differently?
5. In what way has the induction helped you to settle in?
6. If newly qualified at what part in your induction were you told about the ASYE programme and Co-ordinator?
7. Any other comments

Thank you for your feedback. This will help us to evaluate the induction process and to make any changes to improve it. Please keep the induction checklist and your feedback in your Staff Development Portfolio and send a copy of both documents to your line manager and Alby Luguterah, Principal Social Worker

Probation

All new workers to a Local Authority (i.e. people who do not have at least six months continuous Local Government Service) are required to complete six months service before their appointment can be confirmed. This is extended to 24 months for Children's Residential Services.

During your probationary period you will receive monthly progress meetings with your line manager; this is part of your induction process.

The progress meetings provide you with the opportunity to:

- Discuss matters related to your job and to assess your progress
- Review the Core Skills to assess your learning and development needs
- Ensure that you are settling into the team
- Discuss any problems or worries

If your manager has any concerns regarding your progress this will be discussed with you and ways in which to improve your performance will be identified.

What else do I need to know?

Before your probationary period can be completed you will need to have provided evidence of your skill to a satisfactory level in each of the Core Skills. However, it is acknowledged that you may need to continue working on them to fully meet the standard required.

The form "Probationary Progress Report" (available on IntraLink) will be used to record your meetings with your manager. Your manager will keep the form until the completion of your probationary period when it will be returned to Human Resources to be placed on your personal file. If you would like to, you may keep a copy in this Portfolio.

Newly qualified social workers

For Newly Qualified Social Worker's the ASYE programme will take priority over the Staff Development Portfolio.

Once the ASYE programme has been completed a copy of the Final Assessment Report should be placed in the Staff Development Portfolio. This provides confirmation that the Core Skills have been evidenced, and the focus will turn to the Competencies for Case Holders and Key Workers and using the Portfolio for retaining supervision records and guidance on reflective practice.

Supervision

Supervision is an important right and benefit for all those working in social care and children's services. It ensures you are properly supported to do your work and develop your skills. It is therefore important that you are fully involved and make the most of the opportunities that supervision offers. In particular you should:

- Prepare for each supervision meeting by reviewing notes from the previous meeting and thinking about the things you want to raise and discuss
- Be ready to share your thoughts and ideas in the meeting
- Be open about what has gone well and what you have found difficult
- Be ready to plan and undertake training and other development activities as agreed with your supervisor
- Check and read the notes of your meetings and make sure you follow through and complete any actions as agreed

The frequency of supervision sessions and their duration is determined by the job you do and will be discussed with you by your supervisor.

Your supervisor will advise you of any supervision arrangements that

apply specifically to your service, however, the principles contained in these guidelines will still apply.

To support the process, quality and effectiveness of supervision we have included:

- Clinical Supervision in the Social Work Matters Team
- The four key functions of supervision
- Supervision policy
- Supervision agreement
- Supervision recording on individual child or family (to be uploaded to child's electronic record)
- General supervision recording sheet (non casework)

Clinical Supervision in the Social Work Matters Team (Children's Social Care and Safeguarding)

As part of the Social Work Matters programme it has been agreed to provide psychological supervision. This recognises that whilst effective supervision is about the continuing professional development of practitioners its overriding priority is to promote and protect the interests of service users and is critical to the quality of service delivery and the experience of users (Morrison, Staff Supervision in Social Care, 2005).

A clinical supervisor has been appointed to work within the Social Work Matters Team providing monthly group supervision. The success of this arrangement is contingent upon clarity of process, along with; frank, open and regularly communication between the line manager, the supervisor and the practitioner.

These guidance notes are an extension to section 5 of the Staff Supervision Policy - Children's Social Care and Safeguarding.

The supervision function and the relationships of those involved are complex and there will be issues about the natural tension between them that can only be resolved through discussion when they occur. Therefore, the following framework can only be a guide to the distinction between line management supervision and clinical supervision. The Supervision Record on Individual Child or Family and the Personal Supervision Record should continue to be used by both the Line Manager and the Clinical Supervisor.

Line Manager	Clinical Supervisor	Joint
Continuing professional development	Focus on practice, achieving best outcomes for child / family	Assessment of the overall quality of the practitioners performance
Workload allocation	Provision of a safe climate for the practitioner to look at his/her own practice and its impact on him/her	Constructive feedback on all aspects of practitioners performance
Mediation - ensuring practitioner is engaged with the organisation	Increasing knowledge base	Practitioners learning and development needs
Personal support		Practitioners ability to reflect on his/her own work and interaction with others
Annual leave, sickness reporting and monitoring		

The four key functions of supervision

There are four key functions which support the Supervision and Development Review process. They give a balanced approach to the process through relying on one another. You cannot perform one element effectively without the others. This does not mean that they will all be given equal time and importance in every session but over time all should be visited and none should dominate unduly. As a result of any supervision session actions may be required by either party in relation to any of the key functions. These actions should be recorded appropriately.

Management: Ensuring competent accountable practice
Development: Ensuring continuing professional development
Support: Providing personal support
Mediation: Ensuring that staff are engaged with the organisation

Within the **management** function the supervisor should address:

- overall management of the quality of the practitioner's work
- overall management of workload and priorities
- provision of resources
- provision of a safe working environment
- professional discussion of practitioner's performance against individual, service and organisational objectives and national standards

Within the **support** function the supervisor should:

- support the practitioner both as a professional and as an individual person in their own right
- support the practitioner's well-being at work

Within the **development** function the supervisor should:

- identify the practitioner's individual strengths
- identify areas for development (both generally and in respect of specific assessment, case management and practice issues) in order for the practitioner to progress and carry out the job to the required standard
- identify development opportunities
- plan how development needs could be met
- ensure the practitioner has received all mandatory¹ and necessary training required to fulfil the job function
- log training and development activities undertaken on the MLE system
- evaluate the impact of development opportunities undertaken

¹ See Essential Core Skills Record
Staff Development Portfolio
2nd edition December 2011

Within the **mediation** function supervisors should:

- help the practitioner contribute to the development of the organisation
- assist the practitioner to implement organisational policies and procedures
- mediate in any conflicts between the practitioner and the Council
- act as a conduit for relevant information that needs to be shared between the practitioner and the organisation
- deal sensitively but clearly with complaints about staff

Staff supervision policy – children’s social care and safeguarding

1. **Definition of Supervision**
2. **Purposes of Supervision**
3. **Overarching Principles**
4. **Mandatory Procedures**
5. **Responsibilities of Supervisor, Supervisee and Line Manager**

1. Definition of Supervision

Supervision is defined as “a key place for decision making in social care”(Hughes and Pengally) 1997. Supervision will usually take place one to one, and in a planned way but can also include group supervision, observation of practice and examination of records. It can also be a conversation between supervisor and supervisee in response to an unexpected task or event that cannot wait until the next planned supervision.

2. Purposes of Supervision

The purposes of supervision includes, to:

- Make and review clear and accountable decisions within casework
- Ensure good quality case work that maintains a clear focus on the child and operates within agreed standards, timescales, policies and procedures
- Offer direction, support, guidance and advice
- Provide a protected space within which feedback is given, good work celebrated and mistakes recognised and rectified

- Reflect on the personal impact of the work on the supervisee, recognising feelings engendered by casework can be an important tool for decision making, but also to take necessary action to alleviate stress and difficulty
- Enable the supervisee to reflect and discuss any personal issues which may be impacting on their working life
- Look at the overall workload to achieve a balance between various cases and the skills and abilities of the supervisee
- Encourage learning and professional development, recognising the supervisee's learning style and training needs
- Promote awareness of the wider social care agenda both nationally and within Portsmouth City Council and ensure there is an understanding between the Business Plans and overall strategy and the supervisee's role and function

3. Overarching Principles

- Supervision of Children's Social Care staff will have high priority. Every member of staff has a right to regular planned, recorded supervision
- Supervision will operate within the context of Portsmouth City Council's Equal Opportunities policy. Every supervisee is entitled to fair and equal treatment and encouraged to develop and achieve their potential. Any disagreement between supervisor and supervisee in relation to any potential issues of discrimination regarding race, gender, faith, age or disability must be discussed by both parties with the supervisor's supervisor in the first instance
- Similarly poor performance will be managed in an open and transparent way
- The GSCC Code of Practice for social care workers and the DFES common core of skills and knowledge for the children's workforce will provide the explicit framework of core competencies against which the supervisee's performance will be measured
- Supervision of qualified social workers must be undertaken by a suitably qualified practitioner at a senior level who is experienced in casework, including child protection, and who has undertaken some formal training in supervision

- Supervision of differentially qualified staff, for example social services assistants, should also be undertaken by a suitably experienced and qualified practitioner
- Supervisors are accountable for the appropriate level of decision making, for overseeing the quality of the casework and the achievement of organisational objectives
- Within the supervision of staff who are undertaking additional pieces of work, rather than case holding, the overall responsibility for case work decisions rests with the case holder and their supervisor and arrangements must be put in place to ensure that communication between the workers and the supervisors takes place in the way outlined for co-working relationships later in this document
- Every supervisee must take responsibility for their own performance and learning, ensuring it is integrated into their everyday practice
- The extent and limits of confidentiality within the supervisory sessions will be discussed, agreed and recorded. Situations where there is unmanageable risk to any person, issues of breaches of the law or contract will be reported. It is expected that the Line Manager will have access to the supervisory records and will review the supervision process within their own supervision with the supervisor
- A process for handling complaints and disagreements within supervision will be discussed, agreed and recorded. This will usually involve an agreement to involve the supervisor's Line Manager in a 3-way discussion to resolve any issue that the worker and supervisor cannot resolve themselves

4. Mandatory Procedures

- Every member of staff will have an individual supervision contract with their supervisor, subject to an annual review. A formal contract confers importance and status to supervision. The contract will detail frequency and duration of supervision, practical arrangements, agendas, content and dates for review. A suggested format is attached entitled **Supervision Contract Between Supervisor and Supervisee**
- The frequency of supervision will be discussed and agreed between supervisor and supervisee and will take into account the skills, abilities and experience of the supervisee and the level and demand of the work for which they are responsible. Newly qualified staff should have weekly supervision for 6-8 weeks, moving to fortnightly thereafter until the end

of their first year. Experienced staff should have supervision 3-4 weekly, with a minimum of 1 and a half hours every 4 weeks

- Additional, unplanned supervision will be available to allow for emergencies or pieces of work that require immediate discussion. All decisions from the discussions will be recorded on running record by the supervisor or supervisee and captured at the next formal supervision session recording. Individual supervision should be private uninterrupted time that is a priority for both supervisor and supervisee. Dates and times should be planned in advance and should not be changed or cancelled without an alternative time being made immediately
- The supervisor is responsible for recording the content of the supervision. Case Work decisions should be recorded using the agreed format within the attached **Supervision Recording on Individual Child or Family** and must be signed by both supervisor and supervisee. A copy should be scanned and placed in the service user's ICS record. All other aspects of supervision should be recorded within **General Supervision Recording (non casework)** and be placed in the supervisee's personal supervision folder. Supervision records in their entirety should be kept in a confidential place and passed to the next supervisor if supervision arrangements change.
- The supervisor and supervisee are responsible for jointly drawing up an agenda for supervision and for ensuring this is adhered to within the session. See Supervision Checklist in diagram form.
- Both supervisor and supervisee have a responsibility to prepare for supervision. This may include drawing together current information on cases, reflecting on current progress and barriers to learning, identifying training needs, reading new policies or procedures, identifying new research or other material which may be relevant
- Supervisors should ensure that running records on ICS are read and signed off and that every case file is subject to a minimum annual review by the supervisor and audited using the agreed tool.
- The content of supervision will cover each of the following topics on at least a quarterly basis, recognising that the emphasis on each will vary according to individual need
 - Review of case work, ensuring each open case is reviewed at least every two months
 - Review of the impact of the work on the supervisee

- Review of written files and records, including assessments and care plans.
- Review of the outcome and actions arising from Case Audits and Reflective Practice meetings.
- Awareness and understanding of relevant research, policy, procedures and standards
- Review of individual professional development, including completing all Essential Core Training
- Feedback on training and learning opportunities
- Review of supervisory relationship

5. Responsibilities of Supervisor, Supervisee and Line Manager

Supervisor and supervisee share a joint responsibility for the supervisory relationship which should be based on mutual respect and trust and where both feel able to question and challenge assumptions and decisions.

In addition the Line Manager – who may be the Team Manager or Service Manager – is responsible for ensuring, that:

- All members of staff are receiving good quality regular supervision
- Training and development opportunities are identified, facilitated and evaluated
- Every case holder and social worker undertakes the mandatory training identified in the Essential Core Skills Record
- Supervision records and personal development and action plans are in place, are held confidentially but available, if required, for audit purposes
- All files have been audited by the supervisor on an annual basis, as a minimum
- All assessments and care plans are reviewed by the Supervisor
- Policies, procedures and standards are effectively communicated

That an open culture of learning and development is promoted, where good practice is celebrated and mistakes are used to learn and develop.

Your supervision contract

Your supervision:

- Ensures the link between the business plan / team plan and your work is fully understood
- Values the contribution you make
- Monitors your contribution to the business / team plan in terms of capability and performance. This will inform your annual PDR
- Manages your performance in a positive and supportive way, ensuring that it is clear what work needs to be done and how it should be carried out
- Addresses performance management issues and ensures action takes place in a timely and fair way according to our organisational policies and procedures

Before your supervision you should:

- Prepare for the meeting by reviewing notes from the previous meeting and thinking about the things you want to raise and discuss
- Be ready to share your thoughts and ideas in the meeting
- Be open about what has gone well and what you have found difficult
- Be ready to plan and undertake training and other development activities as agreed with your supervisor
- Check and read the notes of your meetings and make sure you follow through and complete any actions as agreed

Supervision Contract Between

SUPERVISOR and SUPERVISEE

- 1.** Newly qualified staff should have **weekly** supervision for 6-8 weeks, moving to fortnightly thereafter until the end of their first year. The NQSW contract sets out details of support mechanisms and agreements. Experienced staff should have supervision 3-4 weekly, with a minimum of 1 and a half hours every 4 weeks.
- 2.** Supervision will be planned in advance, take place in private and be uninterrupted. **Sessions will be held every 2 weeks / 4 weeks / 6 weeks / 8 weeks / 12 weeks.** (delete as appropriate)
- 3.** Every effort will be made not to cancel planned sessions but if this does happen, then an alternative date will be made immediately. Reasons for cancelling supervision should be recorded.
- 4.** Supervision notes will be made by the supervisor and a typed copy given to the supervisee. Both parties will sign supervision notes, which will be held in a secure place. Notes relating to specific cases will be recorded on the agreed template and will be uploaded onto the child's file.
- 5.** Formal supervision will not reduce opportunities for additional discussion on important matters that are between planned sessions. Any decisions taken in the meetings will also be recorded by the supervisor or supervisee on a running record and captured in the next formal supervision recording in the way outlined above.
- 6.** Both supervisor and supervisee have a responsibility to come prepared for supervision with a clear picture of what they wish to discuss in the session.

7. An agenda will be drawn up at the beginning of each supervision session.

Over a 3 month period, supervision will cover all of the following topics:

- Review of case work
- Review of the impact of the work on the supervisee
- Feedback on review of written files and records seen as part of annual audit
- Discussion of relevant research, policy, procedures and standards
- Review of individual professional development, including completing all Essential Core Training
- Feedback on training and learning opportunities
- Review of supervisory relationship

8. In the event of any disagreement between supervisor and supervisee which they cannot resolve, the issue will be referred to the supervisor's Line Manager and discussed in a 3 way meeting.

9. Supervision notes will be shared with the supervisor's Line Manager and the supervision process discussed in the supervisor's own supervision. Within these boundaries, supervision is confidential between supervisor and supervisee unless there are implications for the personal safety of any person or breaches of the law or contract.

10. This is an agreement we have entered into to ensure effective and supportive supervision. It demonstrates a joint commitment to the supervision process and serves as a reminder of the professional responsibilities we have towards each other and the organisation we work in. Either one of us may seek to re-negotiate the agreement if we feel it is necessary.

11. This contract will be renewed annually. The next review date is:

Signed:	Date:
---------	-------

Supervision Recording on Individual Child or Family

This record should be sent to the appropriate person for the information to be manually added to the child's case record on ICS

Date of supervision:		ICS Number:				
Childs name:			Date of birth:			
			Age:			
Allocation date:		Case type:	CHIN	LAC	CP	OTHER
Date of Plan:		Date of Review:				
Issues:						
Outcomes:						
Actions:						

Date/s child seen:	Seen and spoken to alone: (Yes or No)
Date case to be reviewed in supervision:	File seen: (Yes or No)
Signed allocated worker:	Date:
Signed line manager / supervisor:	Date:

Personal Supervision Record (non casework)

Please print this supervision record
A completed copy should be kept by the manager and the worker

Standard Agenda: (Circle all those covered)

1. Personal issues
2. Annual leave, sickness, TOIL etc)
3. Day to day work
4. Essential core training, further professional development and training needs
5. Any other items
6. Next Supervision date

Key Points of Discussion	Agreed Actions	Who by?	When?
Continuation sheet on following page			
Proposed Agenda Items for next Supervision:			
Workers Signature and date:		Date for next meeting:	

Key Points of Discussion Continuation sheet	Agreed Actions	Who by?	When?
Workers Signature and date:		Supervisor Signature and date:	

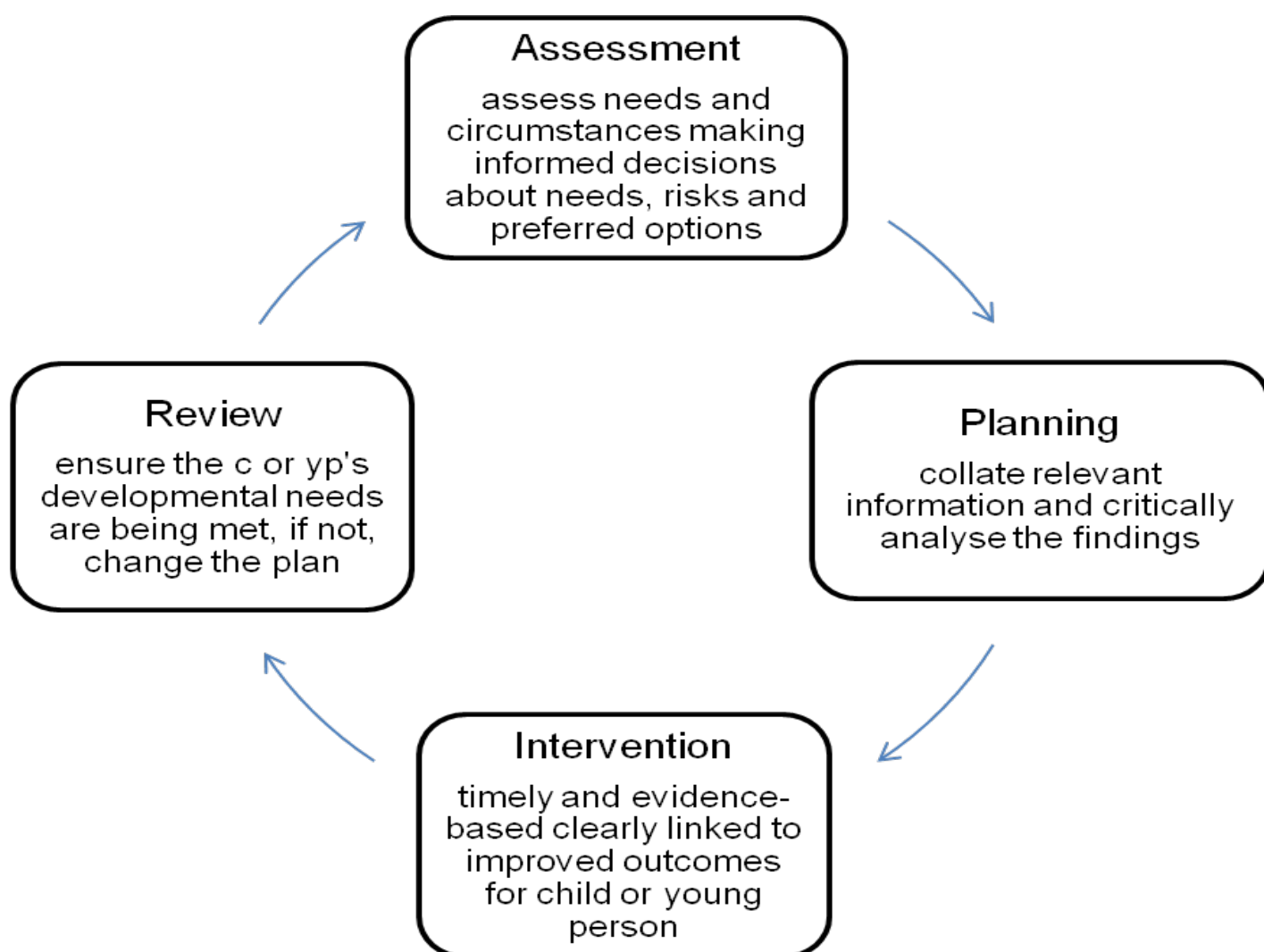
Competencies for case holders and key workers

For these competencies it is suggested that a separate skill assessment record is completed for:

Assessment, Planning, Intervention and Review (under the heading Process) and Engagement, Relationship Building, Communication, Reporting, Analysing (under the heading Skills) and

one skill assessment record for the heading Knowledge, due to the close inter-relationship of the six areas.

Process



Skills

Engagement	<ul style="list-style-type: none">• Be open and honest with the child, young person and their family or carer about why, what, how and which information will, or could be shared, unless to do so would increase the risk of them or any other person suffering harm
Relationship Building	<ul style="list-style-type: none">• Interact with individuals, families, carers, communities and other professionals to achieve change and development and to improve life opportunities
Communication	<ul style="list-style-type: none">• Listen and establish a rapport, building respectful, trusting supportive relationships
Reporting	<ul style="list-style-type: none">• Report and record information both formally and informally in a way that is appropriate for the audience• Prepare reports and documents for decision making forums
Analysing	<ul style="list-style-type: none">• Research, critically analyse and review knowledge-based practice

Knowledge

Business Plan	<ul style="list-style-type: none">• Understand the business plan and how your own work contributes to its success
Current Research	<ul style="list-style-type: none">• Review and update knowledge based practice
Performance Framework	<ul style="list-style-type: none">• Understand the content and principles behind the Code of Practice and Code of Conduct
Legislation	<ul style="list-style-type: none">• Understand the legislation that governs social care practice
Policy	<ul style="list-style-type: none">• Have a working knowledge of the policies that impact on the delivery of services
Procedures	<ul style="list-style-type: none">• Apply the relevant procedures in the way in which work is carried out

Core skills

Core Skills are the basic values and skills needed by **all** staff working in Social Care. The indicators for each core skill have been taken from a range of sources to provide clear, understandable statements that in most cases will be applicable to everyone.

Person Centred Care is fundamental to how we work and deliver services. We have incorporated elements of the Common Core Principles to support Self Care (Skills for Care) and Common Core of Skills and Knowledge for the Children's Workforce (Every Child Matters) into the Core Skills (and post specific skills where appropriate).

Primarily they are designed to help new staff as they learn the skills needed to work in social care. Depending on previous experience they may be quickly and easily demonstrated in every day work activities. For others the skills may take a little longer to develop and you may need to undertake training to help you.

It is recognised that over a period of time the focus of the service and individual jobs will change and even the most experienced worker will need to develop and refresh their skills and knowledge. Therefore, from time to time, you will need to review both the core and post specific skills.

Please refer to the "Using the Core and Post Specific Skills Guide" this will help you work through the skills effectively.

Using the core and post specific skills

Core skills are the basic values that are important for people working in any job within Social Care, for example, the ability to Communicate Effectively – Core Skill 1.

Post specific skills are based on your job profile and detail the skills you need to carry out your job effectively. These will be provided where other competency frameworks have not been linked to the job.

Beginning to use the core and post specific skills may be daunting but by taking these simple steps it will soon become familiar to you.

STEP 1

Agree with your line manager which core or post specific skills you will talk about either in the next supervision session or separate meeting. This gives you and your manager time to think of particular examples of how you demonstrate the selected skill area in your current work activity. Ask your line manager to explain any part of the skill area that you are unsure of.

STEP 2

Read the selected core or post specific skill carefully and make a note of three or four examples from work you have done

recently that show when and how you used this skill. You can do this on the Skills Assessment Record or as a draft on a separate sheet of paper. It can be a few short lines or bullet points or it may need to be more detailed if it is a complex situation. If your examples are best demonstrated by showing a piece of written work that you have done or perhaps by referring to a case file make sure you have this with you when you go to supervision.

Top Tip

Start with the core skills or post specific skills that you know can be easily evidenced and where you feel most confident

STEP 3

When you meet your line manager for supervision be prepared to talk about the examples you have noted in more detail. Your manager may have noted other good examples of your work practice that you have overlooked. Agree which ones will be included in your Portfolio.

STEP 4 – Evidence

You do not need to produce written evidence to support all your examples. In addition to the discussion you have in supervision your manager will also rely on

- their knowledge of you and your working practice
- their direct observations
- feedback from other managers and other senior staff

Written evidence produced by you or statements from others about your work performance should be kept in Section Five of this Portfolio.

SKILL ASSESSMENT

Through discussion with you, and assessment of the evidence for a skill area, your manager will record an outcome of either working towards, met or exceeded.

Working Towards

This will indicate that there are some areas within the core or job related skill that you need to develop further. What these are and how you may develop them will be noted on the recording sheet. It will not be uncommon to have a number of skill areas where you will need to develop your skills, particularly if you are new to the job.

Met

You have demonstrated that you are currently doing well in this skill area. Refreshing and maintaining a skill is important, it affects how well we deliver the service.

Staff Development Portfolio
3rd edition May 2013 including PCC Ways of Working

You are encouraged to update your Portfolio with new examples of current practice. Your skills will also be discussed at different times in supervision and annually in the Performance Development Review.

Exceeded

You have shown that you are highly skilled in this area of work and you have exceeded the expected level of performance

You need to know....

Under the Data Protection Act we must maintain confidentiality therefore the names of service users, their computer reference numbers or names of members of staff must be removed from written evidence in the Portfolio and case material must be referred to but not included in the Portfolio

Core Skills

1. Communicate effectively
2. Recording and sharing information
3. Work co-operatively and effectively with others
4. Promoting inclusion and respecting diversity
5. Promote choice, well-being and the safeguarding of others
6. Reflect on and develop your practice and performance

Each core skill is linked to a number of national standards including:

- Common Core Principals to Support Self Care
- Common Core of Skills and Knowledge for the Children's Workforce
- Skills for Care Common Induction Standards
- Code of Practice- General Social Care Council

The Portsmouth City Council Ways of Working, introduced in 2013 have been included and shown in italics.

What else should I know?

When considering the skill indicators think about how they apply to your job, the expectations for your grade and position e.g. do you work as part of a team or do you have responsibility for managing other people or services

1. Communicate effectively

You need to show that you consistently (on more than one occasion) demonstrate the indicators for this skill. Use the indicators that are relevant to your job and grade, and through agreement with your manager delete any that are not applicable.

1. Communicate in ways that are sensitive to the other person's needs, concerns or circumstances
2. Adapt style of communication to meet the needs of those who do not communicate verbally
3. Understand the effects of non-verbal communication such as body language and appreciate that different cultures interpret body language in different ways
4. Change your approach where communication seems ineffective
5. Record and pass on information about a service user's preferred method of communication, language and any aids they find helpful
6. Ask for help when you have difficulties in communicating with someone
7. Be courteous and respectful in all communication either face to face or using the telephone
8. Actively listen in a calm, open, non-threatening manner and use questions to check understanding and acknowledge that you have heard what is being said
9. Support others to express their views, needs, feelings and emotions in a sensitive way
10. Ensure that questions and concerns are listened and responded to in a way that respects their dignity, enhances their ability to make choices
11. Respond calmly when faced with reactions that you find challenging
12. Build open and honest relationships with families and carers which recognises their involvement

13. *Speak up openly, candidly and respectfully*

2. Recording and sharing Information

You need to show that you consistently (on more than one occasion) demonstrate the indicators for this skill. Use the indicators that are relevant to your job and grade, and through agreement with your manager delete any that are not applicable.

1. Apply legal and organisational requirements and procedures from in-house training in all your recording and reporting
2. Record in a way that is clear, accurate, concise, jargon free and appropriate to the information you are giving
3. Check what you have written to ensure you have got the message across clearly
4. Provide timely, appropriate, succinct information to enable other practitioners to deliver their support and services
5. Assess the relevance and status of information (e.g. observation or opinion) and to pass it on when appropriate
6. Bring together relevant information about service users either by completing paperwork or using IT skills
7. Identify gaps in information
8. Give information only to those who have a right to access it
9. Support individuals to decide who information may be passed to
10. Withhold information from those for whom it is not appropriate
11. Explain to others when information may be shared against their wishes
12. Maintain confidentiality outside the workplace e.g. when at home and in public places
13. Keep information safe and secure
14. Update and maintain records and reports

3. Work co-operatively and effectively with others

You need to show that you consistently (on more than one occasion) demonstrate the indicators for this skill. Use the indicators that are relevant to your job and grade, and through agreement with your manager delete any that are not applicable.

1. *Understand and respond to our customers' needs and expectations*
2. *Be committed to our customers (both internal and external)*
3. Understand your role and responsibilities in relation to others
4. *Work well with other team members, other services, and partners*
5. Initiate and maintain contact with people in other teams and agencies to benefit the service that is being provided
6. *Want to help, and know when to ask for it from others*
7. Give praise and credit to others for a job well done
8. Work with others in a way which develops and maintains a positive relationship
9. Think through problems and situations to find reasonable, well considered answers and solutions
10. Respond to others and deliver services in a spirit of fairness
11. Anticipate problems that could have major implications and discuss with line manager
12. Undertake agreed working hours and patterns to maintain the service to the required standard
13. Share experience through formal and informal exchanges
14. *Constructively support and challenge*

4. Promoting inclusion and respecting diversity

You need to show that you consistently (on more than one occasion) demonstrate the indicators for this skill. Use the indicators that are relevant to your job and grade, and through agreement with your manager delete any that are not applicable.

1. Take the time to find out what is important to individuals
2. Work with people in ways that are consistent with their beliefs, culture, values and preferences
3. Treat and value each person as an individual
4. *Respect and value other people's opinions*
5. Treat people with the same respect you would want for yourself or a member of your family
6. *Be open minded and without prejudice*
7. Be prepared to challenge your own and others assumptions, behaviour and ways of working
8. Seek advice when you are having difficulty promoting equality and diversity

5. Promote choice, well-being and the safeguarding of others

You need to show that you consistently (on more than one occasion) demonstrate the indicators for this skill. Use the indicators that are relevant to your job and grade, and through agreement with your manager delete any that are not applicable.

1. Recognise the importance of being sensitive to personal, religious and cultural beliefs, and understand their impact on individuals choices
2. Enable and support others to assert their views and to make informed choices
3. Demonstrate the ability to find out the history, preferences, wishes and needs of individuals
4. Explain clearly where it is not possible to grant their choice and explain the options that are available
5. Acknowledge and record where it is necessary to restrict choice
6. Manage the discussions about choice and risk in a calm, supportive manner
7. Understand what is meant by safeguarding and the different ways in which harm can occur
8. Be prepared to take action if the well being of someone (adult or child) in either a household or other setting is a cause for concern
9. Understand that safeguarding of adults and children is the responsibility of all staff and know what to do if you have concerns about the well-being of another person or child in the household or other settings

6. Reflect on and develop your practice and performance

You need to show that you consistently (on more than one occasion) demonstrate the indicators for this skill. Use the indicators that are relevant to your job and grade, and through agreement with your manager delete any that are not applicable.

1. *Be open to change* and receptive to new ideas and ways of working
2. *Provide an efficient service*
3. *Use resources wisely and innovatively*
4. *Know what works*
5. *Evaluate own performance so improvement is continuous*
6. *Understand the organisation's priorities*
7. Keep up to date on team, service and national developments that relate to your job
8. Develop a sense of pride in activities and service delivery
9. *Take personal responsibility*
10. *Meet deadlines and fulfil commitments*
11. *Strive to do it right first time*
12. Continuously look for better ways of doing things
13. *Continually learn and develop*
14. *Listen to feedback in a positive way, and act on it*
15. *Be motivated and empowered to do the job with confidence*
16. Participate in supervision, team meetings and learning and development opportunities

17. Think about your own working practices and take action to improve performance where needed

Skill Assessment Record - for discussion with the line manager

CORE OR COMPETENCY TITLE:

(write in the name)

Write in the space below examples from your work that you feel demonstrate your use of this skill. Think about the indicators for the skill / competency (statements below the main heading) that are relevant for your job. Your notes can be single sentences; bullet points or just a few words to prompt a clear discussion with your line manager. You can continue on a separate sheet if you need more space. If appropriate, refer to emails, letters, reports, records or completed reflective practice tools (see Section 4) but make sure you maintain confidentiality.

This next box is completed by the line manager after discussing the examples above and evidence from other sources. (If completing on-line please print a copy and retain on the supervision file)

Date of discussion:	What is the outcome: Working towards / Met / Exceeded
---------------------	--

If working towards, note the "**points for development**" and the review date:

Review date:

Line Managers signature:

(worker to continue on the next page)

Briefly write how you have been working on the "points for development"

This next box is completed by the line manager after discussing the examples above and evidence from other sources. (If completing on-line please print a copy and retain on the supervision file)

Date of discussion:	What is the outcome: Working towards / Met / Exceeded
---------------------	--

If working towards, note the points for development and the review date:

Review date:

Line Managers signature:

Reviewing our skills is good practice as it encourages us to consider what we are learning from situations, courses and colleagues and how we can apply it in our work. A review of skills should be made throughout the year but particularly in supervision. Use the Reflective Practice Tools in Section 4 to

illustrate current practice or significant events for discussion in supervision and in preparation for your Performance Development Review.

The Skill Assessment Record should be photocopied as required

Reviewing what we do and how we do it - reflective practice

Taking time to think about what we do and how we do it (reflection) in a structured way is good practice as it helps us to understand different situations, our feelings about them, our subsequent actions and what we have learnt.

Learning happens all the time in a range of situations. To help you think purposefully about these times the following recording sheets have been provided:

- Reflection on a learning event
- Reflection on a significant event
- Learning from success
- Learning from difficult situations
- Reflection on practice

You are encouraged to use the ones that best suit you and the situation, or to use another other method that helps you analyse the event.

The recording sheets ask you for your opinions and feelings but best practice in research requires a bit more. When you get to the sections that ask

“what else could you have done?” you can (and should) reference this to other facts and opinions as this will help you to develop and learn new ideas.

How do I use the recording sheets?

Feel free to photocopy the recording sheets as needed, but remember that you should not be restricted by the space provided; you can equally use the headings on a blank sheet and work through them

You do not have to fill in all the areas, but once you pass the description phase your reflection skills begin to develop.

Examples have been provided as a guide but there is no right or wrong way, the skill lies in thinking about the “who, what, why, when and where” of an event. The more you get involved with the process, the more you will discover and learn.

Reflective practice is a personal piece of work and does not necessarily need to be shown to other people. However it will be especially useful in supervision, particularly when identifying your skills, strengths and areas for development. You will probably be able to think of ways to further your development and this should be discussed with your manager in supervision so that a plan of action can be agreed, along with making a nomination for any relevant training courses / learning event. By keeping copies of your completed reflective tools you will be able to look back to see your changing ideas, attitudes, skills and learning

Reflective practice tools and the revised Core Skills have been adopted to promote a simple process to encourage open discussion between you and your manager, enable and support individual development and the communication of good practice. Supervision is at the centre of this process. They can also be used as part of your registration.

Reflection of a learning event - Example

Training course, informal event, seminar, exhibition, team meeting, and event where you feel you have learned something that may inform your practice.

Date: Event.....
Location..... Organising body.....

Brief description of experience / event

(Outline significant parts of event for you)

This was a full days training course that aimed to highlight how diverse the community we serve is. It allowed us to think about their needs and how we can better meet them.

My feelings about the experience / event

I think that I am well aware of the community we serve and their needs. However, the course really did make me think. I just don't see how I can make a difference as I don't really have much power to change things

It came across to me as a very much 'nobody understands our problems session' rather than this is what we could do to improve the situation

Important Issues raised at the event

There is a large Chinese population in Portsmouth, but they tend to look after themselves and use families for care, not the authority.

We need to understand more the Muslim community and change the way we reach out to them to offer services

Any comments / issues raised by other involved parties (not already identified) that interest you and why

If people wanted the services they would try to access them. Especially as a large percentage of them have / are already using the local government for housing.

Language and cultural barriers do stop people accessing services, and it a two way street. They have misconceptions about services offered as we have about their needs

Cont.....

What do I think I have learned?

There needs to be more understanding of the cultures in our community.

How can this be applied to practice?

What points do you not agree with, and how will this effect your practice?

Any further actions required

Signed(worker)

Signed(manager)

Reflection of a significant event - example

A description of an event that is significant to you or the people you come into contact with. This can be linked to, and used as evidence for competencies including Post specific skills

Date: Event.....
Location.....

A description of what happened, including your role and the action of others

During a morning session at the day centre one of the ladies had been saying how cold she felt and would we turn the heating up. Being July and a particularly warm day we just offered her a blanket to go over her knees, as older people tend to feel cold and often find it difficult to keep warm.

Later that morning the lady collapsed whilst walking to the toilet. She uses a frame. Three of us rushed to help her. She was able to talk to us and said she felt very weak but was not hurt. One of the helpers is a first aider and checked her over. Between the three of us we got the lady onto a chair I called her doctor to book her an appointment to see him. She was very angry with me for doing this, as she did not want any fuss.

What you felt about the situation and how you now feel about what you did?

I wonder if her saying she was cold was telling us more than we were listening to, and if I had just spent a bit more time talking to her about how she was feeling I might have picked up that she was not feeling well. So I'm a bit annoyed with myself for not noticing, however it's not uncommon for older people to say they are cold and if I spent all that time talking to all of them I would never get anything done.

I could not believe it when she collapsed; it was so lucky she was not hurt. Having a first aider meant I did not have to worry too much about her as the first aider was responsible for that.

We lifted her onto a chair, I know we are not supposed to but it seemed the best way at the time. I think we were a bit naughty but it did the job.

I am sure I acted in the ladies best interest she will be home alone later and anything could happen. I wouldn't forgive myself if she died because we did nothing. I don't mind she was angry, but feel upset that she didn't see it the way I did.

What did you find: i) Most satisfactory about the situation?	ii) Most troubling about the situation?
She was not hurt Getting her up and going again	Her telling me off for calling her doctor
What did other people find i) Most satisfactory about the situation?	ii) Most troubling about the situation?
The lady was pleased we got her up. The first aider felt she had done a good job in checking her over	Staff member: The lady collapsed in the first place. Staff member: picking her up off the floor by her shoulders. The lady. Me for phoning her doctor without Her consent
What you might have done differently? And what might the outcome have been?	
<p>Talked to her about feeling cold. I may have found out she was not feeling well and so helped her with going to the toilet and offered her more support stopping her from falling at all.</p> <p>Called an ambulance: they would have checked her over properly, and we wouldn't have had to worry about her. They would have picked her up off the floor</p> <p>Use the hoist to pick her off the floor: took a lot of time and she might not have liked it</p> <p>Got her to get up using the standing techniques the falls service have shown us.: we could have assessed her ability, and she would have done it herself. Or she may not and then we would have had to call the ambulance. But at least that would have justified what we did</p> <p>I could have asked her if I could call the GP. She may have said no, and there is no saying what may have happened. She could have agreed (with a little persuasion) and so avoided all the hassle.</p>	
What action, if any, will you take as a result of this learning?	
<p>Talk to the service users more when they ask for things that don't seem right, just a little time spent listening may alert me to potential problems and make them feel better and listened to</p> <p>Do the manual-handling thing better; getting the client to do things for themselves shows so much. (I think I need more training).</p> <p>Ask permission before doing something without talking to someone, even if it is in his or her best interest. I have been told about the mental capacity act, and if I had applied it just in my mind I would have asked her if I should phone somebody and she could have told me who best to contact!</p>	

Signed(worker)

Signed(manager)

Reflection on practice - example

A description of an event that can be linked to, and used as evidence for competencies including Post specific skills

Evidence for competency or skill: *Communication skills*

Date of event or experience:

Nature of experience or event:
Answering telephone calls within my work based area, but not specific to my job
Positive aspects of experience or event:
Gained confidence in dealing with people I don't know. Gain lots of knowledge of colleagues' roles and responsibilities. Learnt a lot about how my area works Improved my note taking skills and ability to pass information accurately
Negative aspects of experience or event
Dealing with angry people who think I should know better. Spending a lot of time on other peoples work than my own
My feelings about experience or event:
At first I was very nervous and often said things that I could not deliver or guessed the answer because the person wanted an answer, I am now happy to deal with any enquiry as I know where to direct the caller in nearly all instances. At first people got frustrated with me, but now they often say thank you for dealing with so and so. In fact people say less about what I do now as they are obviously happy with how I do things
What have I learnt?
I learned to deal more appropriately with calls. I have learned how to deal with frustrated people and calm them down over the phone. Learnt how to ask relevant questions so the people I took messages for had good understanding of the issue

What do I need to do next?

Get more confident at saying no when I can't help or when its going to take too much of my time getting the right person to call back, as they sometimes just leave the problem and I get more calls.

How can I use what I have learnt?

My learning fits perfectly with my work as I am more confident and can 'think on my feet' its just experience but allows me interact with lots of different people of all levels in the organisation.

I am also getting better at asserting myself with my colleagues and making them return their calls.

Any other relevant comments:

I think that I am more organised now but because of what I have been doing I seem to have less time to do what I think I should be. I need to discuss this with my boss; maybe I need help with time management of the others need to be told to improve their communication process with customers.

Signed(worker)

Signed(manager)

Reflection of a learning event

Training course, informal event, seminar, exhibition, team meeting, and event where you feel you have learned something that may inform your practice.

Date: Event.....
Location..... Organising body.....

Brief description of experience / event (Outline significant parts of event for you)

My feelings about the experience / event

Important Issues raised at the event

Any comments / issues raised by other involved parties (not already identified) that interest you and why

Cont.....

What do I think I have learned?

How can this be applied to practice?

What points do you not agree with, and how will this affect your practice?

Any further actions required

Signed(worker)

Signed(manager)

Social Care Learning and Development would really value completed copies of Reflection on a Learning Event (it can be anonymous) as this will help to evaluate and improve our training courses.

Reflection of a significant event

A description of an event that is significant to you or the people you come into contact with. This can be linked to, and used as evidence for competencies including Post specific skills

Date: Event.....

Location.....

A description of what happened, including your role and the action of others

What you felt about the situation and how you now feel about what you did?

What did you find: i) Most satisfactory about the situation?	ii) Most troubling about the situation?
What did other people find i) Most satisfactory about the situation?	ii) Most troubling about the situation?
What you might have done differently? And what might the outcome have been?	
What action, if any, will you take as a result of this learning?	

Signed(worker)

Signed(manager)

Reflection on learning from success

A description of a successful event that can be linked to, and used as evidence for competencies including Post specific skills

Date: Event.....
Location.....

Description of experience / activity that was positive

--

Why did the activity go well

--

What key points have you learnt from this experience

--

Any outcomes/further action/future intentions can you draw from this?
--

--

Signed(worker)

Signed.....(manager)

Reflection on learning from a difficult situation

A difficult situation that you may be able to link to, and use as evidence for competencies including Post specific skills. As well as continuing professional development

Date: Event.....
Location.....

Description of experience / activity with which there were difficulties/frustrations/disappointments
Why the activity did not go well
What have you learnt from this negative experience
How can you turn this negative experience into positive actions
Any outcomes/further action/future intentions?

Signed(worker)

Signed.....(manager)

Reflection on practice

A description of an event that can be linked to, and used as evidence for competencies including Post specific skills

Evidence for competency or skill.....

Date of event or experience:

Nature of experience or event:
Positive aspects of experience or event:
Negative aspects of experience or event
My feelings about experience or event:
What have I learnt?

What do I need to do next?

How can I use what I have learnt?

Any other relevant comments:

Signed(worker)

Signed(manager)

Performance development review

The Performance Development Review (PDR) is a Corporate Policy and full details can be found in the Managers Handbook and in the HR Policies on Intranet).

What is PDR?

Performance: the link between what the directorate needs to provide and how the worker contributes to this provision

Development: based on the combined needs of the worker and directorate and can be met in a number of ways for example course attendance, work shadowing, secondments

Review: feedback and recognition, what went well in the last year, what was achieved?

There should be no surprises at the PDR; it is a review of the past year so any concerns that did arise during that period should have already been discussed. The review meeting provides an opportunity for two-way feedback (joint review), it is not a form filling exercise. The PDR is most effective where both manager and worker have prepared before meeting.

This can be done quite simply by:

- Reading through the last performance development review form, the format and contents will help you to organise your thoughts and think about what you want to say this time
- You may want to collect evidence of your performance over the past 12 months to take along to the review meeting. This could be letters of commendation or thanks from colleagues or customers; it could be a piece of work that you are particularly pleased with
- When considering your learning and development needs, you will need to explain how these will enhance your performance in your job role. It might help to do a little bit of research if there is a specific course you would like to attend so that you can discuss this in more detail.

The review meeting should be confidential. The contents of the meeting can be shared with other members of staff but only with the prior agreement of the other party.

**PERFORMANCE DEVELOPMENT REVIEW
PDR FORM**

This form should be read and completed in conjunction with the PDR policy and guidance.

Employee's name	
Post title	
Service	
Date of PDR	
Date of previous PDR	
Interviewer name	
Post title	
Review of last year's targets, objectives and expectations	
Which were successfully achieved: What actions were taken to help?	
Which were unsuccessful or are still underway: Are any other actions or support needed to help improve performance?	

What does the individual want to do in the future? (Cover both employment and training)

Any further comments

Discussion of behaviours and approaches to job role including working alongside colleagues and customers

Targets/Objectives/Expectations for next 12 months (Include any training booked or to be booked)

Description	To be achieved by	Standard

Management checks and validations that may be covered	Completed – Date achieved	N/A	Next event/check to be completed by
<i>Mandatory – Checks for all staff</i>			
Code of Conduct – Annual return			
Car Insurance Paperwork – Annual check where mileage expense claimed			
Fire Safety Training - Annually			
Bribery, Fraud & Corruption training – 3 years			
Information Governance training – 3 years			
Equality & Diversity training – every 3 years			
H&S induction e-learning (no corporate refresher)			
Working with computers and DSE – every 3 years			
Incident reporting and investigation for managers – every 3 years			
Financial Rules all modules training – 3 years			
<i>Service/Role Specific Requirements</i>			
CRB paperwork – current and valid			
Manual Handling training– 3 years			
COSHH training			
Qualified First Aid or Emergency First Aid at Work training – 3 years			
Paediatric First Aid training - Annually			
Moving & Handling of People training - Annually			
Level 2 in Food Safety training - 3 years			
Safeguarding Children training – 3 years			
Safeguarding Adults training - Annually			

PDR RECORD SIGNED

Signature – Employee	
Date	

Signature – Line Manager	
Date	

Signature – Line Manager’s manager	
Date	

The manager and employee should each retain a copy of the completed and signed PDR form.

Personal Development Plan (PDP)

– Complete and return a copy of this section **only** to HR Employee Engagement.

Employee's name	
Post title	
Service	
Date of PDR	
Interviewer name	
Post title	

Training booked or to be booked on the Learning Management System (LMS) as part of this PDR. All individuals should book courses on the LMS themselves or pass to booking agent where they do not have access.

Course	Date

Development area identified but no course found yet.

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Please return a copy of the PDP section only to HR Employee Engagement, Floor 1, Civic Offices. This will allow automatic monitoring.

Continuous Professional Development and your registration

Continuous Professional Development (CPD) is the way in which we continue to learn and develop throughout our careers to maintain skills and knowledge so that practice is safe, effective and meets legal requirements.

An increasing number of staff are required to register with professional regulatory bodies, and in so doing demonstrate their CPD. Regulatory bodies recognise that employers may have an existing format in place that enables practitioners to keep an on-going record of their learning activities. The Portfolio has been acknowledged by external agencies as a model of good practice in this respect.

In this Portfolio you will find a range of tools to help you build the information required for registration including:

- reflective practice tools, (see Reviewing what we do and how we do it)
- core and post specific skills
- a section to keep training course certificates

Another reason to use your Portfolio

“.....it makes sense to use effective systems for the Post Registration Training Log that already exist....the registrant can use this to store their evidence, making it easier to complete their Record of Achievement”.

Source: Models of Good Practice, GSCC Post Registration Training and Learning Requirements

Making the most of learning activities

The identification of training needs will be undertaken throughout the year during supervision sessions, discussion of core skills and competencies and in the performance development review.

The following areas need to be considered:

- the core skills and competencies for the job
- an individual's development needs
- the needs of the Sector and Service to ensure that practice complies with policy and legislation
- the future development of the Service

There is a natural tension between the components, and there should be an open discussion about the potential conflict between limited resources, organisational needs and your personal needs. Decisions will have to be made about priorities; it may not always be possible to meet all the needs that are identified and this should be recorded in your supervision records.

With your line manager discuss:

what knowledge / skills are you expecting from the training, does this match the course learning outcomes described in MLE?

what are the other ways this training need could be met, taking into account cost, time and value?

by undertaking this training what are the other possible benefits to you and the organisation

Please note that learning opportunities are not just restricted to training courses, but are often best met "on the job" learning from colleagues, mentoring or in supervision.

After the training

Please give careful consideration to the completion of evaluation forms. Your comments contribute to the development of courses and help Trainers to adjust the content to get it right. Training is only effective if you can transfer theory into practice. To help you do this after you have undertaken the training

course or learning activity, you and your line manager should discuss and evaluate what you have learnt and how you will use it. Your next supervision session will be a good opportunity to do this. You may find this easier if you have already given the event some thought. See the section “Reviewing what we do and how we do it” for some helpful ideas.

What else do I need to do?

Access the automated Managed Learning Environment (MLE) to find out course information and to make a nomination.

Add the date and course title in your diaries as a provisional booking and await confirmation of a place

If allocated a place but you are unable to attend please let Learning and Development know immediately

Evidence

The collection of evidence can easily get out of hand. The Portfolio should be “portable” and not require a “wheelbarrow” to move it! Evidence should be relevant to the current post or career progression route

Types of evidence

The types of evidence collected will vary according to the activity undertaken, but may include:

- completed documentation showing abilities in a specific area
- an email, letter of thanks
- reports, projects, documentation
- supervision notes where specific achievements have been discussed
- a qualification or certificate of course attendance

One of the most powerful learning and developmental tools is to recognise mistakes and learn from them. Such experiences should be included in the evidence section to show how they helped your professional development, and how your practice will be improved when a similar situation is encountered.

You may find it helpful to use the reflective tools found in Section Four.

Confidentiality

When collecting evidence it is important that the confidentiality of information and its sources should be respected and disclosed only with the agreement of the individuals concerned. Where it is not possible to seek agreement, the anonymity of service users must be maintained.

Select the evidence

Do not keep too much and replace old evidence for new. Common practice with competency programmes is to accept evidence that is up to two years old. Initially you may find it helpful to select the evidence jointly with your line manager in supervision.

Signpost the evidence

Note on the Skills Assessment Record when there is supporting evidence filed in Section 5.

