

LONDON BOROUGH OF HILLINGDON



SUPERVISION FRAMEWORK FOR CHILDREN'S SOCIAL CARE

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1. Introduction

1.1 Hillingdon recognise our staff are our most important asset in fulfilling the Council's responsibility to provide a high quality service. Supervision and appraisal are how we ensure our staff are supported and motivated to deliver the best service to children and families, carry out their duties according to policy and procedures and meet statutory requirements.

1.2 This framework sets minimum standards for a consistent and effective approach to social care supervision.

1.3 We recognise that:

- Effective supervision is essential to improving outcomes for children.
- Continual improvement of our services can only be achieved by recognising the value of each individual worker, being clear about the standards of practice required and by investing in their development.
- Supervision is key activity for staff throughout their career and has an important role to play in staff retention and in developing confident and competent practitioners.
- Supervision supports in Meeting a duty of care toward workers to support their well-being and job satisfaction.

2. Methods

2.1 Staff supervision in Children's Services in Hillingdon contains two main elements: Professional Supervision and Practice Supervision. In most occasions professional supervision and case supervision will take place during the same session, but have separate elements and are recorded separately.

2.2 Practice supervision includes:

- 2.2.1. Formal, planned practice supervision as part of a regular supervisory pattern.** This aspect of supervision focuses discussions around each child or family the supervisee is allocated. It includes reflection on what work has been done, plans for future interventions and actions, and discussions on improvements in practice.
- 2.2.2. Ad Hoc Practice Supervision, at the point of need.** Ad Hoc discussions or decisions are likely to be needed between planned case supervision sessions on a case by case basis, and may result from unexpected changes of circumstances or new incidents.
- 2.2.3. Group supervision delivered** as part of team meetings or planned learning/reflection sessions run by the Advanced Practitioners/Team Managers/ Principal Social Worker. These sessions encourage practitioners to reflect on practice and how attitudes, approaches and skills affect the relationships they have with both service users and colleagues. **This should be recorded as part of the Team Meeting minutes if taken place in a team meeting or on a separate document if taken place outside the team meeting and then added to the next team meeting minutes**
- 2.2.4. Direct Observations** - In addition to the supervision, the practice of all practitioners will be observed at a minimum of twice a year by their line manager and at least one of these observations is direct work with children/young people/families. The findings of the observation will be discussed in supervision and contribute to the professional development of the practitioner.
- 2.2.5. Group reflective conversations: e.g. in the HARP/Complex HARP, High Risk panel, part of SG process, joint practice reflection across services.**

3. Reflective supervision

3.1. Reflective supervision is above all a learning process in which both parties agree to:

- Explore a supervisee's practice and factors influencing their practice responses (including emotions, assumptions, power relations and the wider social context);
- Develop a shared understanding of the knowledge base informing their analysis and the limitations of their thinking, and;
- Use this understanding to inform next steps

(RIP: Reflective supervision: Resource Pack, 2017)

3.2. Six principles of reflective supervision

- a) To deepen and broaden workers' knowledge and critical analysis skills;
- b) To enable confident, competent, creative and independent decision-making;
- c) To help workers build clear plans that seek to enable positive change for children and families;
- d) To develop a relationship that helps staff feel valued, supported and motivated;
- e) To support the development of workers' emotional resilience and self-awareness;
- f) To promote the development of a learning culture within the organisation.

3.3. The Supervisor as learning facilitator

The supervisor's role in facilitating reflective learning is critical. The Knowledge and Skills Statement for Practice Supervisors sets out the skills needed for 'developing excellent practitioners.

Practice supervisors should:

- Facilitate use of the best evidence to devise effective interventions;
- Recognise the strengths and development needs of practitioners;
- Use practice observation, reflection and feedback mechanisms, including the views of children and families, to develop practice';
- Develop a culture of learning and improvement, where staff are sufficiently stretched and mentored to meet their aspirations';
- Recognise when the role of Practice Supervisor is to teach and when it would be more effective to draw on practitioners' own knowledge'. (DfE, 2015).

4. Responsibilities

- 4.1.** Supervision is a process not an event. It entails preparation, open discussion and the implementation of decisions. Both supervisors and supervisees have a responsibility to prepare for supervision. For clarity purposes, supervision should be undertaken in partnership and there is an expectation that supervision will be undertaken by advanced practitioners for personal advisors, key workers and young people/children on Child in Need plans (where agreed by Team manager). Supervision for any other type of cases will be undertaken by the team manager unless agreed otherwise. (Please refer to Appendix for templates for your service area; the expectation is that the supervisee ensures that the templates are completed for all cases to be discussed in supervision and sent to the supervisor 2 days before planned supervision, and then a reflective analysis of discussion/information shared and actions is drawn up by the supervisor)
- 4.2.** Times and dates for supervision should be arranged in advance for a calendar year to allow other commitments to be planned around these sessions and minimise disruption of the supervision cycle.
- 4.3.** Supervision should be prioritised by the supervisor as well as the supervisee. Supervision is only to be postponed in exceptional circumstances. If a session is cancelled then the person who has cancelled is responsible to ensure that this is rearranged within 24 hours for a date no later than 5 days from the original day of supervision.
- 4.4.** If a supervisor is away for an extended period it is their responsibility to put in cover for leave, however if this is sickness related or unplanned then it is their line manager's responsibility to ensure alternative arrangements are put in place to enable the supervisee to continue to receive supervision at the prescribed frequency;
- 4.5.** Whilst supervision is a joint responsibility, it is ultimately the supervisor's responsibility to ensure that sessions take place at the prescribed times and are conducted according to this Framework.

5. Recording of Practice Supervision

- The case supervision record is evidence that there has been supervisory oversight and endorsement of the practice, quality, decisions and service. This is important for case audits, serious case reviews, management performance information, case load management, appraisals and service user access to records. Case supervision must be recorded on child's electronic record.
- The expected standard is that the case supervision is recorded on child's record at the time of the supervision meeting. If this is impossible, the supervisor should record the supervision within 72 hours (three working days).
- Any conduct or practice development actions should be recorded together with proposed activities to support the supervisee to meet the required practice or professional standard.
- At the subsequent case supervision meeting the supervisor will check the contents of the last 'case supervision' and review the actions with the practitioner

All Practice Supervision should be done in partnership, The supervisee is responsible to complete domains as per the template and the supervisor is responsible to ensure the write up is a true reflective of the discussion and written up clearly on the child's case file under Case notes on ICS Liquid Logic/ Care Works for YJS. This should be recorded as 'Practice Supervision' and there are bespoke templates that need to be completed for each service area, where there is no template for a service area **the following areas should be considered when recording supervision:**

- **Where were we last time?** Reflection on the actions from previous practice supervision, anything outstanding why? If still relevant timescales to complete.
- **Where are we now?** Overview of 'significant' changes in circumstances, reflection of impact of change (what is different since the last conversation, practice supervision?) last time the child was seen, whether it was seen alone? What has changed for the child? What has changed? How does that impact upon the assessed risks and therefore what is the impact on the plan? Are things better? What have we done and what is the impact of our intervention?

- **Where next?** Is the plan still suitable to meet identified risks and needs?
 SMART action planning, do we need to step up or step down? Are we making expected progress to meet the child/ren timescales If not what we need to do to change the plan, do we require to step up or down? Do we require to inform a HOS? Do we need to seek HARP input/ oversight?
 - **Any immediate safeguarding actions required?**
 - **Any actions from the monthly audit to be followed up?**
 - **Is case recording up to date and contemporaneous, child's placement details, any budgetary information correct.**

6. Professional Supervision

6.1. Purpose of Professional Supervision:

Professional supervision is the opportunity for supervisors/managers and staff members to:

- Enable 1:1 focus on staff health and wellbeing with a view to increasing resilience.
- Give and receive constructive feedback; including outcomes from audits and observations.
- Give and receive clear direction around tasks and work planning.
- Jointly review training and development needs and agree how these needs will be met.
- Provide a forum in which performance against organisational expectations is explicitly addressed and plans in place to improve, maintain and/or exceed current functioning.
- Provide a basis for the collection of evidence for the Performance And Development Appraisal (PADA)

6.2. Frequency of Professional Supervision

Supervision should be booked in as detailed below using electronic booking arrangements.

- Four weekly for any member of staff with case holding responsibilities (exception for part time workers in the YJS, who will be provided with a minimum of 6 weekly supervision).
- Twelve weekly for full time staff without case holding responsibilities (IROS, CPAS, Team managers);
- Twelve weekly for non-frontline staff (e.g. Business Support).

6.3. Newly appointed, newly qualified or staff with performance management plans

Staff in their probationary period or staff with identified performance improvement needs will require more frequent supervision:

- Those staff undergoing the assessed and supported year in employment (ASYE), will receive formal one to one supervision weekly for the first six weeks, fortnightly for the duration of the first six months and a minimum of monthly supervision thereafter for the rest of the year.
- During their probation period staff will receive supervision within their first week, fortnightly for the first three months and thereafter at a frequency that is no less than monthly.
- For those subject to performance improvement plans the frequency will be determined in the plan and proportionate to the identified concerns.

6.4. Recording of Professional Supervision

All individual supervision meetings will be recorded using the 'Electronic Supervision Record' (please see appendix for templates). Supervision records should be saved by the Supervisor on their shared network drive with where both them and the supervisee can access them. This record should be completed within 5 working days and in such a way that the content and decisions can be readily understood and audited. **Case supervision should not be recorded within this record other than record number (LCS number).**

The records of supervision are owned by Hillingdon and may be subject to internal or external inspection and audit.

6.5. Confidentiality and Retention

Supervision records should be shared with the supervisee. When the member of staff moves post within the organisation, these records should be transferred to their new line manager. When the employee leaves the employment, these records are archived electronically and retained for 6 years. (Business Support will assist).

There are circumstances where it may be necessary for supervisors to discuss information gained from supervision with senior managers. Supervision records are therefore shared with the supervisor's direct line manager for the purpose of monitoring the quality of supervision, or used as documentation in disciplinary or legal proceedings. Supervision records are the property of Children's Services. Where issues of a personal nature, to the member of staff, are contained within a supervision record, the confidentiality of such material should be protected in line with the Data Protection Act.

The principle of confidentiality within supervision does not exclude the supervisor or supervisee from their responsibilities under Hillingdon Council's Code of Conduct. Should evidence of misconduct, unsafe or illegal practice arise, the supervisee is encouraged to report them to the operational manager, but if this does not occur, the supervisor should do so.

7. Practice Supervision

7.1. Purpose of Practice Supervision:

The purpose of practice supervision is to improve outcomes for children by:

- a) Enabling the organisation, through the supervisor, to ensure that practitioners are delivering services to children and families in line with organisation expectations.
- b) Identifying and enabling clear and effective management of risk. (Risks to child, family, staff member, and organisation).
- c) Enabling targets and objectives to be agreed and outcomes to be monitored in relation to specific cases or roles.
- d) Establishing a clear understanding of accountability.
- e) Being challenging and inquisitive as to the progress and management of

the case, taking responsibility for ensuring progress is achieved in order to assist the child to reach his or her potential.

- f) Facilitating reflective practice.
- g) Ensuring that recording on the child's record is compliant with information governance and records management policy, procedure and guidance.
- h) Identifying how issues which impede the effectiveness of intervention and delivery of service can be resolved.
- i) Confirming that the welfare of the child is paramount and that their wishes, views and feelings have been ascertained, taken into consideration and recorded.
- j) Ensuring that the parent(s)/carer(s) views have been sought, taken into consideration and recorded.
- k) Evidencing that the child's voice has been heard and listened to, ensuring the child's journey has been tracked and wherever possible that the child has contributed to the assessment, planning, review and decision making.
- l) Ensuring that the provision of services promotes the ethnic, cultural, racial, gender, religious, identity and language needs of the child and family.
- m) Reviewing and monitoring workload management to identify if the supervisee has adequate time and knowledge to meet the needs of the case.

7.2. Frequency of Practice Supervision

In all cases it is the responsibility of the supervisee to bring to the attention of the supervisor any significant changes in circumstances or other concerns where the frequency of supervisions may need to be increased or 'ad hoc practice supervision' may be required.

Practice Supervision should take place as a **minimum** as detailed below, however frequency can be increased at the supervisor's discretion or the request of the supervisee depending on complexity of the case, level of risk and experience of the worker involved:

1. All cases should be discussed within supervision within four weeks of allocation or transfer to the allocated worker.
2. Where a child is the subject of a Child Protection plan the allocated worker

should receive practice supervision on a four weekly basis (minimum frequency).

3. Where a child is the subject to a Child in Need plan the allocated worker should receive practice supervision on an four weekly basis (minimum frequency).
4. Where a child is Looked After in a long term placement the allocated worker should receive practice supervision on a minimum of an eight weekly basis (four weekly until permanency plan is agreed).
5. Where the child is a care leaver in a settled living situation with the pathway plan meeting the identified needs the allocated worker should receive practice supervision on a minimum of an eight weekly basis.
6. Where a care leaver is on reduced visiting frequency and is seen every 12 weeks or 6 months, then the frequency of supervision should take place once every 12 weeks
7. Where a child is opened to the CWD team and is on a CIN plan for solely the purpose of a care package, then supervision should take place every 12 weeks (minimum), however if the child/young person is open on a CP or is a LAC, then the same timescales as above should be followed.
8. Where a young person/child is open to the Youth Justice Service, supervision should take place every 4 weeks for full time staff and every 6 weeks for part time staff.
9. In any one year (April 1st - 31st March) the supervisor should arrange to undertake two practice observations for all case holding staff, some examples of which may include a home visit, presentation at conference / meeting, attendance at Court or direct work with families. At least one observation **MUST** be direct work with a child/children/ young people.
10. In cases where more than one member of Local Authority staff is involved with the child, joint supervision can be considered where it is helpful and effective to do so.

8. Practice supervision for Independent reviewing officers (IROs) and child protection (CP) advisors.

Practice supervision discussions will cover cases that meet the following criteria.

8.1. Independent Reviewing Officers:

- All new cases.
- All cases in drift or where an escalation may be required.
- Cases of particular complex need.
- Cases where there is disagreement about the care plan or its implementation.
- Cases which do not have a permanency plan by the second review.
- Cases where the plan is rehabilitation home to parent/s.
- All cases where concerns have been escalated

8.2. Child Protection Advisors:

- Children whom recently have been made subject to a Child Protection Plan.
- Cases where there are concerns that the child protection plan is insufficient to protect the child or leaves the child in an unsafe situation.
- Cases where a child has been subject to a CP plan for over 12 months and there is evident drift.
- Complex and challenging cases or conferences.
- Cases where there is disagreement with the Social Work team.
- All cases where concerns have been escalated
- All cases where a HOS expresses concerns regarding the decision making at the conference.

9. Practice Observation

Direct observations offer practitioners the unique opportunity for their practice to be assessed, service user feedback to be sought and good practice to be acknowledged. They ensure that practice standards are maintained and confidence in the professionalism of staff is assured.

As part of Hillingdon's commitment to practice improvement and development it is expected that a minimum of two observation per year is undertaken by the supervisor of all practitioners.

9.1. Key Values of observing practice

- Observations should only be undertaken with the consent of child/young person and parents/carers.
- The primary reason for the visit / meeting should be to the benefit of the service user(s) and only secondly it is to be used to observe the practitioner in practice.
- Observations should be planned in advance and sufficient time set aside prior to and following the observation for preparation and reflection.
- Observations should be undertaken in respect of direct work with parents/carers, children and young people. Observations of professional meetings provide additional value but for the purposes of this guidance are not sufficient
- The observation should be discussed in supervision, enabling the supervisor to provide a forum for feedback and discussion and completion of the attached form for inclusion in the practitioner's supervision file.
- Feedback from the observation should be balanced and fair and where appropriate identify further areas of learning and development.
- Learning from observations can be used in evidence of CPD on your Social Work England account (where appropriate).

9.2. Performance and Development Appraisal

All staff are required to contribute to a Performance and Development Appraisal (PADA) on an annual basis, reviewed 6 monthly.

The PADA provides an opportunity for the staff member, to reflect on their

knowledge, skills and values in a structured way, focusing on the knowledge and skills required for their job whilst assimilating the feedback they receive from their manager.

PADA reviews and Supervision are linked. The PADA appraisal provides an overview of the work plan, expected achievements and development for the year; whereas Supervision provides the detail of the work undertaken. Evidence of performance contained in supervision records should be used towards PADA appraisals.

The PADA appraisal review and supervision records may be used towards social work registration and renewal. Staff should keep a copy of their PADA, Personal Development Plan and any evidence of achievements in their Career Pathway folder as they may be asked to present this as confirmation of their continuing professional development.

10. The supervision standards:

- Standard 1:** All staff will receive formal and regular supervision.
- Standard 2:** Supervision is arranged and conducted in such a way as to permit proper reflection and discussion.
- Standard 3:** Supervision is a planned and purposeful activity.
- Standard 4:** All supervision sessions should be recorded promptly, competently and stored properly.
- Standard 5:** Supervisors and supervisees are trained to carry out their role.

- Standard 6:** The supervisor ensures that the management (competent, accountable performance) function is met.
- Standard 7:** The supervisor ensures that the continuing professional development function (including the CPD requirement set by the HCPC) is met.
- Standard 8:** The supervisor ensures the support function is met.
- Standard 9:** The supervisor ensures the engagement (of the individual with the organisation) function is met.

Standard 10: Supervision promotes a commitment to diversity in all aspects of work (i.e. that all children, young people, their families and adults are entitled to the same quality of service irrespective of ethnicity, religion, language, gender, age, disability or sexual orientation).

11. Appendix – Templates

Supervision template (RAS)

- What is happening for this child (recent developments, case factors such as domestic abuse, learning disabilities, parental mental health difficulties etc, safeguarding principles, evidence of impact, positive change) (**Supervisee to complete in advance**)
- Tools and guidance (resources for assessing and resources for direct work, **Supervisee to complete in advance**)
- Strengths and protective factors (to be promoted and **Supervisee to complete in advance**)
- Impact analysis (The impact on the child will vary dependent on factors in the child's world. These include age, siblings, resilience, development, wishes and feelings, personality, emotional well-being, vulnerabilities etc.)
- On reflection (Use of history as an indicator of risk, recommendations for involvements and the rationale for the decision making process)
- Mutually agreed actions to promote and achieve positive change (by whom and when)

Case Supervision Template LAC/YPT/Court/CP/CIN

- Update from Last supervision (overview) and Update on case how the actions from CIN/CP/LAC plan are progressing **(to be completed in advance by Supervisee)**
- Childs Views and Direct work undertaken (**to be completed in advance by Supervisee**)
- What Life story work has been undertaken since last supervision (only if relevant, **to be completed in advance by Supervisee**)
- Update on actions set at last supervision(**to be completed in advance by Supervisee**)
- What is working well? /What are we worried about? (**to be completed in advance by Supervisee**)
- Risk Assessment (**to be completed in advance by Supervisee**)
- Case Audit **(delete as appropriate, ensure that this is updated at all times, and reviewed in supervision)**
Last home visit: Frustrated visit?
Next visit:
Last LAC review/CIN/CP/Core Group/Pathway planning meeting: Did YP attend?
Y/N? Date for next meeting:
Case Summary Updated:
Chronology updated:
SDQ completed: (If relevant)
Last C and F assessment undertaken (if relevant)
Last Pathway Plan/ CIN Plan completed? Was the YP involved in this? (If Relevant)
Last R and V assessment undertaken and risk level: (if relevant)
- Reflective Analysis – (**supervisor to complete**)
- Actions – **(Supervisor to complete)**

CWD Case Supervision Template

- Supervision Meeting Date:
- Name and DOB of the Child:
- Disability/Diagnosis:
- Education provision:
- Significant Family Information:
- Current Package of support:
- Date of last CIN visit and Review meeting:
- Date of last CIN/CP/LAC Plan Update
- Date of last Chronology Update
- Update since last supervision:
- Update on actions from the last supervision:

Reflective analysis on case progression for all cases:

- Reflective Analysis using the Cultural Review Framework (Holland, 2004)
- Reflective Questions
- Is this case Progressing? If yes, what are the facilitating factors?
- Is the case stuck? If yes, what are the debilitating factors?
- Is there anything that I could or can do differently?
- What do I understand about this family's culture and where does my knowledge come from?
- What Prejudices do I hold both positive and negative:
- How might I be perceived by this family?
- What agency norms and practices do I take with me to the assessment?
- How can I adapt my practice regarding my approach to this family?
- Decisions and mutually agreed actions

Children's Services Professional Supervision Meeting Record	
Supervisee:	Position:
Supervisor:	Date:
Issues arising from previous supervision meeting:	
Agenda Items	
<ul style="list-style-type: none"> • Health and Well Being – General update • Supervision and Work Planning • Practice Updates Case transfers/ closures/Inactive cases:/cases/Missing young people • Feedback from audit/Observation/Quality Assurance/compliance • Complaints/compliments • Performance against Hillingdon High 5 (Priorities/Outcomes/Behaviours/Mind-sets) • Top 3 Achievements in last month • Top 3 Targets for next month • Professional Aspirations and Development/Training • Wider Organisation Policies/Structure/Challenges • Actions update from last supervision • Actions from this supervision • Annual Leave/TOIL/Flexi • AOB 	

Summary of Discussion and Agreed actions	By whom and when
<p>Health and Well Being – General update</p> <p>Supervision and Work Planning</p> <p>Practice Updates Case transfers/ closures/Inactive cases:/cases</p> <p>Missing young people</p> <p>Feedback from audit/Observation/Quality Assurance/compliance</p> <p>Complaints/compliments</p> <p>Performance against Hillingdon High 5 (Priorities/Outcomes/ Behaviours/Mind-sets)</p> <p>Top 3 Achievements in last month</p> <p>Top 3 Targets for next month</p> <p>Professional Aspirations/Development/Training/PADA</p> <p>Wider Organisation Policies/Structure/Challenges</p> <p>Actions update from last supervision</p> <p>Actions from this supervision</p> <p>Annual Leave/TOIL/Flexi</p> <p>AOB</p>	

Arrangements for next supervision	
Date:	Time:
Venue:	
Signatures (paper version only)	Date:
Supervisor:	
Supervisee:	

Hillingdon Youth Justice Service
Supervision Record

All decisions and action must be entered onto careworks within 2 working days. A copy will be provided to the supervisee via email and saved in the management supervision folder on the google drive.

Record of supervision meeting between _____ and _____

Date: _____ Date of last supervision meeting _____

Standing agenda items – Line Manager	Agenda items - Supervisee
<p>What's gone well?</p> <p>Outstanding actions</p> <p>Workload</p> <ul style="list-style-type: none"> • Cases <ul style="list-style-type: none"> • Risk & Safety Well being • Re offending tracker • Allocations Sheet <p>Reflective Supervision/Support</p> <ul style="list-style-type: none"> • Space to reflect <p>Disproportionality</p> <ul style="list-style-type: none"> • Reflect, challenge and explore <p>Training and Development</p> <ul style="list-style-type: none"> • Mandatory Training • PADA • Identified development • Performance <p>HR</p> <ul style="list-style-type: none"> • Annual leave • Timesheets • Sickness • Mileage <p>Wider Organisation</p> <ul style="list-style-type: none"> • Policies • Structure • Challenges <p>AOB</p>	

What has gone well since last supervision?

Outstanding issues / actions from previous supervision discussion

Training and Development -

- **Mandatory Training**
- **PADA**
- **Identified development**
- **Performance**

Action (including by whom) & When

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Personnel - <ul style="list-style-type: none"> • Annual leave • Timesheets • Sickness • Mileage 	Action (including by whom) & When
Wider Organisation - <ul style="list-style-type: none"> • Policies • Structure • Challenges 	Action (including by whom) & When

Workload - <ul style="list-style-type: none"> • Cases • Risk & Safety Well being • Re offending tracker • Allocations Sheet 	Action (including by whom) & When
Reflective Supervision/Support <ul style="list-style-type: none"> • Space to reflect 	
Any Other Business	Action (including by whom) & When

Signed: Supervisor _____ Date _____

Supervisee _____ Date _____

Direct Observation template

The attached template form provides a consistent approach for observation planning and feedback. For those who have recently completed ASYE or are practice assessors the form is consistent with student direct observations.

Parts 1 and 2 should be completed prior to the observation and provided to the observer in preparation for the observation

Part 3 should be completed by the observer following the observation

Part 4 should be completed by the observer following seeking feedback from the family/service user involved in the observation.

Part 5 should be completed by the practitioner following the observation and feedback.

Part 6 should be completed together, at the point of supervision to clearly record agreed actions and areas of learning.

Strategic overview

Details of the observation date, name of observer and key learning points should be shared with Principal Social Worker Helen Smith to enable collation of learning points and consideration of training or development needs across the service.

Direct Observation Template

Name of practitioner	
Name and role of observer	
Date and setting of observation	

Parts 1 & 2: SW completes prior to observation

1. Brief background to observed contact between yourself and the young person, and/or parents/carers. (max 200 words)

2. Planning for the practice observation (max 200 words)

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Parts 3 & 4: To be completed by observer following observation

3. Holistic assessment of the candidate's capability demonstrated in the direct observation of practice (up to 500 words)

For social workers: Please make reference to how the social worker has met the PCF (see appendix) and areas of learning and development identified.

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4. Feedback from young people and/or carers, parents (if applicable)

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Part 5 should be completed by the practitioner following the observation and feedback.

5. Critical reflection and professional development

Have you identified any specific areas for further development? How do you intend to address these? What support do you need?

(max 500 words)

For social workers: please make reference to the Knowledge and Skills Statement (Children's) 2015 capability level and the Professional Capabilities Framework

Part 6. For Observer and practitioner to complete together in supervision (complete after the direct observation)

Part 6: Action plan following the direct observation

Agreed areas of development/learning and agreed action to be taken to address these.

Please send a copy of these actions to Principal Social Worker Helen Smith

hsmith@hillingdon.gov.uk