South East London
Social Work Reform Group
Partnership

Skills for Care

Adults continuing professional development (CPD) project

Programme handbook

Lewisham
Goldsmiths UNIVERSITY OF LONDON
LONDON BOROUGH OF BEXLEY
Bromley THE LONDON BOROUGH
ROYAL borough of GREENWICH

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1. Introduction

Welcome to the Skills for Care Adults Continuing Professional Development (CPD) Project. This is a national scheme with a number of objectives relating to

a) responding to the *Caring for Our Future* White Paper, and

b) the reform of social work education.

Nationally there are eight projects all seeking to develop new approaches, training materials and development programmes for future social work intervention. In South East London, three training programmes are being piloted as part of the scheme. These are:

1. Adult Safeguarding, alerts and investigations
2. Social Work Practice and Community Empowerment
3. Social Work Practice and Interpersonal Skills in Community Empowerment

The purpose of this handbook

Individual programme booklets provide details about the core content and assessment requirements of each programme. The purpose of this document is to set out the context, roles and responsibilities and learning and development systems of the overall scheme.

Scheme philosophy

In many instances the subject area, approaches and models put forward deal with new and or complex issues within social work practice that challenge existing ways of doing things. Some ideas have political connotations and are the subject of current debates within the profession. However the aim of the scheme is not to promote a particular belief or doctrine. Rather the programme finds a place at the cutting edge of social work from which to inform practitioners so they can participate in the changes taking place.

Each programme aims to:

- Put people in touch with current issues and debates exploring the different opinions and outcomes
- Free up front line workers to provide better services
- Provide CPD that can be integrated directly into practice
- Encourage reflection, critical analysis, research and investigation
- Promote social work that safeguards users and promotes social justice

These are pilot programmes, and evaluation and feedback is imperative to their development.

2. Background and context

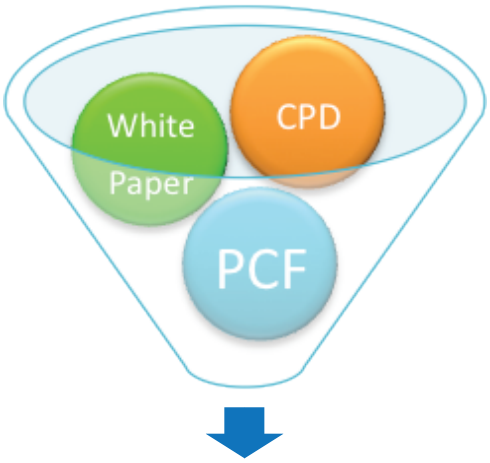
We are developing these programmes to meet three urgent demands within social work education and training. The first is the need to respond to changes in the role adult social workers in light of the White Paper *Caring for our future*.

Skills for Care have summarised this in developing the projects. Secondly we are working to develop a new local training framework to replace the old Post Qualifying training system which is no longer in operation.

This framework needs to meet local demands, offer accredited and non-accredited programmes and recognise a range of learning options and formats. At the same time it needs to meet social worker aspirations and professional development needs.

The article from the College of Social Work's website sets out its new approach to continuing professional development for social workers.

Finally, we are working to improve social work practice through the introduction of reflective practice, holistic assessment and the introduction of the PCF. Each of these new elements has specific demands and implications for social workers. Further information is set out on the following pages.



Context of the project

The following extract is from the project proposals from Skills for Care. It explains the changes taking place within social work.

Context 1: Caring for our future

Skills for Care:

Social work is changing. The work of the Social Work Reform Board (SWRB), along with the Workforce Development Strategy (Skills for Care), the Munro report on child protection, and the recent White Paper *Caring for our future: reforming care and support* (DH) all require social workers and their employers to implement reforms in practice.

The Professional Capabilities Framework (PCF) emphasises and integrates critical reflection and analysis, which is pivotal to the process of professional decision-making by autonomous professionals.

The emphasis placed on freeing social workers from constraints and promoting professional judgement, confidence and autonomy highlighted by the SWRB and the Munro report, is echoed in the recent adult social care white paper, which states 'the role of social work is being transformed in order to focus on interpersonal support, to promote choice and control, and to better meet people's needs and goals', including:

- ...work(ing) in partnership with community organisations to connect people... and to promote greater prevention and early intervention.
- Social Work Practice Pilots, which aim to liberate social workers from case management, allowing them to focus on promoting active and inclusive communities, and empowering people to make their own decisions about their care.

In the context of these policy developments and in line with the principles for a new approach to CPD developed by the Social Work Reform Board and now held by The College of Social Work (TCSW) this project will work with employers of social workers in adult services to ensure that these ambitions are achieved.

Objectives

- To meet the social worker workforce development needs highlighted in the White Paper, there will be a focus on developing skills and knowledge in interpersonal skills, community development skills, assessment of risk and safeguarding, although these may be expanded to include other areas e.g. dementia
- To support employers in adopting the Standards for Employers produced by the SWRB, in particular
  - ⇒ Provide opportunities for continuing professional development, as well as access to research and practice guidance, and
  - ⇒ Establish effective partnerships with higher education institutions and other organisations to support the delivery of social work education and continuing professional development.
- To develop core principles and guidance with flexibility for these to be adopted for use across service settings (mental health, older people, learning disability, private and voluntary sector) and identify examples of best practice
- To promote the development of capability by including a holistic assessment of knowledge and skills against the PCF at the appropriate professional level
- To evaluate the impact of adopting the core principles and guidance on professional practice and outcomes for service users and carers
- To promote a consistent approach to CPD for social workers in adult services as a continuation from the ASYE.

Activity

This activity will build on the learning from the ASYE, including the use of the PCF and involve employers who are considering the needs of their staff at social worker and experienced social worker levels (within the PCF). It will include an evaluation of impact on professional practice and outcomes for service users and carers.

(Skills for Care 2012)

Context 2: A New Approach to CPD

The College of Social Work

Creating a new way of thinking about the skills, knowledge and values social workers use in their practice

The Professional Capabilities Framework (PCF) was developed by the Social Work Reform Board, and will be introduced in 2012 as the single way in which social workers should think about and plan their careers and professional development. It will serve as a backdrop to both initial social work education and continuing professional development after qualification. The PCF has been developed by social workers for social workers. It is a 'living' document, in that it is likely to develop as the profession develops. It is owned by The College on behalf of the profession.

Capabilities rather than competences

The move from the concept of 'competence' to that of 'capability' reflects the desire for social work education and development to move away from a mechanistic 'tick box' approach to a more holistic approach and one which expects educators, students and professional social workers to consider people's professional capabilities in a rounded way. It will help people to identify areas for development.

The capabilities are much broader than competences, and are not designed or intended to be 'assessment criteria'. We do, though have to make sure that we know what the capability statements mean, and how we can judge whether they have been demonstrated or not.

In some cases, particularly where these are 'soft skills' such as communication, this can be challenging to do. However, we do believe that we need to do this: We've got to make what's important assessable, not make what's assessable important.

A Professional Capabilities Framework rather than an Occupational Framework

The PCF will replace the National Occupational Standards for Social Work in England (although these will still apply in Scotland, Wales and Northern Ireland) and are intended to represent standards or levels of professional practice rather than specific job roles. For example, a social worker may have the professional capabilities of an advanced practitioner but choose to work as an experienced social worker. Having said that, the PCF will undoubtedly influence job roles and descriptions as practice develops.

A new approach to continued professional development

Throughout your career there is a need to maintain your professional development and learning and to ensure you keep up-to-date with progress and evidence in your field. All social workers are required to maintain professional registration and demonstrate CPD. The GSCC currently require social workers to undertake five days per year, when the HPC take over registration in 2012 this will change slightly, with an emphasis placed on what impact CPD activities have on your practice. You can use the PCF and supervision to help guide your choices and preferences.

As well as a range of courses, activities and personal study you could undertake, there are also specific pathways that you can follow as part of your professional development, and roles you can train to undertake – these include becoming an:

- Approved Mental Health Professional (mental health)
- BIA (mental capacity/Deprivation of Liberty)
- Advanced Practitioner (Children & Families)
- Practice Educator (social work education)

Context 3: Reflective practice, Holistic Assessment and the PCF

Context 3: The Professional Capabilities Framework (PCF)

Practitioners are increasingly becoming aware of the PCF and its implications at all levels of social work, however they are less aware of two key features which underpin its introduction. These are holistic assessment and reflective practice.

Skills for Care is working with CPD project partnerships to define CPD for social workers.

So far the following has been identified:

Reflective supervision / supporting reflective practice

- The requirements laid down in the Standards for Employers and Supervision framework underpin the support for all Social Workers and are assumed in these principles as underpinning the CPD process.
- In advance of, or in tandem with, employers need to assure themselves that line managers, supervisors and supervisees have an understanding of the benefits, purpose and models of reflective supervision.
- Where the CPD includes significant requirements for learning, application and assessment of practice, it is beneficial for enhanced critically reflective supervision to be made available to the candidate.
- Enhanced critically reflective supervision may include a variety of methods to support the development of critical reflection (e.g. action learning, group/peer supervision, mentoring, coaching).
- The measurement of the impact of CPD on practice and service delivery will managed and judged by the line manager/supervisor, and should be seen as a central aspect of the assessment.

Holistic assessment

All CPD will require an assessment. This may at one extreme be simply the annual appraisal process which brings together the minimal core assessment requirements and may include evidence the social worker presents of informal learning through reading, attending conferences, shadowing/coaching etc. At the other end, the CPD may be a combined academically accredited and practice based piece of learning and development. All CPD therefore will include the above core assessment requirements at the appropriate depth and intensity to meet the learning outcomes and organisational objectives and professional standards and capabilities.

- Assessment will be required across all nine domains but could require greater focus on one or more domains linked to the learning outcomes. E.g at ASYE the focus for development has been placed on 7, Intervention and Skills, to reinforce the consolidation of learning in practice.
- Core assessment evidence requirements for all CPD are:

1. Evidence of critically reflective practice incorporating feedback from People who use Services and Carers
2. Direct Observation
3. Supervision records including evidence of reflective practice discussions which demonstrate critical thinking, professional judgement and decision making.
4. Impact on practice

- The assessment can be strengthened and triangulated by the contributions of other professionals.

Developing a model for social work in South East London

The Social Work Task Force said in its report in 2009 that '*CPD is not yet properly valued and supported in all places and organisations and the existing framework is not sufficiently coherent, effective, or widely understood, with weaknesses in choice, flexibility and relevance*'.

The first interim report by Professor Munro on child protection highlighted the need for a system that constantly looks to do things better. In practice, the current registration arrangements require a relatively low level of engagement with professional development through demonstration of a minimum time commitment.

A hybrid model of CPD will provide flexibility and choice, based on individual need, circumstances, learning preferences and career stage. It will enable social workers to learn and develop through a range of learning opportunities that will strengthen their evidence base, expertise and practice.

The new model will recognise the value of strengthening the range of professional development activity outside academic routes through in-house and short courses, as well as through both structured and informal practice learning. It will also provide opportunities for social workers to gain higher level academic qualifications.

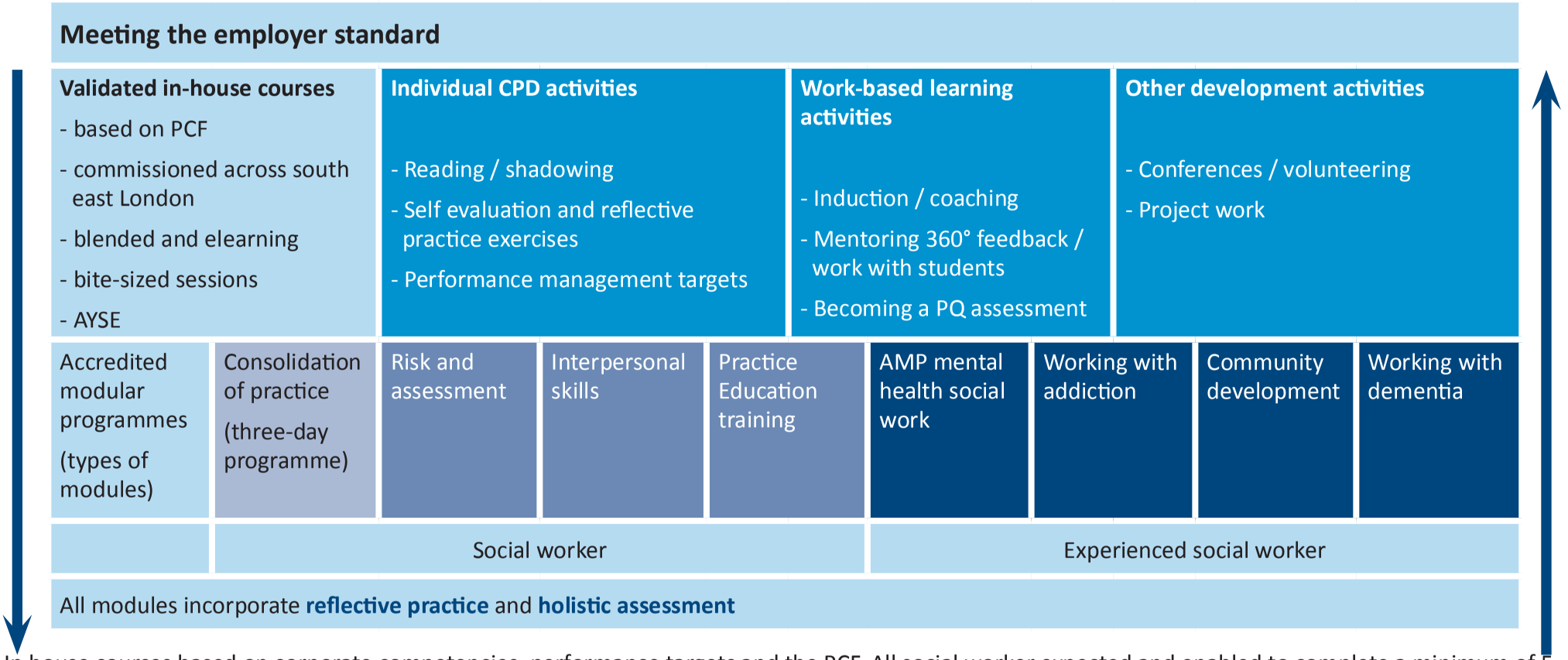
The South East London Partnership is working on a model which meets the issues outlined below. The model needs to future proofed and to fully incorporate the PCF.

Because we are adopting a partnership model to developing CPD it also needs to be relevant for social workers in different boroughs and at different levels of the PCF.

We welcome your feedback on the following model.

South East London Adults CPD Framework

Draft Proposal: CPD, work-based learning and other development activities based on the PCF



In house courses based on corporate competencies, performance targets and the PCF. All social worker expected and enabled to complete a minimum of 5 days CPD per year.

3. Aims and benefits of the programmes

We believe that the overall scheme, as well as individual programmes will have benefits for service users, practitioners, and managers. More than this, by championing the scheme senior managers have created the potential for participants to influence the way future services are organised and delivered.

Benefits for service users

In designing the different programmes we have tried to keep the service user in mind by:

- Linking the teaching back to practice
- Highlighting the core values of social work
- Building in user feedback
- Inviting service users to the whole systems event to evaluate the programme and explore how learning can influence organisational policy and practice

Benefits for social workers and managers

- Opportunities to improve and reflective practice
- Review of own social intervention and practice
- Introduction to new ideas and approaches
- Training linked to the PCF
- Opportunities to learn about new approached to social worker CPD
- Opportunities to influence organisational practice
- Contribution to evaluating and develop a new training programme

Specific benefits for managers

- Opportunities for peer review and evaluation
- Explore current debates
- Consider new models for CPD and their impact on staff appraisal
- Opportunities to review own service
- Develop a toolkit for giving and evaluating reflective supervision

Benefits for service managers and the organisation

- Peer review and evaluation
- Opportunities to test new ideas
- Evaluation of policy
- Staff involvement in change management processes
- Improved practice and intervention
- Staff preparedness for change

4. How the programme is organised

Local social work training partnership consisting of local authorities, universities and third sector organisations where invited to apply to participate in the scheme and eight were successful.

Each scheme is developing a unique programme designed to meet local priorities in relation to *Caring for our future*.

Key roles and responsibilities

Organisation	Role within the project	Responsibilities
Department of Health	Funding	
Skills for Care	Sponsorship	Development, monitoring support and evaluation
Goldsmiths University and Lewisham Council	Development	Project management, development and delivery, evaluation and quality assurance
Providers	Training	Development, mentoring and supervision
South East London Social Work Reform Group Partnership	Participants	South East London Councils can send participants on to the programmes

5. About the providers

Overall, Goldsmiths University and Lewisham Council hold responsibility for the programme. They are accountable to Skills for Care.

Lead person	Role
Anna Fairtlough Goldsmiths University	Content Assessment
Linda Crawford Lewisham Council	Recruitment Liaison with partners

6. About the tutors

Each course has lead tutors who are responsible for the delivery of the programme and the assessment of applicants. They are accountable to the programmes leads, Goldsmiths University and Lewisham Council.

Lead tutor(s)	
Anna Fairtlough Carl Chandra	Adult Safeguarding Alerts and Investigations
Roger Green	SW and Community Empowerment
Roger Green Sandie Chatterton	SW and Interpersonal Skills in Community Empowerment
In-Trac	Reflective Supervision

Anna Fairtlough
Programme Convenor and
Senior Lecturer in Social Work

Phone: 020 7919 7832
Email: a.fairtlough@gold.ac.uk

Anna has worked at Goldsmiths since 2001, having previously worked as a social worker, social work manager, and in social work training and development. She teaches and tutors on all the social work programmes at Goldsmiths.

She represents the department in various external groups such as the South and West London social work reform partnerships. She has developed and now convenes the MA in Practice Education, a Post-Qualifying programme that supports social workers to support and teach others and to lead professional practice.

Her research interests include: practice development and learning; equalities in professional education; social work with parents.

Academic qualifications

- 1978 BA Hons. History, Sussex University
- 1982 MA Social Work, University of East Anglia
- 1982 Certificate of Qualification in Social Work, CCETSW
- 1996 Practice Teaching Award, CCETSW
- 2001 NVQ Level IV Human Resource Development, Open University

Dr Roger Green
Programme Convenor

Dr Roger Green is one of only a small number of UK university academic applied social researchers actively involved in promoting community research and engagement by taking the university out into the community and working with communities by applying social research methods to their concerns and needs of communities. He is also a community activist of some years standing.

He originally trained and worked in London as a youth worker, before undertaking professional training as a social worker and then further training to practice as a community development worker.

His recent research collaborations range from the international to the local. These include for example: a three UKIERI funded collaborative research project with researchers from the universities of Cambridge, Bradford and the TATA Institute for Social Sciences, Mumbai, India;

a collaborative qualitative research project with several European universities which culminated in a best selling co-edited book in 2008; the development of a substantial network of community researchers in communities research. His research continues to influence UK national social policy decisions, for example, collaboration with the Anti-Caste Discrimination Alliance, which provided evidence of caste discrimination at the community level across England and was used by government departments and politicians to inform the recent Equality Act, 2010.

His current research includes a collaborative study with the community and voluntary sector in South London; a comparative study of urban caste discrimination amongst young people in India and the UK, and a forthcoming book entitled 'Invisible Communities. A day in the life of forgotten people'

He is currently a Senior Research Fellow in Community Studies at Goldsmiths College, University of London and is taking a lead in developing a new Centre for Community Research and Engagement within the Department of Social, Therapeutic and Community Studies.

Carl Chandra
Programme Convenor

Carl Chandra is an experienced social worker, social work manager and social work educator. He is currently working as a senior lecturer at London South Bank University teaching in a range of aspects of social work practice, with a specialism in safeguarding adults with learning disabilities and mental health issues. His varied practice experience has involved social worker and senior manager roles in adult safeguarding, work with older people and people with learning disabilities.

In-Trac

Established in 1994, In-Trac specialises in supporting our customers by delivering tailor made training and consultancy services of the very highest quality. This is achieved through the In-Trac network of dedicated and highly experienced training Associates, who come from a wide range of professions including social workers, health visitors, police officers, academics and teachers. We can respond to a wide range of requests for training and consultancy and can provide named staff for specific assignments and extensive projects.

In-Trac's Associates are totally committed to delivering first rate, motivational training on a wide range of subjects in the fields of health, education and social care, from the development of complete training strategies – to the delivery of a single training day. Our courses are highly creative and interactive, using a range of tools to provide participants with an inspiring, memorable and enjoyable experience, whilst focusing on applying that learning to practice.

Jane Wiffin is an experienced and motivational trainer, qualified social worker and consultant who has worked in the public services for over 30 years. She is a social work educator for graduates and postgraduates and is committed to improving the quality of services to children, young people and their families by improving practice at all levels.

7. Programme induction: White Paper briefing session

The induction session bring together all the programmes. It aims to:

- Provide information and analysis of the White Paper
- Provide an opportunity for participants to reflect on how it will impact on them and their service
- Provide an overview and introduction to each programme

Skills for Care Adults CPD Project induction

1	Social Work and Community Empowerment
2	Social Work and Interpersonal Skills in Community Empowerment
3	Adults Safeguarding Alerts and investigations

Briefing session timetable

9.00	Coffee
9.30	Introductions and aims of the session
9.40	House Keeping
9.45	Overview of the Skills for Care Project (Anna Fairtlough)
10.00	Overview of the White Paper Caring for Our Future (Anna Fairtlough)
10.15	Q and A
10.25	A critical analysis of the White Paper (Roger Green)
10.40	Q and A
10.50	Discuss in Programme Groups
11.20	Break
11.30	Full Group: Reflection on emerging issues
11.45	Programme groups: Overview of individual programme Q and A
12.10	Reflective supervision within the programme (Linda Crawford)
12.25	Any outstanding questions
12.30	End of session

About the White Paper

A full copy of the white paper is included in your memory stick along with a key presentation and other supporting documents.

A summary of key actions set out in the white paper in included below.

The Government will work with partners – including carers, people who use services, local authorities, care providers and the voluntary sector – to make our vision a reality. The key actions we will take include:

- Stimulating the development of initiatives that help people share their time, talents and skills with others in their community.
- Developing and implementing, in a number of trailblazer areas, new ways of investing in supporting people to stay active and independent, such as Social Impact Bonds.
- Establishing a new capital fund, worth £200 million over five years, to support the development of specialised housing for older and disabled people.
- Establishing a new national information website, to provide a clear and reliable source of information on care and support, and investing £32.5 million in better local online services.
- Introducing a national minimum eligibility threshold to ensure greater national consistency in access to care and support, and ensuring that no-one's care is interrupted if they move.
- Extending the right to an assessment to more carers, and introducing a clear entitlement to support to help them maintain their own health and wellbeing.
- Working with a range of organisations to develop comparison websites that make it easy for people to give feedback and compare the quality of care providers.
- Ruling out crude 'contracting by the minute', which can undermine dignity and choice for those who use care and support.
- Consulting on further steps to ensure service continuity for people using care and support, should a provider go out of business.
- Placing dignity and respect at the heart of a new code of conduct and minimum training standards for care workers.
- Training more care workers to deliver high-quality care, including an ambition to double the number of care apprenticeships to 100,000 by 2017.
- Appointing a Chief Social Worker by the end of 2012.
- Legislating to give people an entitlement to a personal budget.
- Improving access to independent advice to help people eligible for financial support from their local authority to develop their care and support plan.
- Developing, in a small number of areas, the use of direct payments for people who have chosen to live in residential care, to test the costs and benefits.
- Investing a further £100 million in 2013/14 and £200 million in 2014/15 in joint funding between the NHS and social care to support better integrated care and support.

8. Overview of the programme content and assessment

Overview of individual programmes

Adults Safeguarding Alerts and Investigations

Programme	Dates	Key topics	No. of hours
Adults Safeguarding Alerts and Investigations Anna Fairtlough Carl Chandra	21st February 9.30 -12.30	Overview of White Paper Programme Induction	3
	26th February 9.30-12.30	Self assessment against the PCF Reflective Practice and critical issues in Safeguarding	3
	26th March 9.30-12.30	Key issues in Adult Safeguarding Reflective practice	3
	1st May 9.30-4.30	Adult safeguarding policy, good practice, and skills: Reflection on own practice	6
Shelagh Doonan	June (date TBC)	Whole systems event relating programme learning to your organisation Evaluating the programme	6
In-Trac	26th March 3-4.30	Introduction to reflective supervision	1.5
Reflective supervision	April and May (dates TBC)	Two supervision sessions (1.5 hours each month)	3
Private study	March-June	Individual private study (minimum hours) Study Leave	5 5
Please note that study leave is at the discretion of the line manager and can only be taken if it does not affect service delivery In addition, participants will undertake pieces of work to apply their learning to practice		Total hours =	35

Overview of individual programmes

Social Work and Community Empowerment

Programme	Dates	Key topics	No. of hours
Social Work and Community Empowerment Roger Green Jill Manthorpe Skills for Care	21st February 9.30 -12.30	Overview of White Paper Programme Induction	3
	26th February 9.30-12.30	From care management to community development Community work models and approaches	3
	26th March 9.30-12.30	Community social work: applying the models and skills to our practice Social Work in the community - opportunities and challenges	3
	24th May 9.30-4.30	Developing services in the community Reviewing the Social Work Practice Pilots Workforce redesign	6
Shelagh Doonan	June (date TBC)	Whole systems event relating programme learning to your organisation and to organisational and personal change Evaluating the programme	6
In-Trac	26th March 1.30-2.45	Introduction to reflective supervision	1.5
Reflective supervision	April and May (dates TBC)	Two supervision sessions (1.5 hours each month)	3
Private study	March-June	Individual private study (minimum hours) Study Leave	5 5
Please note that study leave is at the discretion of the line manager and can only be taken if it does not affect service delivery In addition, participants will undertake pieces of work to apply their learning to practice		Total hours =	35

Overview of individual programmes

Social Work and Interpersonal Skills in Community Empowerment

Programme	Dates	Key topics	No. of hours
Social Work and interpersonal Skills in Community Empowerment Roger Green Sandie Chatterton	21st February 9.30 -12.30	Overview of White Paper Programme Induction	3
	12th March 9.30-12.30	Introduction to community Development / Empowerment theory and skills – undertaking a community audit	3
	19th April 9.30-12.30	Community social work: applying the models and skills to practice The way forward: opportunities and challenges	3
	8th May 9.30-4.30	Applying community empowerment to working with complexity in adult's social work. Systemic thinking and practice with families networks and communities	6
Shelagh Doonan	June (date TBC)	Whole systems event relating programme learning to your organisation Evaluating the programme	6
In-Trac	26th March 3-4.30	Introduction to reflective supervision	1.5
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Overview of the programme

Programme	Briefing session and programme induction	Session two	Session three	Session four	Whole System Event
Social Work and Community Empowerment	21 Feb 9.30-12.30	26 Feb 9.30-12.30	26 March 9.30-12.30	24 May 9.30-4.30	June (tbc) 9.30-4.30
Social Work and Interpersonal Skills in Community Empowerment	21 Feb 9.30-12.30	12 March 9.30-12.30	19 April 9.30-12.30	8 May 9.30-4.30	June (tbc) 9.30-4.30
Adult Safeguarding Alerts and Investigations	21 Feb 9.30-12.30	26 Feb 9.30-12.30	26 March 9.30-12.30	1 May 9.30-12.30	June (tbc) 9.30-4.30

Assessment

All participants will need to develop a portfolio of evidence linked to the Professional Capability Framework (PCF) to demonstrate how they are applying their learning from the programme to their practice. They will be supported to identify suitable pieces of work in the taught sessions and in the individual reflective practice sessions. The portfolio will enable participants to:

- Record their continuing professional development (CPD) and the impact on their practice from the programme to meet HCPC registration requirements
- Provide evidence of development within the PCF for supervision and appraisal with their line manager
- Provide evidence of the impact of the programme on practice to share with colleagues (any information shared with a third party will be completely anonymised)

Portfolios will include:

- A cover sheet and brief introduction to the evidence in the portfolio
- A personal development plan showing self-assessment linked to the PCF, record of learning throughout programme and CPD goals
- Account of reflective practice session
- Direct observation by manager, educator or other professional colleague
- Feedback from a service user and colleague

9. Reflective supervision on the programme

Reflective Practice is a key part of the project and it runs through each programme in different ways. Essentially in planning the programmes we want reflective practice to be the tool used by managers and practitioners to integrate the ideas they gain from the programme into their practice.

The Social Work Reform Board stated that:

> Reflective practice is key to effective social work and high quality, regular supervision should be an integral part of social work practice. All organisations employing social workers should make a positive, unambiguous commitment to a strong culture of supervision, reflective practice and adaptive learning. Supervision should be based on a rigorous understanding of the key elements of effective social work supervision, as well as the research and evidence, which underpins good social work practice. Supervision should challenge practitioners to reflect critically on their cases and should foster an inquisitive approach to social work.
> ***Social Work Reform Board 'One Year On'***

What is reflective practice?

There are a number of definitions: Jan Fook and Fiona Gardner in their book Practising Critical Reflection state that it is: 'A model for improving practice by reflecting directly on experience'. For them it is a both a theory and a process.

Supervision is one of the places where reflective practice can take place. Action Learning Sets and Peer Support Groups are other forums.

For reflective supervision to be a reality, social work managers and practitioners need to see supervision as being more than an administrative process. Practitioners need to see the benefits of bringing problems, complex issues and dilemmas to supervision and managers need to have the skills and abilities to work on a higher level.

In-Trac is providing reflective supervision training on the programme.

How In-Trac propose to organise reflective practice on the programmes

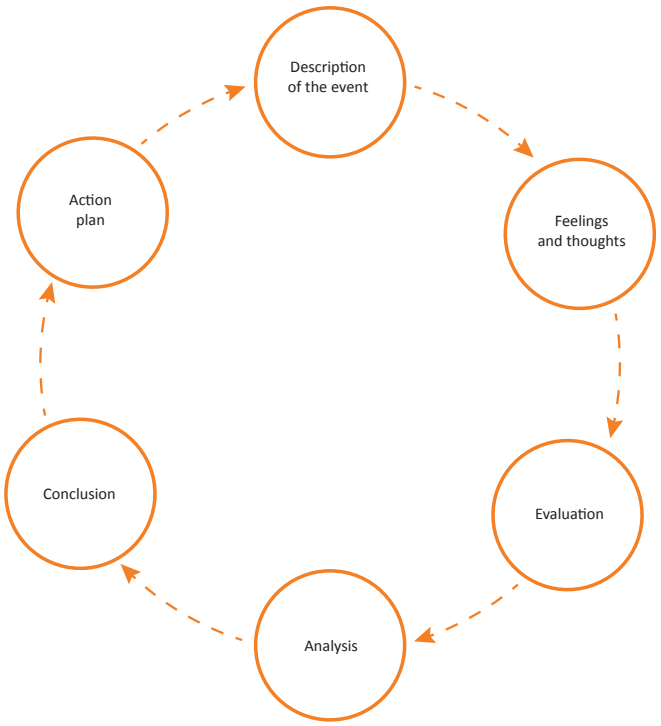
All participants on the programme will be offered two reflective practice sessions. Experienced social workers on the Social Work and Community Empowerment programme will be invited to provide these two reflective practice sessions for participants undertaking the Social work and Interpersonal Skills In Community Empowerment programme if they wish to use this as part of their evidence of applying their learning to practice. The reflective practice sessions will be offered by staff from In Trac or tutor on the programme.

The table below gives an overview of the process that participants will follow.

Reflective supervision and assessment process on the programme

Participants on the programme	Role of person providing reflective supervision	Outcomes
Identify a case or piece of work you would like to apply learning from the course	Meet with allocated participant and apply reflective supervision model - see Gibb model below Agree action plan with participant	Relate theory to practice Use reflective supervision to review and plan intervention
Work on personal development and action plan		Different outcomes based on user choices and rights
Review plan and outcomes	Use reflective supervision model to help participant reflect on their practice and the outcomes	Reflection of how this approach can be integrated into practice
Assemble portfolio of evidence of how you have applied your learning and how this relates to the PCF		Present outcomes at whole system event for analysis and reflection on impact for the individual practitioner / team / service

The Gibbs model for reflective supervision



9. About the whole systems event

The programme will end with a whole systems event for participants senior managers, service users and stakeholders.

Bringing it all together: a whole systems event

An active day where participants of all three learning programmes will come together with other key stakeholders to:

- share and consolidate their learning
- strengthen their local connections, community networks and awareness of local resources
- identify practical ways they can sustain their learning as individuals and as a service
- showcase the learning from the project

We will work together to identify ways to meet the challenges of implementing *Caring for Our Future* in the current climate.

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