



**Supervision Framework for practitioners
and managers in Durham Children's care –
including family workers, Social Workers,
Independent reviewing officer's and
Managers at all levels.**

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Supervision Framework for all practitioners and managers in Durham Children's care including family workers, Social Workers, Independent reviewing officer's and Managers at all levels

SCOPE

This document describes the framework for the professional supervision of all social work practitioners, non Social Work qualified Practitioners (e.g. family workers), IRO's and managers working in Durham County Council's Children and Young People's Services. It is important that reflective supervision is modelled throughout the service. It links to helpful tools and documents that will support supervision.

Please note in line with Children's Homes regulations this framework does not apply to Children's residential staff.

RELATED STANDARDS AND DOCUMENTS

[Post-qualifying standard: knowledge and skills statement \(KSS\) for child and family practitioners](#)

[Post-qualifying standard: knowledge and skills statement \(KSS\) for child and family practice supervisors](#)

[Knowledge and skills statement \(KSS\) for practice leaders](#)

[Professional Capabilities Framework \(PCF\)](#)

[Durham County Council: values and behaviours framework](#)

[Children and Young People's Services: principles of best practice](#)

<https://www.socialworkengland.org.uk/about/what-we-do>

<https://www.socialworkengland.org.uk/standards/professional-standards/>

<https://www.socialworkengland.org.uk/cpd/meeting-the-cpd-standards/>

[Durham County Council: HR policies](#)

[Professional Development Offer for Social Workers](#)

[Professional Development Offer for Social Work Managers](#)

[Recording of Supervision within Liquid Logic](#)

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1. Purpose

Providing high quality reflective supervision is at the heart of our work to ensure quality and consistency of our Social Work and practice. Children's Social Care is committed to ensuring every Social Worker / practitioner receives effective, reflective supervision which supports them to deliver high quality services to children, young people, their families, and carers. Supervision should create a safe learning environment promoting high support and high challenge. Supervision should:

- Be informed by reflective models such as the Kolb learning cycle and models of reflective supervision such as Morrison and Wonnacott – see links below.
- Support critical reflection and challenge, which is the best safeguard against over-optimism and the development of risk averse practice.
- Encourage discussion about the individual needs of the child and their family with specific focus on culture and trauma.
- Encourage practitioners to think differently and creatively and explore bias.
- Help practitioners to think, to explain and to understand, with the overriding priority being a focus on the lived experience of the child.
- Help practitioners to manage the complex and emotionally challenging situations that arise in working with families.
- Ensure the impact of cases, or work overall, on the practitioner is recognised, understood and addressed, reducing the likelihood of there being a harmful effect on the work and practitioner. To prevent moral injury and vicarious trauma.
- Encourage and support practitioners to reflect critically on their practice and to continue to develop their knowledge and skills with an ability to provide clear rationale for decision making.
- Promote self-care, wellbeing, and the emotional resilience of the worker.

The supervision framework is designed to support practitioners, Social Workers, and their managers to achieve this.

2. The Framework

This framework for the supervision of family workers, Social Workers, IRO's and their managers is consistent with Signs of Safety – our model for Social Work practice, and aligned to the Knowledge and Skills Statements (KSS), which are the post qualifying standards for Social Work, Children and Young People's Services standards for best practice and Durham County Council's values and behaviours framework.

There are 4 elements to the framework:

1. **One-to-one supervision**
Regular private meetings between supervisee and supervisor which support open discussion about the work, the emotional demands of the work and the supervisee's development needs. It is noted that in between these formal supervisions, informal discussions may occur where guidance may be offered, or decisions are taken about children - these must also be recorded on the child's record as they provide rationale for decisions taken.
2. **Signs of Safety group supervision**
Regular opportunities for groups of practitioners to focus on a case using the Signs of Safety group supervision model. Groups can be facilitated by a Signs of Safety practice lead.
3. **Direct observation**
Observations of the practice of the supervisee, normally by the supervisor. Observations should be planned, highlight good practice and support learning.
4. **Performance and development review**
An annual review of progress, and an opportunity to agree objectives for the coming year carried out by supervisee and supervisor.

The framework is supported by a **quality assurance process** to ensure that the support provided to each supervisee is of high quality and is delivered with sufficient frequency.

3. Who is covered by the framework?

The framework covers all practitioner - Family workers, Social Workers, Independent Reviewing Officers (IROs) and Social Work managers working for Durham County Council's Children and Young People's Services.

It covers those employed on a permanent, temporary, or agency basis, regardless of working hours or working pattern.

It is important that good quality reflective supervision is modelled throughout the service and at all levels.

Please note that due to Children's' homes regulations there is a separate framework covering staff that work in Children's homes.

4. One-to-one supervision

4.1 Supervision agreement

When a supervisee starts a new role a supervision agreement should be developed, agreed, and signed by the supervisee and supervisor.

This should be a helpful conversation and the agreement should set out:

- Arrangements for supervision (frequency, dates, provisions if supervision needs to be rescheduled or cancelled, length and location, how the agenda will be set).
- What both supervisee and supervisor need to get the most out of supervision.
- Arrangements to review how supervision is working, and how the supervisee will provide feedback to the supervisor.
- How disagreements will be handled.
- How supervision will be recorded, confidentiality and the constraints on confidentiality.
- Any others responsible for parts of the supervision process (for example additional supervision for newly qualified social workers, coaching or mentoring), and arrangements for regular review and communication.

Exploring learning styles can be helpful here. Exploring supervision history and using a learning styles questionnaire can also be beneficial.

The supervision agreement should be regarded as a “living” document to set clear expectations that is updated according to the changing needs of the supervisee and supervisor. As a minimum it should be reviewed annually, or when there is a change of supervisor.

Copies of the signed supervision agreement should be stored securely by both supervisee and supervisor.

4.2 Frequency

The frequency of one-to-one supervision will be dependent on the experience of the supervisee:

Experienced Social Workers & Independent Reviewing Officers (IROs):

- The actual frequency for individuals should be agreed between the supervisee and supervisor when putting the Supervision Agreement in place but should take place 9 times each year as a minimum.
- Opportunities to be involved in group supervision sessions should be made available to all Social Workers within the service at least monthly in addition to this.
- Additional one to one or group supervision sessions may be requested by either supervisee or supervisor to meet a specific need or respond to an event (for example the emotional impact or the complexities of a particular case).

Newly Qualified Social Workers (NQS) in their Assessed and Supported Year of Employment (ASYE):

- The line manager should supervise the NQSW monthly who remains case responsible.
- NQSW will also receive additional reflective opportunities from an allocated practice lead within the Social Work Academy and be supported in their team by an enhanced practitioner. This will be carried out:
 - For the first six weeks weekly for a minimum of 90 minutes.
 - For the remainder of the first six months, fortnightly.
 - After six months, if this is appropriate and in line with the development and experience of the NQSW, additional supervision may be reduced to monthly.

The supervision should ensure that the supervisee has clear expectations about the availability of the supervisor outside of formal supervision arrangements. The supervisor should discuss his/her style of management and be clear about who the practitioner can go to for support or advice in his/her absence, or in between supervision sessions. In Social Work teams, the enhanced practitioner will also be available to provide offer reflective space, advice, and guidance.

4.3 Length and location

One-to-one supervision sessions should last for a minimum of 90 minutes and be no longer than 2 hours.

Supervision should take place in private where case details can be discussed without being overheard and where interruptions can be kept to a minimum. The physical environment in which supervision takes place is important and worth managers giving thought to comfort, visual prompts and promoting a calm learning space. Access to LiquidLogic should be available for information and recording purposes but should not be a distraction from the relationship between supervisor and supervisee. This may be virtual, or office based.

4.4 Cancellation/rescheduling

Supervision should only be cancelled or rescheduled in an emergency.

In instances where supervision needs to be rescheduled a further date should be agreed at the point the supervisee and supervisor agree to reschedule.

If the cause of the cancellation is the sickness/absence of supervisee then another supervision session should be scheduled within 5 working days of the supervisee's return to work.

4.5 Arrangements in the absence of a team manager

If a Team Manager is not at work for more than 2 weeks the relevant operations manager should ensure arrangements for supervision of the Social Workers in the team are put in place.

Each worker has a responsibility to ensure the relevant operations manager/strategic manager is made aware if arrangements have not been put in place.

4.6 Content

There are different aspects to supervision, which should be explored during the supervision meeting. Managers will be familiar with a variety of supervision models, tools and frameworks which may be helpful:

Personal supervision

Personal supervision is an opportunity for the supervisee and supervisor to have an open discussion which supports the worker to manage the work and the emotional demands of the work effectively, as well as development needs, leading to good outcomes for children and young people. It is an opportunity for the social worker and manager to bring agenda items for discussion. This should normally follow the headlines of the supervision record and include:

- Wellbeing and support needs
- Progress since the last supervision.
- What is working well.
- Any worries.
- Management of work (including caseload and priorities).
- Learning needs and opportunities (regularly including discussion of the KSS)
- Time management (including flexitime, leave and absence).
- Job satisfaction.

Our work is emotionally demanding at times. Durham county Council has an excellent wellbeing offer including the wellbeing portal where a range of information can be located on wellbeing to support discussions within supervision and teams. [The wellbeing toolkit will be helpful here to support with any wellbeing issues](#) . Durham County Council also has an excellent employee assistance scheme for staff who need additional support – this includes an app, 24/7 counselling line and a confidential counselling service. We would encourage you to familiarise yourself with the offer and ensure your staff know how they can access any additional support they require.

Case supervision

Good practice is promoted by ensuring that all children are considered regularly and at a frequency which ensures that work remains appropriate, focused, and purposeful and that drift is avoided. Supervision discussions and records should reflect the uniqueness of each child and family we work with clarity about what good outcomes would look like for them.

Supervision should be a space to stop and critically reflect on and analyse the quality of the work, including the practitioner's experience of working with a child and family and their understanding of each child's experience. Consideration of the child's perspective and their journey should be integral to the discussion. This should include the child's experience, their wishes and feelings, progress against the care plan and an evaluation of how the outcomes are improving for the child. All plans for children and young people should have be focused on outcomes, and supervision is the point at which a practitioner and their manager review progress. It is an opportunity to explore hypothesis, suggest tools and approaches, to explore bias, challenge and offer ideas. It is an opportunity to clarify strengths, risk, and threshold.

Where children and young people are not in a long term and stable placement - **ALL** children allocated to the practitioner open beyond the assessment period should have management oversight recorded on their file monthly. Managers and practitioners should be aware that:

- Where a case is allocated, and a short assessment is undertaken oversight and feedback will be recorded and provided at the point of allocation and during the single assessment checkpoints. If the outcome of the assessment is that there is no longer a need for statutory intervention there may not be a need to undertake a reflective supervision. The case will deescalate or close.
- Where a case is discussed in detail in another setting during the month such as group supervision; legal panels or a quality clinic and recorded on the child's file, there may not be a need to discuss the case again. This is a professional decision based on the knowledge of the social worker and their manager. All reflective discussions about the child must be recorded on their file using the appropriate liquidlogic drop down highlighting advice, guidance, management oversight, rationale, and decisions.

Where children and young people are in a long term and stable placement and a Looked After Review has supported the child's preference for statutory visits to take place not less than every 3 months, managers and practitioners should discuss the case in supervision at least every 8 weeks.

Management Oversight

Some children's plans require additional management oversight and direction, and this is likely to be part of day to day business and outside of the formal supervisory arrangements. This must also be recorded on the child's file. Issues discussed are likely to be more 'task based' and include day to day problems which arise where clarity is required about process and procedure. Where cases are discussed outside of formal supervision the child's liquidlogic case record should be updated to reflect this using the appropriate drop-down menu.

Other activities such as audits, joint visits, planned and impromptu observation, and quality assurance of reports, assessments and plans also play a role in management oversight of children and young people's care planning. Appropriate recording of this activity should be available on the child's record.

Reflective supervision

Reflection can occur on your own – in social care we reflect constantly and dynamically. We can also create reflective spaces in informal / formal supervision or in groups, with peers and with our supervisors/ supervisees. We reflect for action (before), in action (during) and on action (after) and it is how we plan and prepare ahead, respond flexibly during a situation, and learn afterwards.

Reflection promotes learning, deepens analysis, and helps us to explore different perspectives and experiences. A great deal has been written about how we develop our skills to be reflective, critically reflective (bringing in ideas of power or social work theories) or reflexive (where we explore power, theory, and relationship). There are a variety of models and tools which may be helpful for managers within the supervision relationship. It is important to be mindful of models of reflection so that we can explore the information and dynamics and not just focus on tasks and ‘fixing’ but also pay attention to relationships, feelings and explore risk. It is also an excellent opportunity to explore how the worker is feeling and help them process what can potentially be traumatic events to prevent moral injury or emotional distress.

[Please refer to the Strengthening Supervision and Strengthening managers workbook PDF's and if you have not already completed these course please discuss this with your manager to enrol.](#) Here you will find additional reading and a variety of helpful tools to help plan for and use in supervision.

Reflective discussions should include a review of the child’s care plan, the progress they are making and how the practitioner feels about working with the family. Practitioners and managers should be clear about what ‘good’ looks like for each child and family they are discussing. These discussions are likely to be less focused on ‘task’ and more focused on reviewing whether the plan for the child remains the right one, linking theory to practice and ensuring that all options have been considered and that there is a clear rationale for decisions.

Supervision is an opportunity to use appreciative enquiry to explore the role of the worker / Social Worker. It is an opportunity to hypothesise, give feedback, challenge assumptions, introduce tools or new ways of working, ensure the voice of the child is strong.

Signs of safety tools and techniques may also be beneficial in these discussions. Exploring best questions, looking at the harm matrix or exploring who might be in a family network.

It is also an excellent opportunity to give feedback where practice has been observed and to explore strengths and areas for development with the worker. It is also the appropriate private environment where any concerns about practice can be feedback, explored and noted in the workers supervision record to be monitored.

4.7 Recording

Personal supervision

- A record of the discussion should be made on the supervision record by the supervisor and passed to the supervisee within 10 working days. The form will be signed by both parties once agreed as a true record. Signatures can be electronic.
- The date of the meeting should be recorded onto MyView by the supervisor. A copy of the supervision record can be uploaded onto myview.
- This document is stored by the Team Manager and sent to the social worker.
- Regular reports showing frequency of supervision will be produced from the data recorded on MyView.
- PID numbers can be used to refer to any case discussions that have occurred when referring to a child. Initials can be used if referring to a colleague.

Case supervision

- For each child or young person discussed during formal supervision a record should be made in the supervision section of LiquidLogic. This should be a summary of the discussion showing options discussed and the decisions and action points arising, but most importantly should outline the rationale for the decisions that have been made (i.e. why has one decision been made rather than another?)
- Regular performance reports will be produced to demonstrate 'management oversight' from these records.
- Informal case discussions or decisions made about the child outside of formal supervisions must also be recorded on the child's record using the appropriate liquidlogic drop down menu.
- It is of paramount importance that the rationale for, and any key decisions are recorded on the child's case record as management oversight.

4.8 Confidentiality

Personal supervision

Supervision is a private but not a confidential process. This means that the records are the property of the organisation, not the individual. From time to time supervisors will need to discuss the content of supervision sessions with others, for example, their own line managers. This should always be with the knowledge of the supervisee.

Both the line manager and the practitioner will have copies of the supervision record. These may be held electronically. Any hard copies will be retained in an appropriately confidential environment, i.e. locked drawers, cabinet, etc. and always on Durham County Council premises.

Supervision records will be used to inform written references.

Other people may from time to time require access to personal supervision records. These might include:

- Managers providing cover in the absence of the supervisor.
- Senior Managers (for quality assurance purposes).
- Investigating officers (for example in the case of grievances or disciplinary purposes).
- Inspectors reviewing the effectiveness of the service.

In the event of a line manager changing posts the records of supervision will be made available to the new line manager with the employee's agreement. Where the content of supervision documents is thought by the manager of the supervisor to be potentially damaging to the relationship with a new supervisor, the offending comments may be removed. This can only be done by the manager of the original supervisor. The supervision record will detail any strengths of the worker, their development and outline any concerns or areas for development and how this has been addressed and monitored.

Case supervision

Case supervision records relating to individual children (mindful of sibling groups) will be held on LiquidLogic, and linked to the child's file and available to:

- All who have access to the file within the organisation.
- Any successful applicant who has made application for access to personal information held about themselves or for a child for whom they hold parental responsibility.
- Managers providing cover in the absence of the line manager.
- Senior managers ((for quality assurance purposes).
- Investigating Officers carrying out investigations (for example serious case reviews, complaints, grievances, disciplinary)
- Inspectors reviewing the effectiveness of the Service.

Language is powerful. Given that the records relate to individual children it is important that the language used is appropriate and free from jargon.

4.9 Retention of records

Personal supervision

Personal supervision records should be retained for 6 years after the date of supervision. This also applies to social workers and managers who have left the Service or changed post within the Service.

See [Retention and Destruction of Confidential Information](#).

In the event of a supervisor changing posts the supervision records will be made available to the new supervisor with the supervisee's agreement. Where the content of supervision records is thought by the manager of the supervisor to be potentially damaging to the relationship with a new supervisor, the offending comments may be removed. This can only be done by the manager of the original supervisor.

Case supervision

Case supervision records will be retained in line with retention criteria for the child's record. See [Retention and Destruction of Confidential Information](#).

4.10 Disagreements

Wherever possible the supervisee and supervisor should seek to resolve differences within supervision. Areas of disagreement between supervisee and supervisor should be recorded on the supervision record.

If disagreements cannot be resolved either supervisee or supervisor may refer these to the supervisor's line manager.

4.11 Review of the effectiveness of supervision

The supervisee and supervisor should review the content, length, frequency, format, and style of supervision every 6 months to ensure that it is effective and make changes to the supervision agreement where required.

This review should include feedback on the quality of the supervision being given by the supervisee to the supervisor in a way agreed by both parties.

5 Signs of Safety Group Supervision

5.1 Purpose

The purpose of group supervision is to build strong team habits of analysis and judgement to foster more agile, confident decision making and practice. It also promotes a learning culture within the Service.

A good group supervision process for thinking through cases will lead to more energy and dynamism in practice because it builds a shared sense of carrying risk within the whole team which dissolves the isolation and sense that so many practitioners have: 'if this goes wrong, it

is my fault'. Teams that use this process consistently report greater use in the Signs of Safety framework and their Signs of Safety practice.

See [Group Supervision Process](#) for more information.

5.2 Frequency

Every worker / Social Worker should have the opportunity to participate in Signs of Safety Group supervision on a fortnightly basis within their team.

There may also be opportunities to participate in multi-agency Signs of Safety group supervision where cases are stuck, for example Team Around the Family members, or Core Group members.

5.3 Recording

Following a Signs of Safety Group supervision, the date of the meeting should be recorded onto the MyView record of all those who participated. This will normally be done by the team manager, or on request by the Development and Learning Team.

Any mapping documents generated should be uploaded onto the child's file on LiquidLogic by the Social Worker who brought the case. It is useful to refer to these documents in the child's record summarising the best thinking, discussion, rationale for any decisions and any future involvement with the family.

6 Direct observation of practice

6.1 Purpose

Observation of practice is an integral part of continuous learning and development. It provides the opportunity for developmental feedback directly linked to real life experience and supports reflective practice and is linked to the key Knowledge and skills statements. It is an integral aspect of quality assurance. It connects managers to the practice of their supervisees and observation and critical feedback an important tool in developing excellent practice.

6.2 Frequency

The frequency of direct observation will be dependent on the experience of the supervisee:

Family workers, Experienced Social Workers & IROs:

- Direct observations of practice and feedback should be carried out by the supervisor at least once per year but ideally more.

NQSWs in their ASYE:

- A NQSW will need to collect 3 formal direct observations over the course of the ASYE programme at least one of which will be of direct work with a child.
- The practice lead should carry out at least two of the observations of practice.
- The third observation can be carried out by the supervisor or enhanced practitioner.

Additional direct observations of practice may be carried out by senior managers during practice weeks.

6.3 Carrying out a direct observation

Direct observations should normally be carried out in a planned way. The process will differ slightly dependent on the experience of the supervisee. In every case the role of the observer should be to observe rather than intervene or lead as to capture a true reflection of the practitioner's practice as possible:

Experienced Social Workers and observations of NQSWs carried out during practice weeks or throughout the year:

- **Before the observation**
 - The observer and supervisee should have an informal discussion of the background/aim of the activity to be observed and link this to the Key knowledge and skills.
- **During/after the observation**
 - Where possible the child, young person or adult(s) involved should be asked if they are willing to provide feedback as part of the process.
 - The observer should use the direct observation form to record what went well, what could have been done differently, and any feedback from the child, young person, or adult(s).
 - The observer should discuss the observation and feedback with the supervisee.
 - The supervisee should take the time to reflect on the comments made by the observer and record a summary of their reflections on the observation record.
 - Supervisee, observer, and the supervisee's line manager (where they are not the same person) should sign and date the observation record.
 - This discussion may identify future learning and development needs and form part of the professional development review

NQSWs in their ASYE:

- **Before the observation**
 - The NQSW should prepare for the observation by completing part of the direct observation template (see the ASYE procedure) outlining a brief background to the observed contact, and the planning for intervention.

- The observer and the NQSW should agree objectives and assessment criteria for the observation (what do they want to achieve in the intervention and are there any specific capabilities they would like to focus on linked to the key knowledge and skills).
- Where possible the child, young person or adult(s) involved should be asked if they are willing to provide feedback as part of the process.
- The NQSW and observer should agree and clarify the role of the observer during the intervention; how they will be introduced, and under what circumstances, if any, they will intervene.
- The observer should use the direct observation template (see the ASYE procedure) to record a holistic assessment of the NQSWs capability which has been demonstrated in the observation, an action plan (where required) and any feedback provided by the child, young person or adult(s) involved.
- The NQSW should use the direct observation template (see the ASYE procedure) to reflect on the observation of practice and any areas for further development.
- The NQSW and observer should sign and date the observation record.
- These observation documents form part of the ASYE portfolio, evidence capability within the Key knowledge and skills and inform review meetings.

Feedback is crucial. Identifying the strengths of the worker and any area's for development will inform their future practice and identify any learning needs. Observation and feedback are one of the best tools we have at our disposal as managers to drive individual practice forward and change cultures within organisations and teams.

6.4 Recording

Direct observations carried out for family workers, experienced Social Workers, where observations of NQSWs are carried out during practice weeks this should be recorded on the direct observation form.

Direct observations of NQSWs in their ASYE should be recorded on the direct observation template (see the ASYE procedure).

The date of any direct observation should be recorded onto MyView. This will normally be done by the Team Manager.

6.5 Confidentiality

Records of direct observation form part of a supervisee's personal observation record and should be treated as part of a private but not a confidential process. This means that the records are the property of the organisation, not the individual.

Both the line manager and the staff member will have copies of the supervision and observation records. These may be held electronically. Any hard copies will be retained in an

appropriately confidential environment, i.e. locked drawers, cabinet, etc. and always on Durham County Council premises.

Other people may from time to time require access to records of direct observation. These might include:

- Managers providing cover in the absence of the supervisor.
- Senior managers (for quality assurance purposes).
- Investigating officers (for example in the case of grievances or disciplinary purposes).
- Inspectors reviewing the effectiveness of the Service.

6.6 Retention

Records of direct observation form part of the supervisee's personal supervision record and should be retained for 6 years after the date of the observation. This also applies to Social Workers and managers who have left the Service or changed post within the Service. See [Retention and Destruction of Confidential Information](#).

In the event of a supervisor changing posts records of direct observation will be made available to the new supervisor as part of the supervisee's personal supervision record with the supervisee's agreement.

7 Performance and Development Review (PDR)

Performance and Development Reviews should take place annually in line with Durham County Council's procedure.

8 Progress towards the Knowledge and Skills Statements (KSS)

The knowledge and skills statements (KSS) are the foundation for the introduction of a post-qualification specialist career pathway for child and family Social Workers. Every social worker should ensure they are practicing in line with the KSS at the appropriate level, regardless of whether they are considering formal endorsement. The levels are:

- [Child and family social worker](#) – for Social Workers
- [Practice supervisor](#) – for supervisors, IRO's and managers
- [Practice leader](#) – for senior leaders (Director or Head of Service)

It is also important that social workers demonstrate they are meeting the [Professional Capabilities Framework \(PCF\)](#), and Durham County Council's [OPEN values and behaviours](#) at the appropriate levels. The KSS Mapping Documents for social workers and supervisors show how by demonstrating that you are practicing in line with the (KSS), you will also meet the requirements of the PCF and the Council's values and behaviours.

At regular intervals supervisees and supervisors should use the relevant KSS Mapping Document to help them to reflect on the supervisee's skills and knowledge, identify strengths and opportunities to address any areas for development.

Discussions about the supervisee's progress should include consideration of whether the supervisee wishes to be endorsed through the National Assessment and Accreditation System (NAAS). Accreditation is voluntary, but all supervisees should have the opportunity to discuss their expectations/aspirations.

The Knowledge and Skills Evaluation documents for social workers and supervisors can be used to help anyone thinking about their readiness for NAAS endorsement, but completion of the document is not a requirement for endorsement.

9 Quality Assurance

A quality assurance process is in place to support the effectiveness of the supervision process. It ensures that the standards of supervision outlined in this document are being followed.

The quality assurance arrangements involve:

- Performance information which demonstrates compliance with timescales for supervision, direct observation and performance and development review.
- Audits of a random selection of supervision files, with a focus on both quality and timescales.
- Discussion of supervision files and supervision practice during supervision about (for example, an Operations Manager and Team Manager, would discuss the Team Manager's supervision practice).
- Providing opportunities for supervisors to attend training and development sessions on supervision skills, observation skills and professional development reviews.
- Seeking feedback annually from supervisees through the Organisational Health Check survey.
- Supervision sessions (1-2-1/group) may be observed as part of the supervisor's supervision and observation processes or as part of practice weeks.

Appendix 1: Supervision Agreement form



1 -Supervision
Agreement.docx

Appendix 2: Personal Supervision Record



2- Supervision
Record.docx

Appendix 3: Direct Observation Form



3- Direct
Observation Form.d