



The emotional and physical aspects of learning

How do you provide attention to the emotional and physical aspects of social workers' learning?

What are the opportunities to strengthen what you and your organisation do?

Make a few notes below and identify any actions



You may have thought about making a note to remember to discuss emotions as part of your regular supervision process. Alternatively, you might have thought that paying attention to the emotional experiences of NQSWs is already a strong element of your approach.

Some supervisors or employers using this tool may have thought about the ways in which teams can be encouraged to acknowledge the emotional content of practice, the experiences of NQSWs or the ways that they experience work physically.

You might have considered how social work involves both physical and emotional labour and be thinking differently about how to work with this in your support for NQSWs.



If you have considered some opportunities to strengthen this aspect of work, consider who you can collaborate with in your service or wider networks. This is a great way to develop the social work professional support for NQSWs.



Where are the social workers in your service?

Where do NQSWs have contact with other social workers to enable them to learn together?

What are the opportunities to strengthen what you and your organisation do?

Make a few notes below and identify any actions



You might work in an organisation where there are no other social workers and thought about how you can connect NQSWs with those in some nearby or partner organisations.

Some people using this resource may have thought that the way that their teams work or are located has a big influence on the opportunity for social workers to learn from each other. You might have thought about maximising the informal opportunities for case discussion, and how you can promote this in your service.

You may have reflected that there are only opportunities for multi-agency training courses and there are no dedicated learning sessions for social workers.



Having the chance to think about when and where social workers are connecting with each other can really strengthen the opportunities to learn through each other's experiences.



Learning from people using services in practice

What kind of work with people are NQSWs doing in your team or service?

How can you maximise the opportunities for NQSWs to learn and reflect on learning from lived experiences?

Make a few notes below and identify any actions



You might have thought that there could be more explicit focus on this area of learning, perhaps this has been taken for granted in the organisation. Alternatively, you may have considered good examples of how NQSWs are already encouraged to learn through the work they are doing with people using the services.

You might have considered new ways of drawing from the rich experiences of people, for example about some of the issues facing them, or conditions that they are living with. Seeking feedback or the role that people using the services have in NQSW learning might be done in new ways.

Some people using this resource will have thought about ways of engaging with people using services as key partners in learning or training sessions that are run in their organisations.



People using services are at the centre of social work intervention. Learning through direct practice with people is a primary source of rich skills and knowledge development.



Designing workplace tasks for learning

How is learning through direct work valued?

How are cases allocated in the organisation?

How are tasks scaffolded to support learning?

Make a few notes below and identify any actions



You might have thought about the kind of work that is allocated in specific teams, and how NQSWs are supported to build their skills and knowledge.

You may have reflected that there are not enough opportunities for plan how allocation can be managed differently as there are such demands on the service.

Some people using this resource may have considered that learning through direct practice is less valued than attendance at courses, or there are resource challenges in supporting NQSWs focus on learning through their casework.

The nature of your service might mean that there is a limit to the types of work available for NQSWs and identified that there could some ways to collaborate across team or with partner organisations.



The value of direct practice as a method of learning is incredibly valuable. Planning together with colleagues can support how opportunities can be shared. Developing professional skills strengthens the profession.



The NQSW learning journey

How are the different styles, interests and experiences of NQSWs planned for in their learning and development?

Make a few notes below and identify any actions



You might have reflected on the kinds of experience that NQSWs have had who work in your service, or your own learning journey if you are a social worker. Already you might have had a conversation about professional learning and development drawing on the NQSW’s Individual Learning Plan, or self-assessment.

Some people using this resource will have considered that there could be more flexible ways to adapt to NQSW learning styles or use their experience in different ways.

In your service, you might already have effective ways to support the different personal commitments that NQSWs have or have reflected that there are less adaptable or rigid procedures.

You may have thought about building in support that draws more fully on the strengths of NQSWs’ existing experiences or considered how they might feel in different types of setting.



The NQSW learning journey is part of overall continuous professional learning across the career. Social workers are undertaking their tasks with different personal and professional experiences.



Keeping learning as the focus of your support

How can you ensure that there is a focus on the learning outcomes and processes when planning and supporting NQSWs?

How can you gather naturally occurring evidence to validate progress in the supported year?

Make a few notes below and identify any actions



You might have considered that yourself or colleagues are not confident to judge progress unless there are very tangible learning or training opportunities evidenced. Alternatively, you might think that you can confidently validate progress and link to the NQSW Standards quite naturally.

You might have reflected that you are daunted by the idea of checking progress against expected standards, or unsure what counts as learning. You may have thought about revisiting the ideas shared on the NQSW website about recognising learning that is naturally occurring.

Some people using this resource will have identified that talking about learning rather than training needs to be an explicit focus, and that this could be a way of changing the culture in their team.



Some of the most significant learning that social workers do is through their practice, and their conversation with other social workers. Maximising opportunities to value and acknowledge this can strengthen your support.

This tool has been designed to accompany and be used with our resource on [Promoting NQSW professional learning and development in the supported year](#). This is part of a suite of resources to help organisations implement the NQSW Supported Year in Scotland.

You can find out how organisations in Scotland are supporting learning for NQSWs on our dedicated website

<https://www.nqsw.sssc.uk.com>