

# **The Scottish Social Services Council Registration (No. 2) Rules 2024**

## **The Registration (No. 2) Rules 2024**

The Scottish Social Services Council, in exercise of its powers under sections 49 and 57 of the Regulation of Care (Scotland) Act 2001 and of all other powers enabling the SSSC to do so, and having consulted such persons as appear to the SSSC to be appropriate, with the consent of the Scottish Ministers, hereby makes the Scottish Social Services Council Registration (No. 2) Rules 2024:

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## **PART 1**

### **INTRODUCTION**

#### **1. Citation, commencement, transitional and saving provisions**

1. These Rules are the Scottish Social Services Council (Registration) (No. 2) Rules 2024.
2. The Rules come into force on 18 October 2024.
3. The Scottish Social Services Council (Registration) Rules 2024 are revoked.
4. Schedule 1 sets out how these Rules and those Rules apply to applications for registration and other matters which have been started but not finished when these Rules come into force.

#### **2. Definitions**

1. Words and expressions used in these Rules and defined in paragraph (2) of article 1 of the 2024 Order have the meanings given in that paragraph.
2. In these Rules, unless the context otherwise requires:

‘the 2024 Order’ means the Regulation of Care (Social Service Workers) (Scotland) Order 2024;

‘the Act’ means the Regulation of Care (Scotland) Act 2001;

‘approved course’ means a course for persons wishing to become social workers set out in the list of approved courses published by the SSSC from time to time and approved for the purposes of section 46(2)(c)(i) of the Act and Rule 8.2.a;

‘care council’ means Social Work England, Social Care Wales or the Northern Ireland Social Care Council or any body carrying out statutory regulatory functions previously carried out by any of those bodies;

'care service' has the meaning given in section 47 of the Public Services Reform (Scotland) Act 2010;

'children and young people's worker' means a social service worker of a description prescribed in article 2(1)(b) of the 2024 Order

'the Codes' means the Code of Practice for Social Service Workers and the Code of Practice for Employers of Social Service Workers published by the SSSC under section 53(1)(a) of the Act;

'entitling qualification' means a qualification which, if the person holding it also satisfies:

- a. the requirements of section 46(2)(a) and (b) of the Act; and
  - b. except where section 46B(b) applies, the requirements as to education imposed under section 46(2)(c)(i) of the Act,
- entitles that person to be registered in the part of the Register for social workers;

'entry' means the information about a person entered in the Register under Rule 5;

'fitness to practise' has the meaning given in Rule 2 of the Fitness to Practise Rules;

'Fitness to Practise Panel' means a panel formed under Rule 7.1 of the Fitness to Practise Rules;

'Fitness to Practise Rules' means the Scottish Social Services Council (Fitness to Practise) Rules 2016 as amended;

'formal learning' means an accredited course or learning certificated or evidenced through an employer or learning provider, relevant to social work practice and the themes set out in paragraph 2 of Schedule 5

'impairment', in relation to fitness to practise, has the meaning given in Rule 2 of the Fitness to Practise Rules;

'independent school' has the same meaning as in section 135(1) of the Education (Scotland) Act 1980;

'informal learning' means any learning directly related to social work practice that meets all of the themes set out in paragraph 2 of Schedule 5

'level' means the role in relation to a social service worker as set out in paragraph (2) and paragraph (4) of article 2 of the 2024 Order

'newly qualified social worker' means a person who:

- a. has obtained an entitling qualification in the last 5 years and is in their first period of registration with the SSSC as a social worker; and
- b. has not completed a first period of registration of at least 12 months with another care council;

'Register' means the Register maintained by the SSSC under section 44 of the Act, and 'registered worker' and 'registration' have corresponding meanings; and references to the Register include a part of the Register;

'Removed Persons Register' means the Register maintained by the SSSC under section 49 of the Act;

'SCSWIS' means Social Care and Social Work Improvement Scotland;

'SCSWIS authorised officer' means a social service worker of a description prescribed in article 2(2)(e) or article 2(4)(d) of the 2024 Order;

'social care worker' means a social service worker of a description prescribed in article 2(1)(a) of the 2024 Order

'supervised practice' means practice at a social worker level and supervised by a registered social worker

'type' means a service as defined in paragraph (2) of article 1 of the 2024 Order

'SSSC' means the Scottish Social Services Council;

'student' means a person taking part in, or who has been offered and has accepted a place on, a course leading to an honours degree in social work, or postgraduate qualification, which has been approved by the SSSC under the Scottish Social Services Council Rules for Social Work Training 2003;

'suspension order' means an order for the suspension of a worker's registration made under the Fitness to Practise Rules;

'temporary suspension order' means an order for the temporary suspension of a worker's registration made under the Fitness to Practise Rules;

'worker' means a worker applying for registration or restoration or a registered worker, as the context requires.

### **3. Service of notices**

1. Any reference in these Rules to a notice being sent to a worker is a reference to the notice:
  - a. being delivered personally to the worker;
  - b. being sent to the worker's proper address by post; or
  - c. being sent or uploaded by email or other appropriate method of electronic or digital communication to an electronic or digital address or account provided by or to the worker.
2. For the purposes of paragraph 1.b, a worker's proper address is:
  - a. if the worker is registered in the Register, the worker's address as shown in the Register or, if different, the last address known to the SSSC;
  - b. in any other case, the last address of the worker known to the SSSC.
3. A notice sent to the worker as mentioned in paragraph 1.b is to be taken to have been received on the day after it was posted.
4. A notice sent to the worker as mentioned in paragraph 1.c is to be taken to be received on the day it was sent.

### **4. Power of SSSC where Rules not complied with**

1. Paragraph 2 applies where:
  - a. a person or body (including an employee of the SSSC) fails to comply with a provision of the Rules; and
  - b. the failure is shown to be due to error, oversight or other excusable cause.
2. The SSSC may relieve any person or body of the consequences of the failure on such conditions, if any, as it thinks fit.





## **PART 2**

### **THE REGISTER**

#### **5. Form of the Register**

The entry in the Register for a worker is to contain the following information:

- a. full name and any previous name and title;
- b. date of birth;
- c. home address;
- d. place of employment or place of degree course;
- e. date of registration;
- f. any conditions to which the registration is subject;
- g. registration number and part, type and level (where applicable) of the Register;
- h. entitling qualification, including the establishment from which and the date on which it was obtained;
- i. any other qualifications which the SSSC has decided may be entered in the Register;
- j. if the worker is registered in the register of another care council, that fact;
- k. any sanction imposed under the Scottish Social Services Council (Conduct) Rules 2013 or the Fitness to Practise Rules and the reasons for it;
- l. any other information that the SSSC considers appropriate.

#### **6. Keeping the Register**

1. The Register is to be kept secure in a manner which guards against falsification.
2. At the request of a worker the SSSC:
  - a. may amend the worker's entry if it is factually incorrect;
  - b. must, if the worker's registration is subject to conditions which have been met or removed, amend the Register accordingly.
3. Before amending the Register, the SSSC must be satisfied about the accuracy of the proposed amendment and may require the worker to produce any documentary evidence that it considers appropriate.
4. Where the SSSC receives notification of the death of a worker and satisfactory evidence (for example an original or certified true copy death certificate) of the death, the SSSC must remove the worker's entry from the Register and make a corresponding entry in the Removed Persons Register.
5. Paragraph 6 applies where:
  - a. the SSSC decides to remove a worker's entry under Rule 16; or
  - b. a removal order is made under the Fitness to Practise Rules.
6. The SSSC must:

- a. remove the entry apart from the worker's name and registration number, the facts of the removal and the town in which the worker was employed; and
  - b. make a corresponding entry in the Removed Persons Register.
- 7. But the SSSC must not remove an entry under paragraph 6 until the later of:
  - a. the expiry of the period of 14 days after notice of the decision was given to the worker; and
  - b. the date on which any decision of the sheriff on appeal becomes final or the appeal is abandoned.
- 8. The entry in the Removed Persons Register must set out:
  - a. the details of the decision or order for the removal of the entry from the Register; and
  - b. the reasons for making the decision or order.

## **PART 3**

### **REGISTRATION**

#### **7. Application for registration**

1. An application for registration must be made on a form approved by the SSSC.
2. The form must include a warning to the worker:
  - a. that providing false or misleading information may result in criminal sanctions;
  - b. that the worker must inform the SSSC as soon as is reasonably practicable of any change to the type and level of their role, where applicable;
  - c. that providing false or misleading information or failing to inform the SSSC as soon as reasonably practicable of any material change in the information provided may be treated by the SSSC as impairment of the worker's fitness to practise; and
  - d. that the worker must comply with the Codes and may be subject to proceedings under the Fitness to Practise Rules for failure to do so.
3. The application form:
  - a. must be completed by the worker;
  - b. must be signed by the worker or, where the form is completed electronically, verified by the worker as accurate;
  - c. must state the part of the Register in which registration is sought;
  - d. must be verified and endorsed by an appropriate person (as stated in the form) for the purpose of establishing the worker's identity, the worker's fitness to practise and where applicable the type and level of their employment.
4. The SSSC may, for the purposes of deciding the application:
  - a. request further information from the worker;
  - b. request information from any other person or source; and
  - c. provide the worker's employer (if any) or, in the case of a student, their university, with information about the application.
5. In paragraph 4.c 'employer' means:
  - a. the present or most recent employer of the worker as a social service worker of whom the SSSC is aware;
  - b. the present or most recent employment agency through which the worker secures work as a social service worker of which the SSSC is aware.
6. The SSSC is to consider the application only when it has received from the worker and any other person all the information set out in the SSSC's guidance.
7. A former registered worker whose registration was removed from a part of the Register under the Fitness to Practise Rules is not eligible to apply for registration in any part unless an application by the worker for restoration to the part from which they were removed has been granted under Part 5

of those Rules; the part from which they were removed will be treated as being the part on which they would have been registered at the time these Rules came into force.

## **8. Grant of application for registration**

1. The SSSC must grant an application for registration (either unconditionally or subject to conditions) if:
  - a. it has received payment of the application fee and any other fee payable in connection with the application;
  - b. subject to the completion of any conditions to be imposed, it is satisfied about the worker's fitness to practise; and
  - c. it is satisfied that the worker meets the further conditions set out in:
    - i. paragraph 2 (for registration in the part of the Register for social workers);
    - ii. paragraph 4 (for registration in the part for students),
    - iii. paragraphs 5 and 6 (for registration of SCSWIS authorised officers); or
    - iv. paragraph 7 (for registration in any other part of the Register).
2. For an application for registration in the part of the Register for social workers, the further condition is that the worker:
  - a. has successfully completed an approved course;
  - b. has successfully completed any other course for persons wishing to become social workers approved by:
    - i. the SSSC under section 54(1) of the Act; or
    - ii. Social Work England under article 11 of the Social Workers Regulations 2019, Social Care Wales under section 114 of the Regulation and Inspection of Social Care (Wales) Act 2016 or the Northern Ireland Social Care Council under section 10 of the Health and Personal Services Act (Northern Ireland) 2001 and accepted by the SSSC; or
  - c. meets the provisions of section 46B(b) of the Act
  - d. if they have been registered with a care council previously as a social worker, but have not been registered for at least two years, the worker must:
    - i. meet the return to practice requirements under Schedule 5; or
    - ii. agree that their registration is subject to a condition that they satisfactorily meet the requirements under Schedule 5 within six months.
3. The courses set out in the list of approved courses published by the SSSC from time to time are approved courses for the purposes of section 46(2)(c)(i) of the Act and paragraph 2.a.
4. For an application for registration in the part of the Register for students, the further condition is that the worker has been offered and has accepted a place on a degree course leading to an honours degree in social work or

a postgraduate qualification which has been approved by the SSSC under the Scottish Social Services Council Rules for Social Work Training 2003.

5. For an application for registration by SCSWIS authorised officers, the further conditions are that the worker complies with paragraph 6 and:
  - a. meets the requirements imposed by the SSSC under section 46(2)(c)(ii) of the Act for SCSWIS authorised officers; or
  - b. meets the provisions of section 46B(b) of the Act.
6. The worker must:
  - a. hold an award specified by the SSSC as necessary for persons wishing to become SCSWIS authorised officers; or
  - b. agree that their registration is subject to a condition that they satisfactorily complete the training and obtain the award within the qualification timescales under Schedule 2.
7. For an application for registration in any other part of the Register, the further condition is that the worker:
  - a. meets the requirements imposed by the SSSC under section 46(2)(c)(i) or (ii) of the Act for persons wishing to be registered in that part of the Register, type and level, or meets the provisions of section 46B(b) of the Act; or
  - b. agrees that their registration is subject to a condition that they meet those requirements within the qualification timescales under Schedule 2.
8. The requirements referred to in paragraphs 5.a and 7 and the awards referred to in paragraph 6.a. are set out in the list of requirements published by the SSSC from time to time.

## **9. Application for registration: referral to Fitness to Practise Panel**

1. The SSSC must refer to a Fitness to Practise Panel an application for registration which it proposes not to grant, except where the sole reason is that the worker does not meet the conditions referred to in Rule 8.1.c which relate to the application.
2. Paragraph 3 applies to:
  - a. an application for registration which the SSSC proposes not to grant for the sole reason that the worker does not meet the conditions referred to in Rule 8.1.c which relate to the application.
3. The SSSC may:
  - a. refuse the application; or
  - b. refer it to a Fitness to Practise Panel.
4. Paragraph 5 applies to an application for registration which the SSSC proposes to grant subject to conditions
5. The SSSC may:
  - a. grant the application subject to conditions; or

- b. refer it to a Fitness to Practice Panel.
- 6. The SSSC may refer to a Fitness to Practise Panel any other application for registration which it considers appropriate.
- 7. The Fitness to Practise Rules apply to a referral made under this Rule.

#### **10. Refusal of application for registration where worker on PVG list**

- 1. The SSSC may refuse an application for registration without referral to a Fitness to Practise Panel if the worker is listed on the adults' and/or children's list under the Protection of Vulnerable Groups (Scotland) Act 2007.
- 2. Paragraph 1 does not affect the SSSC's right to proceed under the Fitness to Practise Rules.

#### **11. Notification of actions taken**

- 1. The SSSC may inform the persons listed in paragraph 2 of the actions taken by it under paragraphs 8.1 and 9.3.a and must inform those persons of action taken by it under paragraphs 9.1, 9.3.b, 9.5, 9.6 and 10.1.
- 2. Those persons are:
  - a. the worker;
  - b. except in the case of a student, the worker's employer or other person who countersigned the application form;
  - c. in the case of a student, the university or other person who endorsed the student's application.

#### **12. Entry in Register on grant of application**

- 1. Where an application for registration in any part of the Register except the part for students is granted, the SSSC must enter the worker's name in the Register.
- 2. Where an application for registration in the part of the Register for students is granted, the SSSC must enter the worker's name in the Register only if:
  - a. it is satisfied that the worker is taking part in a degree course referred to in Rule 8.4;
  - b. it has received satisfactory up-to-date evidence of the worker's suitability to be registered in the part of the Register for students; and
  - c. all fees due to the SSSC for the registration have been paid.

#### **13. Registration period**

- 1. If registration is in the part of the Register for students, the registration period is the length of the degree course referred to in Rule 8.4 or 7 years from the date when the application for registration was granted,

whichever is the shorter (provided that the worker continues to take part in the degree course).

2. For all other register parts registration is effective until an entry in the Register is removed under these Rules or the Fitness to Practise Rules.

#### **14. Annual declaration**

1. A worker registered in any part of the Register must make an annual declaration.
2. Where a temporary suspension order or suspension order is imposed on the worker's register there is no requirement to submit an annual declaration.
3. An annual declaration must be made on a form approved by the SSSC by the relevant date under Rule 20 and must include:
  - a. a statement that the worker remains fit to practise;
  - b. a declaration of register part, type and level (where applicable);
  - c. evidence of meeting any conditions applied to their registration required to be met at the point the annual declaration is due; and,
  - d. for all workers other than students, a declaration that the worker has met the required Continuous Professional Learning requirements under Schedule 3.
4. On receipt of the annual declaration, in order for registration to continue, the SSSC must be satisfied that:
  - a. it has received the annual fee;
  - b. it is satisfied about the worker's fitness to practise;
  - c. it is satisfied that the worker has satisfactorily met any conditions attached to the registration that are due; and
  - d. it has received satisfactory assurances that the worker has met the continuous professional learning requirements in Schedule 3.
5. The SSSC may require evidence that the continuous professional learning requirements have been completed in accordance with its published guidance.
6. Where the worker provides new information about the register part, type and level the relevant provisions of Rule 8 apply.
7. Paragraphs 3.a to c, 4, 5 and 6 of Rule 7 apply to an annual declaration as they apply to an application for registration.

#### **15. Variation of registration conditions**

The SSSC may impose, vary or remove conditions on an existing registration.

#### **16. Removal from Register: no referral to Fitness to Practise Panel**

1. If a worker is listed on the adults' and/or children's list under the Protection of Vulnerable Groups (Scotland) Act 2007 the SSSC may

remove the worker's entry from the Register without referral to a Fitness to Practise Panel.

Paragraph 1 does not affect the SSSC's right to proceed under the Fitness to Practise Rules.

2. The SSSC may remove a worker's entry from the Register without referral to a Fitness to Practise Panel:
  - a. where the worker is registered in any part of the Register except the parts for social workers and students and is no longer employed in the provision of the care service to which the part of the Register relates or is no longer a SCSWIS authorised officer;
  - b. where the worker is registered in the part of the Register for students and is no longer taking part in a degree course referred to in Rule 8.4;
  - c. where the worker has failed to meet a condition imposed on the registration under paragraph 6.b or 7.b of Rule 8;
  - d. where the worker has failed to complete the continuous professional learning requirements in Schedule 3;
  - e. where an annual declaration is not made by the due date;
  - f. where the worker has failed to pay fees due to the SSSC;
  - g. where a worker so requests, unless the SSSC is aware of any good reason why the entry should not be removed;
  - h. in any circumstances not specifically provided for in these Rules, if the SSSC reasonably considers removal to be appropriate.
3. The SSSC may remove a worker's entry under paragraph 2 only when the notice of decision sent by the SSSC to the worker takes effect.
4. The SSSC must not remove a worker's entry under paragraph 2 where the worker is subject to proceedings under the Fitness to Practise Rules.

## **17. Time limit for repeat applications**

1. Paragraph 2 applies where a worker has made an unsuccessful application for registration in a part of the Register.
2. Any further application from the worker in respect of that part of the Register made within 2 years of the date on which the application was refused is to be considered only if:
  - a. the sole ground for refusal was the health of the worker; or
  - b. in the opinion of the SSSC, there has been a material change of circumstances.

## **18. Requirement to provide disclosure application form for PVG scheme**

At any time the SSSC may require a worker to provide a completed Disclosure Scotland application form signed by the worker, for counter-signature by the SSSC, together with the appropriate fee, for the purpose of obtaining a scheme



record or a short scheme record within the meaning of the Protection of Vulnerable Groups (Scotland) Act 2007.

## **PART 4**

### **FEES**

#### **19. Fees in connection with registration**

1. Schedule 6 sets out the fees payable in connection with registration in each type and level (where applicable) of each part of the Register.
2. The fee for an application for registration or annual declaration is non-refundable if the application is refused or registration is removed.

#### **20. Annual fee**

1. The annual fee is payable for the retention in the Register of a registration and is due:
  - a. on the anniversary of the date of the registration (or, in the case of registration in two or more parts of the Register, the anniversary of the date of registration in the part for which the higher (or highest) annual fee is payable);
  - b. where a registration is removed and later restored, on the anniversary of the date of the restoration.
2. Where the date of the registration or restoration is 29 February it is to be treated as having been made on 1 March.

#### **21. Registration in two or more parts of the Register**

1. This paragraph applies where:
  - a. a worker is already registered on one or more parts of the Register, and makes a further application for a different part of the Register, or
  - b. an annual fee is payable for registration in two or more parts of the Register.
2. The fee for the application or, as the case may be, the annual fee is payable for one part only.
3. Where the fees for the parts differ, the fee is the higher (or highest) of those fees.

#### **22. Waiver of fees**

The SSSC may waive any fee:

- a. where the worker is already registered with the SSSC and has paid fees to the SSSC;
- b. where the worker is already registered with a care council and intends to undertake a practice placement within the care council's jurisdiction;
- c. where the worker intends to resume a degree course;
- d. where the worker's registration has been suspended;
- e. where the worker has previously been refused registration in the part of the Register to which the application relates on the grounds

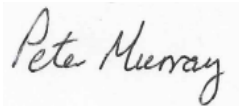
of an outstanding criminal charge or outstanding disciplinary action and that charge or action is dropped; or

- f. in any other circumstances where the SSSC considers it appropriate.

### **23. Failure to pay fees**

The SSSC may treat as impairment of fitness to practise the failure by a worker to pay fees when they are due.

**The Scottish Ministers having consented, the SSSC hereby makes these Rules**

A handwritten signature in black ink that reads "Pete Murray". The signature is written in a cursive style and is positioned on a light grey rectangular background.

**Interim Convener**

**On behalf of the Scottish Social Services Council**

**Dated: 16 October 2024**

## **SCHEDULE 1**

### **TRANSITIONAL AND SAVING PROVISIONS**

1. In this Schedule:

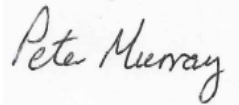
'the old Rules' means the Scottish Social Services Council (Registration) Rules 2024;

'the new Rules' means these Rules;

'the start date' means 18 October 2024.

2. Any application for registration and for renewal of registration submitted to the SSSC before the start date and which have not been granted by that date are to be treated as applications under the new Rules.
3. The new Rules apply to any referral of an application on or after the start date as if the application were an application under the new Rules.

**The Scottish Ministers having consented, the SSSC hereby makes these Rules**



**Interim Convener**

**On behalf of the Scottish Social Services Council**

**Dated: 16 October 2024**

## SCHEDULE 2 QUALIFICATION TIMESCALES

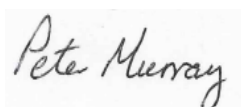
1. Every registered worker must obtain their required qualification in accordance with the timescales in the table below:

<b>Group</b>	<b>Timescale for obtaining qualification</b>
<b>Social care workers</b>	
Any new worker who is registered as a social care worker as a: <ul style="list-style-type: none"> <li>• Supervisor</li> <li>• Manager</li> </ul> with no recognised qualification	5 years
Any new worker who is registered as a social care worker as a: <ul style="list-style-type: none"> <li>• Supervisor</li> <li>• Manager</li> </ul> with one of two required qualifications	5 years from 3 June 2024 until 1 June 2025, thereafter 3 years
All other social care workers	5 years from 3 June 2024 until 1 June 2025, thereafter 3 years
<b>Children and young people's workers</b>	
Any new worker who is registered as a children and young people's worker as a: <ul style="list-style-type: none"> <li>• Supervisor</li> <li>• Manager</li> <li>• Residential childcare worker</li> </ul> with no recognised qualification	5 years

Any new worker who is registered as a children and young people's worker as a: <ul style="list-style-type: none"> <li>• Supervisor</li> <li>• Manager</li> <li>• Residential childcare worker</li> </ul> with one of two required qualifications	3 years
All other children and young people's workers	3 years

2. The SSSC may, in exceptional circumstances, extend the timescales in paragraph 1 above.

**The Scottish Ministers having consented, the SSSC hereby makes these Rules**



**Interim Convener**

**On behalf of the Scottish Social Services Council**

**Dated: 16 October 2024**



### **SCHEDULE 3**

#### **CONTINUOUS PROFESSIONAL LEARNING REQUIREMENTS**

1. Every registered worker must undertake annual continuous professional learning consisting of study, training, courses, seminars, reading, teaching or other activities which could reasonably be expected to advance the worker's professional development or contribute to the development of the profession as a whole.
2. Every registered worker must annually complete learning relating to trauma awareness and protection of both children and adults.

#### **Social workers and SCSWIS authorised officers**

3. Every registered social worker (including newly qualified social workers), and SCSWIS authorised officer must annually complete continuous professional learning which covers each of the following:
  - a. Ethics, values and rights-based practice
  - b. Communication, engagement and relationship-based professional practice
  - c. Critical thinking, professional judgement and decision making
  - d. Promoting wellbeing, support and protection
  - e. Working with complexity in unpredictable and ambiguous contexts
  - f. Use of knowledge, research and evidence in practice
  - g. Self-awareness and reflexivity
  - h. Professional leadership.

#### **Social care workers and children and young people's workers**

4. Every registered social care worker and children and young people's worker must annually complete continuous professional learning which covers each of the following:
  - a. Rights-based and ethical practice
  - b. Communication and relationships
  - c. Wellbeing and support
  - d. Protection
  - e. Knowledge for your role
  - f. Reflective practice
  - g. Leadership and quality assurance.
5. Every worker moving from a role as a social care worker to a role as a children and young people's worker, must within the first two years of changing role complete learning covering the following:
  - a. Child centred approaches and key worker system



- b. Developmentally appropriate behaviour
  - c. Protection
  - d. Record keeping and care planning
  - e. Care Inspectorate Quality Frameworks.
6. Every worker moving from a role as a children and young people's worker to a social care worker, must within the first two years of changing role complete learning covering the following:
- a. Human rights
  - b. Person-centred/outcomes focused approaches
  - c. Equality, diversity and inclusion
  - d. Record keeping and care planning
  - e. Care Inspectorate Quality Frameworks.

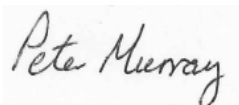
### **Newly qualified social workers**

7. Every newly qualified social worker must complete the newly qualified social worker continuous professional learning requirements under each subsection of each core element under Schedule 4.
8. The learning must be completed:
- a. in the case of a newly qualified social worker contracted to work 35 or more hours per week, within 12 months of the date of registration;
  - b. in the case of a newly qualified social worker contracted to work less than 35 hours per week, within 18 months of that date
9. Once a worker has met the newly qualified social worker continuous professional learning requirements, they must comply with the requirements for all other workers.

### **General**

10. Every worker must keep an annual record of the learning undertaken.
11. Failure to comply with this Schedule may be treated by the SSSC as impairment of fitness to practise for the purposes of the Fitness to Practise Rules.

**The Scottish Ministers having consented, the SSSC hereby makes these Rules**



**Interim Convener**

**On behalf of the Scottish Social Services Council**

**Dated: 16 October 2024**

## **SCHEDULE 4**

### **CORE ELEMENTS OF CONTINUOUS**

### **PROFESSIONAL LEARNING FOR NEWLY QUALIFIED**

### **SOCIAL WORKERS**

**Core element 1 - Ethics, values and rights-based practice** – develop an understanding of and apply ethical principles and values to all aspects of professional practice. Recognise sources and impact of social inequality and systemic oppression. Take action to protect and advocate for human rights and social justice, including development of an anti-racist, intersectional approach.

**1.1 - Intersectionality and anti-discriminatory practice**

#### **Mandatory learning activity**

Explore relevant research and evidence about intersectionality and relate this to the work of your team. Present information to your team about the importance of understanding intersectionality for social work services.

Evidence an understanding of cultural competence and what it means in relation to your practice.

Consider what you know about unconscious bias and racism in social work. Write a personal reflection on your commitment to anti-racism in social work practice and discuss this in supervision.

Consider the barriers to inclusive practice experienced by both workers and people who use a service which exist in your workplace. Explore how these can be addressed and removed. Identify actions that you will take to promote inclusivity.

Please note, this mandatory learning activity relates most closely to core learning element 1: ethics, values and rights-based practice but all core learning elements are interconnected and should be considered holistically.

## 1.2 - Rights-based practice

### **Mandatory learning activity**

Reflect on how your social work practice is grounded in the principles of human rights and the United Nations Convention on the Rights of the Child, embedded in Scottish legislation. Provide an example from your practice where you have taken action to protect and advocate for human rights and social justice.

Evidence, through discussion in supervision or an example from your practice, how you have ensured that people, including families and carers, are aware of and understand their rights and can act on them.

Discuss your understanding and ability to manage the complex balance of rights with risk and protection.

Evidence, through discussion in supervision, ethical practice in the recording and sharing of sensitive information about people, including families and carers. Identify actions that you will take to ensure ethical practice in handling sensitive information.

Please note, this mandatory learning activity relates most closely to core learning element 1: ethics, values and rights-based practice but all core learning elements are interconnected and should be considered holistically.

## 1.3 - Applying knowledge of social inequality and systemic oppression

### **Mandatory learning activity**

Create a map of local services that support an anti-poverty approach or provide welfare support. Reflect on how you and your team engage with them. Identify any implications for practice and actions that can be taken to support engagement.

Review three of your previous assessments or reports and audit how you have included analysis of the impact of social inequality and oppression on a person or family when developing a plan for support.

Explain how you would identify systemic oppression and inequality in your setting and how you would respond to or challenge this.

Evidence how you use a social justice approach in your practice and manage the authority and powers associated with your social work role.

Please note, this mandatory learning activity relates most closely to core learning element 1: ethics, values and rights-based practice but all core learning elements are interconnected and should be considered holistically.

**Core element 2 - Communication, engagement and relationship-based professional practice** – demonstrate knowledge and skills to support effective communication, collaboration and relationship-based practice in a range of settings. Use trauma responsive approaches to actively involve and support the involvement of people, including families and carers to plan, implement and evaluate interventions.

## **2.1 - Trauma-informed practice**

### **Mandatory learning activity**

Using the national trauma training resource, complete the level appropriate to your role.

Reflect on how you use trauma informed approaches in your practice, considering how you actively involve and support the participation of individuals, families and carers.

Explore the links between the impacts of social inequality and systemic oppression and trauma. Identify any implications and actions for your practice.

Please note, this mandatory learning activity relates most closely to core learning element 2: communication, engagement and relationship-based professional practice but all core learning elements are interconnected and should be considered holistically.

## **2.2 - Communication, engagement and empowerment**

<p><b>Mandatory learning activity</b></p> <p>Demonstrate how you understand people who use services as experts in their own lives.</p> <p>Identify the different communication and engagement approaches, including digital capabilities you require for your role to ensure engagement is inclusive, culturally responsive and challenges stigma. Reflect on areas of strength and areas for development.</p> <p>Provide an example from your practice where you have empowered individuals, families or carers in the planning, implementation and evaluation of an intervention or service.</p> <p>Review your organisation's policies and procedures for recording, assessment and report writing and consider any implications for your practice.</p> <p>Please note, this mandatory learning activity relates most closely to core learning element 2: communication, engagement and relationship-based professional practice but all core learning elements are interconnected and should be considered holistically.</p>

<p><b>2.3 - Relationship-based practice</b></p>
<p><b>Mandatory learning activity</b></p> <p>Review and reflect on your strengths and areas of development in undertaking relationship-based practice.</p> <p>Give an example of how you are developing your ability to use your professional authority as a social worker and working collaboratively with colleagues and professionals across different agencies.</p> <p>Critically reflect on a practice situation that has challenged your professional boundaries and relationship with an individual, family, carer or colleague. Identify</p>

what worked well and what you might do differently next time.

Please note, this mandatory learning activity relates most closely to core learning element 2: communication, engagement and relationship-based professional practice but all core learning elements are interconnected and should be considered holistically.

**Core element 3 - Critical thinking, professional judgement and decision making** - develop competence and confidence in applying critical thinking, analysis, research, and best practice to inform professional judgement and decision making in all areas of practice including assessment and review.

### **3.1 - Critical thinking and analysis**

#### **Mandatory learning activity**

Complete the activities in IRISS course 'Writing analysis in social care.'

Critically reflect on report writing comparing one of your own reports with one completed by an experienced practitioner. Compare how information has been analysed and presented in the reports and identify best practice and points of learning.

Identify how you ensure that your writing reflects the interests and perspectives of the people about whom you are writing. Discuss with a colleague or supervisor.

Read practitioner guidance on chronologies. Complete a chronology, review it with a colleague or supervisor and reflect on the importance of this tool in your practice.

Reflect on a situation where you have shared your thinking and analysis in a formal setting. Explore your feelings about undertaking this task. Identify actions you can take next time you are in this situation.

Please note, this mandatory learning activity relates most closely to core learning element 3: critical thinking, professional judgement and decision making but all core learning elements are interconnected and should be considered holistically.

<b>3.2 - Decision making</b>
<p><b>Mandatory learning activity</b></p> <p>Reflect on the process of gathering information when undertaking an assessment. Consider what you found helpful in the process of gathering information and how you decided what was relevant to the assessment.</p> <p>Describe how a piece of research helped to inform your decision making in a practice situation.</p> <p>Discuss with a supervisor a decision making process from your practice. Identify the skills you used when communicating the decision and rationale with individuals, families, carers and professionals. Reflect on areas you found difficult and identify actions you can take to improve your practice confidence.</p> <p>Consider a significant case review that has been undertaken in children or adult services. Reflect on the use of professional judgement and decision making. Identify actions you can take to incorporate learning from the review, to develop your professional judgement and decision making capabilities.</p> <p>Please note, this mandatory learning activity relates most closely to core learning element 3: critical thinking, professional judgement and decision making but all core learning elements are interconnected and should be considered holistically.</p>

<p><b>Core element 4 - Promoting wellbeing, support and protection</b> – demonstrate and apply understanding of responsibility to actively promote the wellbeing, support and protection of children and adults at risk of harm, regardless of setting or context.</p>
<b>4.1 - Child protection</b>
<p><b>Mandatory learning activity</b></p> <p>Familiarise yourself with national and local child protection guidance and procedures including the role of the local child protection/ public protection committee. Identify your key responsibilities as a social worker and what your role is in your organisation and on a multi-agency level to act on concerns about a child.</p>

Access child protection training within your organisation or local area and discuss your key learning with your supervisor or colleague(s).

Identify a key area related to the wellbeing and protection of children relevant to your practice. Review current research and/or policy in relation to this area and relate it to practice in your organisation. Identify any actions you and/or your organisation can take to improve practice in this area.

Provide evidence of a reflective discussion with your supervisor/mentor about the thresholds of risk in child protection.

Create a mind map or equivalent that demonstrates your understanding of the intersections between child protection and the vulnerability, trauma and risk experienced by adults.

Please note, this mandatory learning activity relates most closely to core learning element 4: promoting wellbeing, support and protection but all core learning elements are interconnected and should be considered holistically.

## **4.2 - Adult support and protection**

### **Mandatory learning activity**

Familiarise yourself with national and local adult support and protection guidance and procedures including the role of the local adult protection/public protection committee. Identify your key responsibilities as a social worker and what your role is in your organisation and on a multi-agency level to act on concerns about an adult.

Access adult support and protection training within your organisation or local area and discuss your key learning with your supervisor or colleague(s).

Read the principles of the Adults with Incapacity (Scotland) Act 2000 and identify when and how you would use these when considering rights, risk and protection of adults.

Learn how you would make effective use of local advocacy services. Identify your



role in supporting people involved in adult support and protection proceedings and consider how you can support them to participate and communicate in decisions and forums.

Create a mind map or equivalent that considers the intersectional nature of risk, trauma and harm. Reflect on the challenges of accessing support and the impact of structural disadvantage which may impact on adult protection.

Please note, this mandatory learning activity relates most closely to core learning element 4: promoting wellbeing, support and protection but all core learning elements are interconnected and should be considered holistically.

**Core element 5 - Working with complexity in unpredictable and ambiguous contexts** - develop competence and confidence in managing complexity, risk, and uncertainty in professional decision making.

### 5.1 Working with risk

#### **Mandatory learning activity**

Explore concepts of risk assessment, risk management and risk tolerance. Reflect on your organisation's approach to risk and discuss with a supervisor or colleague how this influences your practice.

Evidence discussion with your supervisor/team/other professionals on personal and organisational thresholds to risk. Compare this with other professional thresholds, and how you will manage ethical dilemmas in your practice.

Reflect on an example from practice in which you had to identify risk, the levels of risk and protective factors. Consider what informed your approach, how decisions were reached, and how challenges were addressed. Identify what you learned and how you will use this learning in the future.

Please note, this mandatory learning activity relates most closely to core learning element 5: working with complexity in unpredictable and ambiguous contexts but all core learning elements are interconnected and should be considered holistically.

### 5.2 - Working with conflict

<p><b>Mandatory learning activity</b></p> <p>Reflect on your understanding of 'conflict,' 'challenge' and 'resistance' and how these present in social work practice. Reflect on whether such terms are used in your organisation and how this influences your practice.</p> <p>Consider how you approach having challenging conversations with individuals, families and others while remaining committed to relationship-based practice. Think about the knowledge, skills and values you can use. Identify any actions for your practice.</p> <p>Engage in reflective discussion with your supervisor, team or mentor about a situation where another professional, an individual or a family you are working with has shown hostile and resistant behaviour. Consider how you responded, and what impact this had on you. Identify what you have learned from this and any actions for your practice.</p> <p>Please note, this mandatory learning activity relates most closely to core learning element 5: working with complexity in unpredictable and ambiguous contexts but all core learning elements are interconnected and should be considered holistically.</p>

<b>5.3 - Professional curiosity and challenge</b>
<p><b>Mandatory learning activity</b></p> <p>Research and reflect on the opportunities and potential barriers to professional curiosity and identify what skills, knowledge and supports you might need to develop an effective approach in your practice. Identify factors that contribute to professional dangerousness.</p> <p>Provide evidence of a discussion with your supervisor about a time when you have had to question your own assumptions about an individual or family with which you are working. Consider what you did and identify what you might do differently next time.</p> <p>Act as a critical friend for a peer or have a peer act as a critical friend on a complex or uncertain case. Reflect on observations and learning brought about by this process. Identify the actions you will take as a result.</p>

Please note, this mandatory learning activity relates most closely to core learning element 5: working with complexity in unpredictable and ambiguous contexts but all core learning elements are interconnected and should be considered holistically.

**Core element 6 - Use of knowledge, research and evidence in practice -** develop knowledge and confidence in applying relevant research, policy and legislation to role. Demonstrate commitment to continuous professional learning and inquiry which supports evidence informed practice and a wider culture of learning.

**6.1 – Using evidence to inform practice**

**Mandatory learning activity**

Complete the Social Services Knowledge Scotland (SSKS) Knowledge and Evidence Open Badges.

Complete the Iriss Navigating Evidence reflective tool.

Evaluate a piece of research relevant to your role and share information with others. Discuss its strengths and limitations and demonstrate how it contributed to outcomes.

Review how you have used feedback from people who use services and carers to inform your practice and service delivery. Create a plan to ensure that this remains at the centre of your practice.

Evidence a situation where you identified a gap in your knowledge and reflect on how you took responsibility to fill that gap.

Please note, this mandatory learning activity relates most closely to core learning element 6: use of knowledge, research and evidence in practice but all core learning elements are interconnected and should be considered holistically.

**Core element 6.2 - Applying knowledge of approaches and interventions**

<p><b>Mandatory learning activity</b></p> <p>Identify and list local and national legislation, policy and guidance that underpins your role. Discuss with a colleague or supervisor and identify any gaps in your knowledge.</p> <p>Evidence your understanding of how Self-directed Support (SDS) is relevant to your role.</p> <p>Reflect on your application of an evidence informed approach in a complex situation. Consider why you adopted this approach, what it involved, how you applied it and what impact it had on outcomes.</p> <p>Lead a 5-minute informal team discussion on a piece of research, theory or framework relevant to your role.</p> <p>Demonstrate how you have related a theory to a practice situation.</p> <p>Please note, this mandatory learning activity relates most closely to core learning element 6: use of knowledge, research and evidence in practice but all core learning elements are interconnected and should be considered holistically.</p>
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<p><b>Core element 7 - Self-awareness and reflexivity</b> – recognise how the demands of professional social work practice affect self and others. Develop the use of reflexivity to consider what has been learned and how this learning can contribute to personal wellbeing and effective and sustainable practice.</p>
<p><b>7.1 - Resilience and wellbeing</b></p>
<p><b>Mandatory learning activity</b></p> <p>Identify your organisation's responsibilities to support staff wellbeing and understand your own responsibilities within these.</p> <p>Develop the use of reflective and reflexive practice in your professional development and explore how this can contribute to your wellbeing.</p>

Identify and discuss with your manager/supervisor the professional actions that will support your wellbeing and contribute to the wellbeing of your wider team.

Consider your own emotional responses when coping with a variety of difficult situations. Explore how you recognise and respond to the signs of vulnerability in yourself and others. Identify what supports you might need to help you when working and responding in these situations.

Research national initiatives and resources available to support wellbeing in the sector such as the National Wellbeing Hub. Share learning with colleagues.

Please note, this mandatory learning activity relates most closely to core learning element 7: self-awareness and reflexivity but all core learning elements are interconnected and should be considered holistically.

## **7.2 - Critical reflection and reflexivity.**

### **Mandatory learning activity**

Provide evidence of how you have used supervision or advice from a mentor to critically reflect on your own practice and development.

Critically reflect on your awareness of how your use of self impacts on developing and sustaining effective relationships with individuals, families, carers and other professionals.

Use a tool or map to demonstrate how you use critical reflection when managing complex situations. Demonstrate how you have developed competence and confidence in critical reflection when managing complex situations in your practice.

Please note, this mandatory learning activity relates most closely to core learning element 7: self-awareness and reflexivity but all core learning elements are interconnected and should be considered holistically.

**Core element 8 - Professional leadership** - develop personal and professional authority as a social worker including when working collaboratively across agency

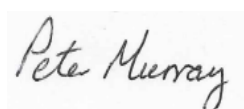
and professional boundaries.
<b>8.1 - Professional identity</b>
<p><b>Mandatory learning activity</b></p> <p>Reflect on the SSSC Code of Practice for Social Service Workers and discuss any ethical dilemmas this raises for you as a registered social worker.</p> <p>Roleplay or rehearse how you will explain your social worker role in a variety of settings.</p> <p>Use a reflective model, framework, tool or journal to examine your professional identity. Consider how you see your role as a social worker; what kind of social worker you are; what values you believe you have and how you demonstrate them.</p> <p>Seek feedback on your practice from people who use services, colleagues and other stakeholders to help you understand yourself, and your role.</p> <p>In supervision explore the tension between organisational, legal and professional requirements and social work values.</p> <p>Please note, this mandatory learning activity relates most closely to core learning element 8: professional leadership but all core learning elements are interconnected and should be considered holistically.</p>

<b>8.2 - Leadership</b>
<p><b>Mandatory learning activity</b></p> <p>Map your professional network of colleagues, supervisors, and other professionals.</p> <p>Reflect on the ways in which you think you have a leadership role as an NQSW and how you can influence professional, ethical and rights-based responses in social work practice.</p> <p>Explore the SSSC Step into Leadership website. Complete the SSSC Frontline Worker Leadership Capability Feedback Tool and leadership capabilities workbook.</p>

Contribute to the learning and development of others through activities such as peer reviewing a report, giving feedback to a co-worker or undertaking a practice audit.

Please note, this mandatory learning activity relates most closely to core learning element 8: professional leadership but all core learning elements are interconnected and should be considered holistically.

**The Scottish Ministers having consented, the SSSC hereby makes these Rules**



**Interim Convener**

**On behalf of the Scottish Social Services Council**

**Dated: 16 October 2024**

## SCHEDULE 5

### RETURN TO PRACTICE REQUIREMENTS

- Workers must complete the number of hours required and evidence this in accordance with the below:

<b>Length of time since last registration as a social worker</b>	<b>Required hours of learning</b>	<b>How learning must be evidenced</b>
0-2 years	0 hours required.	A worker does not have to meet return to practice requirements. They must complete the continuous professional learning requirements for their registration in accordance with Schedule 3. If a worker has not met the newly qualified social worker requirements they must complete these.
2 – 5 years	180 hours required.	Combination of supervised practice, formal and informal learning, including:  <b>Supervised practice:</b> minimum requirement of 60 hours  <b>Formal learning:</b> Minimum requirement of 40 hours



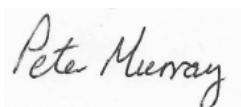
5 +years	360 hours required	<p>Combination of supervised practice, formal and informal learning, including:</p> <p><b>Supervised practice:</b> Minimum requirement of 120 hours</p> <p><b>Formal learning:</b> Minimum requirement of 80 hours</p>
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2. The learning completed in accordance with paragraph 1 above must cover each of the following themes:

- a. Current legislation and policy
- b. Social work skills, knowledge, understanding and practice
- c. The key codes and standards for practice
- d. Adult and child protection.

3. Failure to comply with this Schedule may be treated by the SSSC as impairment of fitness to practise for the purposes of the Fitness to Practise Rules.

**The Scottish Ministers having consented, the SSSC hereby makes these Rules**



**Interim Convener**

**On behalf of the Scottish Social Services Council**

**Dated: 16 October 2024**

## **SCHEDULE 6**

### **FEES**

1. The Table of Fees for social workers:
  - a. sets out in columns 2 to 4 the fees payable by a worker in connection with registration as a social worker;
  - b. the higher assessment fee set out in column 2 is payable where a worker for registration in the part of the Register for social workers is a social worker, except a newly qualified social worker, who has not completed an approved course and does not hold a letter of verification of other qualifications but to whom section 46B(b) of the Act applies;
  - c. in column 3 of the Table, 'aptitude test fee' means the fee for a test undertaken by a worker within the meaning of section 46B(a) of the Act or for the purposes of section 46B(b)(i) of the Act.
2. The Table of Fees for all other workers:
  - a. sets out in column 4 the fee payable on application and on annual declaration by a worker in connection with registration in the Part set out in column 1, Type set out in column 2, and Level set out in column 3.

**Table of Fees for social workers:**

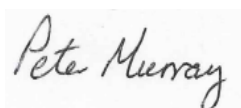
(1) Part of Register	(2) Application fee		(3) Aptitude test	(4) Annual declaration
	Normal	Higher		
Social workers	£80	£320	£790	£80

**Table of Fees for all other workers due on application and on submission of annual declaration:**

(1) Part of the Register	(2) Type	(3) Level	(4) Fee
Social Work Student			£15
Social Care Workforce	Authorised Officer		£80
	Care Home Services	Manager	£80
		Supervisor	£35
		Practitioner	£35
		Support Worker	£25
	Housing Support Services	Manager	£80
		Supervisor	£35
		Practitioner	£35
		Support Worker	£25
	Care at Home Services	Manager	£80
		Supervisor	£35
		Practitioner	£35
		Support Worker	£25
	Adult Day Care Services	Manager	£80
Children & young People Workforce	Authorised Officer		£80
			£80

	Residential Child Care Services	Manager	£80
		Supervisor	£35
		Practitioner	£35
	Day Care of Children Services	Manager	£80
		Practitioner	£35
		Support Worker	£25
	Residential School Care Services	Manager	£80
		Supervisor	£35
		Practitioner	£35

**The Scottish Ministers having consented, the SSSC hereby makes these Rules**



**Interim Convener**

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**Dated: 16 October 2024**