



# **SANDWELL CHILDREN'S TRUST ASYE PROGRAMME 2019-2020**

## **Handbook for NQSWs Child and Family Social Workers**

*In conjunction with the DfE Knowledge and Skills Statements (KSS) and BASW Professional Capabilities Framework (PCF)*

# **Sandwell Children's Trust ASYE Programme 2019 – 2020**

## **Message to NQSWs, their ASYE Assessors and Line Managers**

This 12-month programme is subject to change and amends in relation to the order of delivery of the sessions.

Please note all 10 Department for Education Knowledge and Skills Statements (KSS) for Child and Family Social Workers will be addressed throughout your 12 months ASYE. The order of the KSS focus may alter due to service wide need, the need to communicate emerging themes from practice improvement work, audit findings, messages from Serious Case Reviews (SCRS) and our quality assurance framework processes.

Please ensure you update your KSS self-assessment tool, which will support you throughout your ASYE with the identification of which of the 10 KSS you need to focus on for providing more tangible evidence and which KSS you are demonstrating effectively with tangible evidence for your ASYE portfolio.

Your monthly reflective consultation sessions with your ASYE Assessor and your formal supervision with your line manager should also be used to identify your progress with meeting with individual Knowledge and Skills Statements (KSS).

## **Our Values**

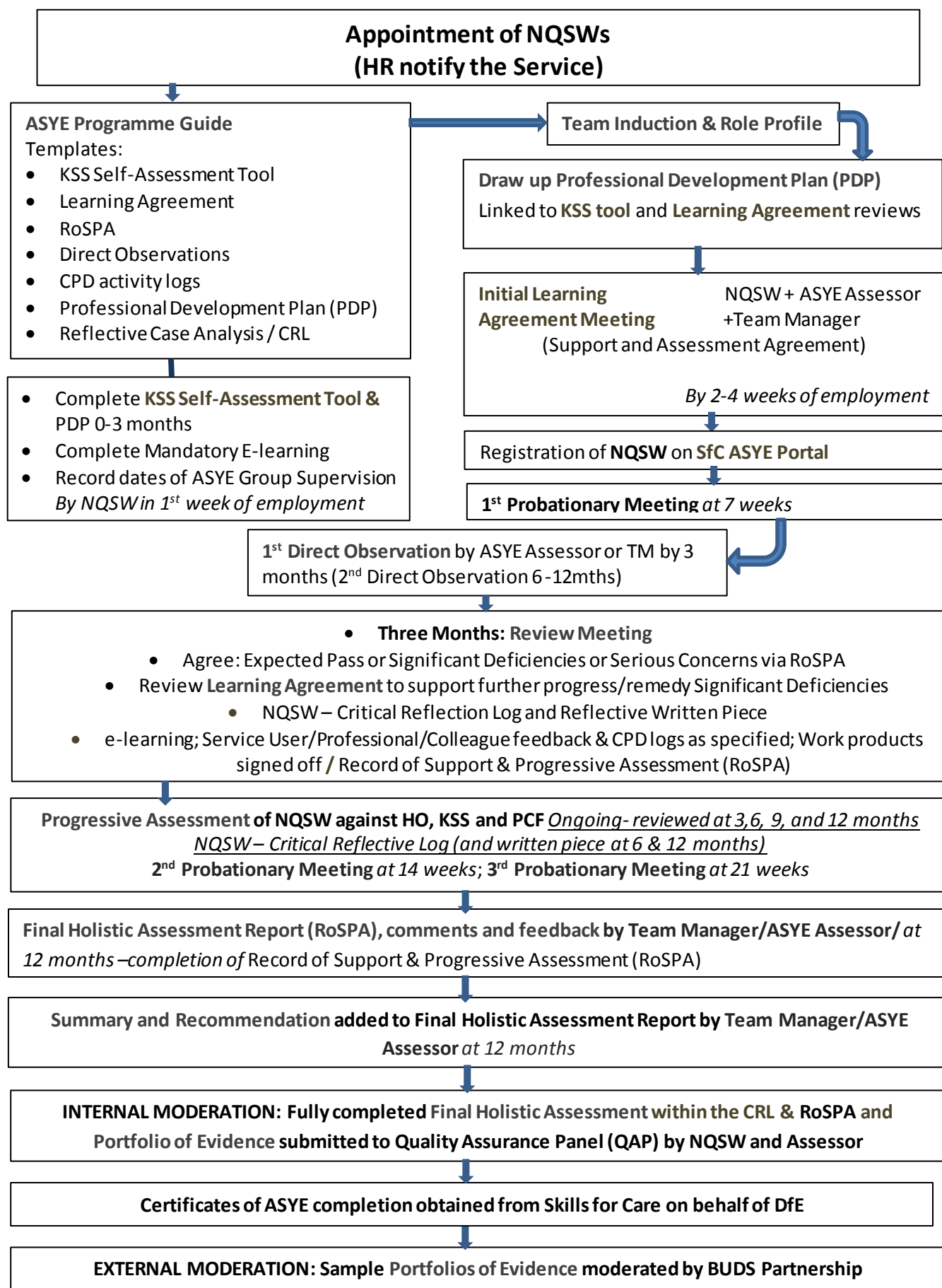
At Sandwell Children's Trust we serve the purpose of improving the lives of children and young people.

We will do this by living our values of:

- Listening, learning and caring
- Being ambitious and confident
- Encouraging innovation
- Acting with openness and transparency.

# Sandwell Children's Trust ASYE Programme 2019 – 2020

## SANDWELL ASYE CONTRACT & PROBATIONARY PROCEDURE



## Sandwell Children's Trust ASYE Programme 2019 – 2020

### Knowledge and Skills Statements for child and family social work

There are 10 Knowledge and Skills Statements (KSS) which you, as a Child and Family Social Worker, should be able to effectively demonstrate within your practice, by the end of your Assessed and Supported Year in Employment (ASYE). The ASYE Programme is intended to help close the gap between your academic study and your practice as a social worker and equip you more effectively for the challenging work faced within your first year and beyond.

The 10 KSS reflect the day to day professional practice that you as a NQSW will be engaged in and provide the assessment criteria for your ASYE; please see **Appendix 1** for the detailed KSS descriptors. It is against these descriptors that you will be expected to evidence your understanding, professional judgement and professional progression. You will also be expected to demonstrate through your ASYE that you are working to the overarching Professional Capabilities Framework at NQSW level (**Appendix 2**) and meeting the HCPC Standards of Proficiency (**Appendix 3**).

### Knowledge and Skills Statements for child and family social work

1	Relationships and effective direct work
2	Communication
3	Child development
4	Adult mental ill health, substance misuse, domestic abuse, physical ill health and disability
5	Abuse and neglect of children
6	Child and family assessment
7	Analysis, decision-making, planning and review
8	The law and the family and youth justice systems
9	The role of supervision
10	Organisational context

This Handbook sets out the topics which will be covered over the course of your first year, on a rolling programme, through the monthly ASYE Group Supervision sessions. You will also be asked to complete the *Sandwell Knowledge and Skills Self-Assessment Tool* at the beginning of ASYE and at 6 and 12 months of the programme, to help you review your progress against the descriptors within each statement.



## Sandwell Children's Trust ASYE Programme 2019 – 2020

**TOPIC 1** (Topics are explicitly linked to the KSS and will be delivered across the 12 months of the ASYE programme – the order may be interchangeable)

***Understanding CYP's journey through Sandwell; Working Together (2018)***

<b>Learning Outcomes:</b>	<ul style="list-style-type: none"> <li>• Increase understanding of different services and teams</li> <li>• Develop a working knowledge of Working Together 2018 and Children's Act 1989 (amends 2004)</li> <li>• Increase knowledge of Child Protection / Safeguarding, Children in Need &amp; LAC procedures</li> </ul>
<b>Delivery Type:</b>	ASYE Group Supervision: <input checked="" type="checkbox"/> Reflective Consultation: <input type="checkbox"/> Reading & Discussion: <input checked="" type="checkbox"/> SCT Briefings: <input checked="" type="checkbox"/> Workshop Session: <input type="checkbox"/> Service/team meetings: <input checked="" type="checkbox"/> Self-Directed Learning <input checked="" type="checkbox"/> Formal Case Supervision <input checked="" type="checkbox"/>
<b>Facilitator/s:</b>	<b>Topics will be delivered via ASYE Groups, workshops, service/team meetings and supervision by a range of facilitators including: ASYE Assessors; WFD Team, SCT colleagues; Team Managers; Guest Speakers and External Trainers.</b>
<b>Links to Resources</b>	<b>From Research in Practice</b> Violence in young people's relationships: Frontline Tool (2016) Attachment: Understanding and supporting parent/carer bonding before birth and in infancy: Frontline Chart (2016) Attachment in children and young people: Frontline Briefing (2016) Adolescent mental health: Frontline Tool (2015) Confident practice with cultural diversity: Frontline Briefing (2015) Contact: Making good decisions for children in public law: Chart (2015) Understanding adolescence: Chart (2014) Emotional abuse and neglect: Identifying and responding in practice with families: Chart (2014) Adult attachment - application in practice with children and families: Chart (2014) Risk-taking adolescents and child protection: Frontline Briefing (2014) The impact of parental substance misuse on child development: Chart (2013) Assessing parents' capacity to change: Frontline Tool (2013) Communicating effectively with children under 5: A3 chart (2013) Attachment in children and young people: Chart (2011) Promoting resilience in children, young people and families: Chart (2011); Child development: Chart (2010)
<b>Links to other training:</b>	e.g. LSCB Artemis – CP level 1

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<b>Links to national policy, guidance and legislation:</b>	Working Together 2018 Children Act 1989 (amends 2004) Sandwell LSCB website: Sandwell Safeguarding Children Board Manual	
<b>Links to Sandwell policy and guidance and key documents:</b>	e.g. Supervision Policy; Health & Safety Policy, Home Working Policy, SCT Practice Standards, Signs of Safety. SCT policy and procedure documents are available on Tri.x <a href="https://www.proceduresonline.com/sandwell/cs/index.html">https://www.proceduresonline.com/sandwell/cs/index.html</a>	
<b>Links to KSS and PCF:</b>	(KSS 1-10 – see Appendix 1) 1, 2, 3, 4, 5, 6, 7, 8, 9, 10	(PCF 1-9 – see Appendix 2) <i>Specific Capability</i> 5, 7, 8, 1.2, 1.4, 1.6, 1.7, 1.10 2.1, 2.2, 2.3, 2.4, 2.6. 3.1, 3.2., 1, 4.2, 4.3, 4.4, 4.5. .1, 5.2, 5.3, 5.4, 5.5, 5.6,
<b>Links to HCPC SOPs:</b>	(1-15 - see Appendix 3) 1, 2, 4, 5, 6, 7, 8, 9, 10, 13, 14	
<b>Links to online e-learning:</b>	Artemis: 	Information Governance: 

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**TOPIC 2** (Topics are explicitly linked to the KSS and will be delivered across the 12 months of the ASYE programme – the order may be interchangeable)

### ***Effective Assessment Skills & Report writing skills:***

*(Inc. Assessing parental capacity to change)*

<b>Learning Outcomes:</b>	<ul style="list-style-type: none"> <li>• Ability to use National Assessment tools and guidance effectively</li> <li>• Understanding analysis &amp; E.I.P.</li> <li>• Writing effectively</li> <li>• Understanding parental risk and protective factors</li> </ul>
<b>Delivery Type:</b>	ASYE Group Supervision: <input checked="" type="checkbox"/> Reflective Consultation: <input checked="" type="checkbox"/> Reading & Discussion: <input checked="" type="checkbox"/> SCT Briefing <input type="checkbox"/> Workshop Session: <input checked="" type="checkbox"/> Service/team meeting: <input checked="" type="checkbox"/> Self-Directed Learning <input checked="" type="checkbox"/> Formal Case Supervision <input checked="" type="checkbox"/>
<b>Facilitator/s:</b>	Topics will be delivered via ASYE Groups, workshops, service/team meetings and supervision by a range of facilitators including: ASYE Assessors; WFD Team, SCT colleagues; Team Managers; Guest Speakers and External Trainers.
<b>Links to resources:</b>	SCT Practice Standards DOH Framework for the Assessment of Children in Need and their Families (2000) Research in Practice Assessing parents' capacity to change: Frontline Tool (2013) Violence in young people's relationships: Frontline Tool (2016) Attachment in children and young people: Frontline Briefing (2016) Attachment: Understanding and supporting parent/carer bonding before birth and in infancy: Frontline Chart (2016) Adolescent mental health: Frontline Tool (2015) Understanding adolescence: Chart (2014) Emotional abuse and neglect: Identifying and responding in practice with families: Chart (2014) Risk-taking adolescents and child protection: Frontline Briefing (2014) Communicating effectively with children under 5: chart (2013) Attachment in children and young people: Chart (2011) Promoting resilience in children, young people and families: Chart (2011) Child development: Chart (2010)
<b>Links to other training:</b>	e.g. LSCB SCT Training programme / OLM Signs of Safety

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<b>Links to national policy, guidance and legislation:</b>	DoH Working Together 2018 Children Act 1989 (amends 2004) SWRB/LGA Standards for Employers of Social Workers in England	
<b>Links to Sandwell policy and guidance and key documents:</b>	e.g. Supervision Policy; Health & Safety Policy, Home Working Policy, SCT Practice Standards, Signs of Safety. SCT policy and procedure documents are available on Tri.x <a href="https://www.proceduresonline.com/sandwell/cs/index.html">https://www.proceduresonline.com/sandwell/cs/index.html</a>	
<b>Links to KSS and PCF:</b>	(KSS 1-10 – see Appendix 1)  1, 2, 3, 4, 5, 6, 7, 8, 9, 10	(PCF 1-9 – see Appendix 2) <i>Specific Capability</i> <b>3, 7, 8</b>
<b>Links to HCPC SOPs:</b>	1-15 - see Appendix 3	
<b>Links to Online e-learning:</b>	Artemis: <input checked="" type="checkbox"/>	Other <input type="checkbox"/>



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**TOPIC 3** (Topics are explicitly linked to the KSS and will be delivered across the 12 months of the ASYE programme – the order may be interchangeable)

**Diversity:**  
(identity, culture, society)

<b>Learning Outcomes:</b>	<ul style="list-style-type: none"> <li>Understand the impact of diversity for CYP and their families.</li> </ul>	
<b>Delivery Type:</b>	ASYE Group Supervision: <input checked="" type="checkbox"/> Reflective Consultation: <input checked="" type="checkbox"/> Reading & Discussion: <input checked="" type="checkbox"/> SCT Briefings: <input checked="" type="checkbox"/> Workshop Session: <input checked="" type="checkbox"/> Service/team meeting <input checked="" type="checkbox"/> Self-Directed Learning <input checked="" type="checkbox"/> Formal Case Supervision <input checked="" type="checkbox"/>	
<b>Facilitator/s:</b>	Topics will be delivered via ASYE Groups, workshops, service/team meetings and supervision by a range of facilitators including: ASYE Assessors; WFD Team, SCT colleagues; Team Managers; Guest Speakers and External Trainers.	
<b>Links to resources:</b>	Signs of Safety Research in Practice Confident practice with cultural diversity: Frontline Briefing (2015)	
<b>Links to other training:</b>	e.g. LSCB	
<b>Links to national policy, guidance and legislation:</b>	DoH Working Together 2018 Children Act 1989 (amends 2004) Human Rights Act	
<b>Links to Sandwell policy and guidance and key documents:</b>	e.g. Supervision Policy; Health & Safety Policy, Home Working Policy, SCT Practice Standards, Signs of Safety. SCT policy and procedure documents are available on Tri.x <a href="https://www.proceduresonline.com/sandwell/cs/index.html">https://www.proceduresonline.com/sandwell/cs/index.html</a>	
<b>Links to KSS and PCF:</b>	(KSS 1-10 – see Appendix 1)  1, 2, 3, 4, 5, 6, 7, 8, 9, 10	(PCF 1-9 – see Appendix 2) <i>Specific Capability</i> 2.2, all of PCF 3, 4.1, 4.2, 4.3, 4.4, 4.5. 5.1, 5.4, 5.8, 5.10. 6, 7.
<b>Links to HCPC SOPs:</b>	(1-15 - see Appendix 3)	
<b>Links to online e-learning:</b>	Artemis: <input checked="" type="checkbox"/>	Other <input type="checkbox"/>

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**TOPIC 4** (Topics are explicitly linked to the KSS and will be delivered across the 12 months of the ASYE programme – the order may be interchangeable)

### *Interventions and Outcome Focused Plans (OFP)*

<b>Learning Outcomes:</b>	<ul style="list-style-type: none"> <li>• To understand evidence based interventions</li> <li>• Ability to create O.F.P.</li> <li>• Working with risk (SOS)</li> </ul>
<b>Delivery Type:</b>	ASYE Group Supervision: <input checked="" type="checkbox"/> Reflective Consultation: <input checked="" type="checkbox"/> Reading & Discussion: <input checked="" type="checkbox"/> SCT Briefings: <input type="checkbox"/> Workshop Session: <input checked="" type="checkbox"/> Service/team meeting <input checked="" type="checkbox"/> Self-Directed Learning <input checked="" type="checkbox"/> Formal Case Supervision <input checked="" type="checkbox"/>
<b>Facilitator/s:</b>	Topics will be delivered via ASYE Groups, workshops, service/team meetings and supervision by a range of facilitators including: ASYE Assessors; WFD Team, SCT colleagues; Team Managers; Guest Speakers and External Trainers.
<b>Links to resources:</b>	DOH Framework for the Assessment of Children in Need and their Families (2000) Signs of Safety Workbook (2 <sup>nd</sup> Edition) Signs of Safety Comprehensive Briefing Paper (4 <sup>th</sup> Edition) Research in Practice Violence in young people's relationships: Frontline Tool (2016) Adolescent mental health: Frontline Tool (2015) Confident practice with cultural diversity: Frontline Briefing (2015) Contact: Making good decisions for children in public law: Chart (2015) Emotional abuse and neglect: Identifying and responding in practice with families: Chart (2014) Adult attachment - application in practice with children and families: Chart (2014) Communicating effectively with children under 5: A3 chart (2013) Promoting resilience in children, young people and families: Chart (2011)
<b>Links to other training:</b>	e.g. LSCB Core L&D plan via OLM
<b>Links to national policy, guidance and legislation:</b>	Working Together 2018 Children Act 1989 (amends 2004)
<b>Links to Sandwell policy and</b>	e.g. Supervision Policy; Health & Safety Policy, Home Working Policy, SCT Practice Standards, Signs of Safety.

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<b>guidance and key documents:</b>	SCT policy and procedure documents are available on Tri.x <a href="https://www.proceduresonline.com/sandwell/cs/index.html">https://www.proceduresonline.com/sandwell/cs/index.html</a>	
<b>Links to KSS and PCF:</b>	(KSS 1-10 – see Appendix 1)  <b>1-10</b>	(PCF 1-9 – see Appendix 2) <i>Specific Capability</i>  2.4, 3.1, 4.1, 4.3, 5.1, 6.1, All of PCF 7. 8.2.
<b>Links to HCPC SOPs:</b>	(1-15 - see Appendix 3)	
<b>Links to e-learning:</b>	Artemis: <input type="checkbox"/>	Other: <input type="checkbox"/>

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**TOPIC 5** (Topics are explicitly linked to the KSS and will be delivered across the 12 months of the ASYE programme – the order may be interchangeable)

***Communication; building and sustaining relationships.***

<b>Learning Outcomes:</b>	<ul style="list-style-type: none"> <li>To explore communication in relation to SW, CYP, families and carers.</li> <li>Understand importance of effective communication</li> </ul>	
<b>Delivery Type:</b>	ASYE Group Supervision: <input checked="" type="checkbox"/> Reflective Consultation: <input checked="" type="checkbox"/> Reading & Discussion: <input type="checkbox"/> SCT Briefings: <input checked="" type="checkbox"/> Workshop Session: <input checked="" type="checkbox"/> Service/team meetings <input checked="" type="checkbox"/> Self-Directed Learning <input checked="" type="checkbox"/> Formal Case Supervision <input type="checkbox"/>	
<b>Facilitator/s:</b>	Topics will be delivered via ASYE Groups, workshops, service/team meetings and supervision by a range of facilitators including: ASYE Assessors; WFD Team, SCT colleagues; Team Managers; Guest Speakers and External Trainers.	
<b>Links to resources:</b>	Signs of Safety Handbook (2 <sup>nd</sup> Edition) Signs of Safety Comprehensive Briefing Paper (4 <sup>th</sup> Edition) Research in Practice Promoting resilience in children, young people and families: Chart (2011) Communicating effectively with children under 5: A3 chart (2013) Confident practice with cultural diversity: Frontline Briefing (2015) Confident practice with cultural diversity: Frontline Briefing (2015)	
<b>Links to other training:</b>	e.g. LSCB Core Learning and Development programme Signs of Safety SCT Direct Work with CYP and families	
<b>Links to national policy, guidance and legislation:</b>	Working Together 2018 Children Act 1989 (amends 2004)	
<b>Links to Sandwell policy and guidance and key documents:</b>	e.g. Supervision Policy; Health & Safety Policy, Home Working Policy, SCT Practice Standards, Signs of Safety. SCT policy and procedure documents are available on Tri.x <a href="https://www.proceduresonline.com/sandwell/cs/index.html">https://www.proceduresonline.com/sandwell/cs/index.html</a>	
<b>Links to KSS and PCF:</b>	(KSS 1-10 – see Appendix 1)  <b>1-10</b>	(PCF 1-9 – see Appendix 2) <i>Specific Capability</i> 1.4, 2.4, 3.1, 4.1, 5.1, 6.1, 7.1, 7.2, 7, 3, 7.4, 7.5, 7.12

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<b>Links to HCPC SOPs:</b>	(1-15 - see Appendix 3)
<b>Links to e-learning:</b>	Artemis: <input checked="" type="checkbox"/> Other: <input type="checkbox"/>

## Sandwell Children's Trust ASYE Programme 2019 – 2020

**TOPIC 6** (Topics are explicitly linked to the KSS and will be delivered across the 12 months of the ASYE programme – the order may be interchangeable)

***Building personal resilience, developing coping strategies for the workplace; Managing Stress***

<b>Learning Outcomes:</b>	<ul style="list-style-type: none"> <li>Identify and develop coping strategies for the workplace</li> <li>Explore the different ways in which supervision can support stress management and increase resilience</li> <li>Developing and using support networks</li> </ul>	
<b>Delivery Type:</b>	ASYE Group Supervision: <input checked="" type="checkbox"/> Reflective Consultation: <input checked="" type="checkbox"/> Reading & Discussion: <input checked="" type="checkbox"/> SCT Briefings: <input type="checkbox"/> Workshop Session: <input type="checkbox"/> Service/team meetings <input type="checkbox"/> Self-Directed Learning <input checked="" type="checkbox"/> Formal Case Supervision <input checked="" type="checkbox"/>	
<b>Facilitator/s:</b>	Topics will be delivered via ASYE Groups, workshops, service/team meetings and supervision by a range of facilitators including: ASYE Assessors; WFD Team, SCT colleagues; Team Managers; Guest Speakers and External Trainers.	
<b>Links to resources:</b>	<b>Research in Practice</b> Supporting emotional resilience within social workers: Practice Tool (2014). Team based resource, aimed at team managers.	
<b>Links to other training:</b>	e.g. LSCB	
<b>Links to national policy, guidance and legislation:</b>	Working Together 2018 Children Act 1989 (amends 2004) SWRB/LGA Standards for Employers of Social Workers in England	
<b>Links to Sandwell policy and guidance and key documents:</b>	e.g. Supervision Policy; Health & Safety Policy, Home Working Policy, SCT Practice Standards, Signs of Safety. SCT policy and procedure documents are available on Tri.x <a href="https://www.proceduresonline.com/sandwell/cs/index.html">https://www.proceduresonline.com/sandwell/cs/index.html</a>	
<b>Links to KSS and PCF:</b>	(KSS 1-10 – see Appendix 1)	(PCF 1-9 – see Appendix 2)
	<b>1-10</b>	<i>Specific Capability</i>  1.3, 1.6, 1.7, 8.5, 8.6.
<b>Links to HCPC SOPs:</b>	(1-15 - see Appendix 3)	
<b>Links to e-learning:</b>	Artemis: <input type="checkbox"/>	Other: <input type="checkbox"/>

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**TOPIC 7** (Topics are explicitly linked to the KSS and will be delivered across the 12 months of the ASYE programme – the order may be interchangeable)

*Working with resistive and difficult to engage parents and carers.*

<b>Learning Outcomes:</b>	<ul style="list-style-type: none"> <li>Developing an understanding of working with resistive parents and carers</li> <li>Applying theories to understand self and others when working with resistant</li> </ul>
<b>Delivery Type:</b>	ASYE Group Supervision: <input checked="" type="checkbox"/> Reflective Consultation: <input checked="" type="checkbox"/> Reading & Discussion: <input checked="" type="checkbox"/> SCT Briefings: <input type="checkbox"/> Workshop Session: <input type="checkbox"/> Other: <input type="checkbox"/> Self-Directed Learning <input checked="" type="checkbox"/> Formal Case Supervision <input checked="" type="checkbox"/>
<b>Facilitator/s:</b>	Topics will be delivered via ASYE Groups, workshops, service/team meetings and supervision by a range of facilitators including: ASYE Assessors; WFD Team, SCT colleagues; Team Managers; Guest Speakers and External Trainers.
<b>Links to resources:</b>	Signs of Safety Handbook (2 <sup>nd</sup> Edition) Signs of Safety Comprehensive Briefing Paper (4 <sup>th</sup> Edition) Research in Practice Assessing parental capacity to change Working effectively with men in families (2017) Confident practice with cultural diversity: Frontline Briefing (2015) Adult attachment - application in practice with children and families: Chart (2014) The impact of parental substance misuse on child development: Chart (2013) Assessing parents' capacity to change: Frontline Tool (2013)
<b>Links to other training:</b>	e.g. LSCB Signs of Safety Graded Care Profile (GCP) SCT Direct Work with CYP and Families
<b>Links to national policy, guidance and legislation:</b>	Working Together 2018 Children Act 1989 (amends 2004)
<b>Links to Sandwell policy and guidance and key documents:</b>	e.g. Supervision Policy; Health & Safety Policy, Home Working Policy, SCT Practice Standards, Signs of Safety. SCT policy and procedure documents are available on Tri.x <a href="https://www.proceduresonline.com/sandwell/cs/index.html">https://www.proceduresonline.com/sandwell/cs/index.html</a>

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<b>Links to KSS and PCF:</b>	(KSS 1-10 – see Appendix 1) 1, 2, 3, 4, 5,6, 7, 8 9,10	(PCF 1-9 – see Appendix 2) <i>Specific Capability</i>  1.2, 1.3, 1.4, 1.9, 2.2, 2.3, 2.4, 2.6. 3.1, 3.2, 3.3. 4.1, 4.2, 4.4, 4.5. 5.1, 5.2, 5.4, 5.12. 6.1. 7.1, 7.3, 7.4, 7.5, 7.13. 8.1, 8.2, 8.4.
<b>Links to HCPC SOPs:</b>	(1-15 - see Appendix 3)	
<b>Links to online e-learning:</b>	Artemis: <input type="checkbox"/>	Other <input type="checkbox"/>



## Sandwell Children's Trust ASYE Programme 2019 – 2020

**TOPIC 8** (Topics are explicitly linked to the KSS and will be delivered across the 12 months of the ASYE programme – the order may be interchangeable)

### *Effective partnership working and chairing meetings*

<b>Learning Outcomes:</b>	<ul style="list-style-type: none"> <li>• Understand the importance of multi-agency working</li> <li>• Developing skills in managing and chairing meeting</li> <li>• Exploring conflict resolution</li> </ul>	
<b>Delivery Type:</b>	ASYE Group Supervision: <input checked="" type="checkbox"/> Reflective Consultation: <input checked="" type="checkbox"/> Reading & Discussion: <input type="checkbox"/> SCT Briefings: <input type="checkbox"/> Workshop Session: <input type="checkbox"/> Service/team meetings: <input checked="" type="checkbox"/> Self-Directed Learning <input checked="" type="checkbox"/> Formal Case Supervision <input checked="" type="checkbox"/>	
<b>Facilitator/s:</b>	Topics will be delivered via ASYE Groups, workshops, service/team meetings and supervision by a range of facilitators including: ASYE Assessors; WFD Team, SCT colleagues; Team Managers; Guest Speakers and External Trainers.	
<b>Links to resources:</b>	Signs of Safety Handbook (2 <sup>nd</sup> Edition) Signs of Safety Comprehensive Briefing Paper (4 <sup>th</sup> Edition) DOH Framework for the Assessment of Children in Need and their Families (2000)	
<b>Links to other training:</b>	e.g. LSCB	
<b>Links to national policy, guidance and legislation:</b>	Working Together 2018 Children Act 1989 (amends 2004) LSCB	
<b>Links to Sandwell policy and guidance and key documents:</b>	e.g. Supervision Policy; Health & Safety Policy, Home Working Policy, SCT Practice Standards, Signs of Safety. SCT policy and procedure documents are available on Tri.x <a href="https://www.proceduresonline.com/sandwell/cs/index.html">https://www.proceduresonline.com/sandwell/cs/index.html</a>	
<b>Links to KSS and PCF:</b>	(KSS 1-10 – see Appendix 1)  1, 2, 3, 4, 5, 6, 8 & 9.	(PCF 1-9 – see Appendix 2) <i>Specific Capability</i> 2.4, 7.3, 8.2, 8.3, 8.5, 8.6
<b>Links to HCPC SOPs:</b>	(1-15 - see Appendix 3)	
<b>Links to online e-learning:</b>	Artemis: <input type="checkbox"/>	Other: <input type="checkbox"/>

## Sandwell Children's Trust ASYE Programme 2019 – 2020

**TOPIC 9** (Topics are explicitly linked to the KSS and will be delivered across the 12 months of the ASYE programme – the order may be interchangeable)

**Court skills and processes (*Inc. the importance of Chronologies*)**

<b>Learning Outcomes:</b>	<ul style="list-style-type: none"> <li>• Develop understanding of court work and related law and policy</li> <li>• Creating and using chronologies</li> </ul>	
<b>Delivery Type:</b>	ASYE Group Supervision: <input checked="" type="checkbox"/> Reflective Consultation: <input checked="" type="checkbox"/> Reading & Discussion: <input type="checkbox"/> SCT Briefing <input type="checkbox"/> Workshop Session: <input checked="" type="checkbox"/> Other: <input type="checkbox"/> Self-Directed Learning <input checked="" type="checkbox"/> Formal Case Supervision <input checked="" type="checkbox"/>	
<b>Facilitator/s:</b>	Topics will be delivered via ASYE Groups, workshops, service/team meetings and supervision by a range of facilitators including: ASYE Assessors; WFD Team, SCT colleagues; Team Managers; Guest Speakers and External Trainers.	
<b>Links to resources:</b>	Stress Triggers template SCT Supervision policy Research in Practice Contact: Making good decisions for children in public law: Chart (2015)	
<b>Links to other training:</b>	e.g. LSCB Court work skills Signs of Safety	
<b>Links to national policy, guidance and legislation:</b>	Working Together 2018 Children Act 1989 (amends 2004)	
<b>Links to Sandwell policy and guidance and key documents:</b>	e.g. Supervision Policy; Health & Safety Policy, Home Working Policy, SCT Practice Standards, Signs of Safety. SCT policy and procedure documents are available on Tri.x <a href="https://www.proceduresonline.com/sandwell/cs/index.html">https://www.proceduresonline.com/sandwell/cs/index.html</a>	
<b>Links to KSS and PCF:</b>	(KSS 1-10 – see Appendix 1)  <b>1-10</b>	(PCF 1-9 – see Appendix 2) <i>Specific Capability</i>  <b>1, 2, 4, 5, 6, 7.8, 8.1, 8.3</b>
<b>Links to HCPC SOPs:</b>	(1-15 - see Appendix 3)	
<b>Links to e-learning:</b>	Artemis: <input type="checkbox"/>	Other: <input type="checkbox"/>

## Sandwell Children's Trust ASYE Programme 2019 – 2020

**TOPIC 10** (Topics are explicitly linked to the KSS and will be delivered across the 12 months of the ASYE programme – the order may be interchangeable)

### *Child and Adolescent Development*

<b>Learning Outcomes:</b>	<ul style="list-style-type: none"> <li>Explore and understand the importance of child and adolescent development within assessment, intervention and plans.</li> </ul>
<b>Delivery Type:</b>	ASYE Group Supervision: <input checked="" type="checkbox"/> Reflective Consultation: <input checked="" type="checkbox"/> Reading & Discussion: <input checked="" type="checkbox"/> SCT Briefing: <input type="checkbox"/> Workshop Session: <input type="checkbox"/> Service/team meetings: <input type="checkbox"/> Self-Directed Learning <input checked="" type="checkbox"/> Formal Case Supervision <input checked="" type="checkbox"/>
<b>Facilitator/s:</b>	Topics will be delivered via ASYE Groups, workshops, service/team meetings and supervision by a range of facilitators including: ASYE Assessors; WFD Team, SCT colleagues; Team Managers; Guest Speakers and External Trainers.
<b>Links to resources:</b>	DOH Framework for the Assessment of Children in Need and their Families (2000) Signs of Safety Handbook (2 <sup>nd</sup> Edition) Signs of Safety Comprehensive Briefing Paper (4 <sup>th</sup> Edition) SCT Practice Standards Research in Practice Attachment: Understanding and supporting parent/carer bonding before birth and in infancy: Frontline Chart (2016) Adolescent mental health: Frontline Tool (2015) Emotional abuse and neglect: Identifying and responding in practice with families: Chart (2014) Risk-taking adolescents and child protection: Frontline Briefing (2014) The impact of parental substance misuse on child development: Chart (2013) Communicating effectively with children under 5: A3 chart (2013) Attachment in children and young people: Chart (2011)
<b>Links to other training:</b>	e.g. LSCB
<b>Links to national policy, guidance and legislation:</b>	Working Together 2018 Children Act 1989 (amends 2004)

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<b>Links to Sandwell policy and guidance and key documents:</b>	e.g. Supervision Policy; Health & Safety Policy, Home Working Policy, SCT Practice Standards, Signs of Safety. SCT policy and procedure documents are available on Tri.x <a href="https://www.proceduresonline.com/sandwell/cs/index.html">https://www.proceduresonline.com/sandwell/cs/index.html</a>	
<b>Links to KSS and PCF:</b>	(KSS 1-10 – see Appendix 1)  1, 2, 3, 5, 6,	(PCF 1-9 – see Appendix 2) <i>Specific Capability</i> 3.1, 5.3, 5.4, 5.8, 6.2, 7.1, 7.2.
<b>Links to HCPC SOPs:</b>	(1-15 - see Appendix 3)	
<b>Links to online e-learning:</b>	Artemis: <input checked="" type="checkbox"/>	Other: <input type="checkbox"/>

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**TOPIC 11** (Topics are explicitly linked to the KSS and will be delivered across the 12 months of the ASYE programme – the order may be interchangeable)

### *Attachment, Separation and Loss; Theory to Practice*

<b>Learning Outcomes:</b>	<ul style="list-style-type: none"> <li>Revisit the key theories and research to inform assessment, intervention, plans and outcomes</li> </ul>
<b>Delivery Type:</b>	ASYE Group Supervision: <input checked="" type="checkbox"/> Reflective Consultation: <input checked="" type="checkbox"/> Reading & Discussion: <input checked="" type="checkbox"/> SCT Briefing: <input type="checkbox"/> Workshop Session: <input type="checkbox"/> Service/team meetings: <input checked="" type="checkbox"/> Self-Directed Learning <input checked="" type="checkbox"/> Formal Case Supervision <input checked="" type="checkbox"/>
<b>Facilitator/s:</b>	<b>Topics will be delivered via ASYE Groups, workshops, service/team meetings and supervision by a range of facilitators including: ASYE Assessors; WFD Team, SCT colleagues; Team Managers; Guest Speakers and External Trainers.</b>
<b>Links to resources:</b>	<b>Research in Practice</b> Attachment: Understanding and supporting parent/carer bonding before birth and in infancy: Frontline Chart (2016) Attachment in children and young people: Frontline Briefing (2016) Adolescent mental health: Frontline Tool (2015) Attachment: Understanding and supporting parent/carer bonding before birth and in infancy: Frontline Chart (2016) Attachment in children and young people: Frontline Briefing (2016) Adolescent mental health: Frontline Tool (2015) The impact of parental substance misuse on child development: Chart (2013) Assessing parents' capacity to change: Frontline Tool (2013) Communicating effectively with children under 5: A3 chart (2013) Attachment in children and young people: Chart (2011) Adult attachment - application in practice with children and families: Chart (2014)
<b>Links to other training:</b>	e.g. LSCB
<b>Links to national policy, guidance and legislation:</b>	Working Together 2018 Children Act 1989 (amends 2004)

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<b>Links to Sandwell policy and guidance and key documents:</b>	e.g. Supervision Policy; Health & Safety Policy, Home Working Policy, SCT Practice Standards, Signs of Safety. SCT policy and procedure documents are available on Tri.x <a href="https://www.proceduresonline.com/sandwell/cs/index.html">https://www.proceduresonline.com/sandwell/cs/index.html</a>	
<b>Links to KSS and PCF:</b>	(KSS 1-10 – see Appendix 1)  1-10	(PCF 1-9 – see Appendix 2) <i>Specific Capability</i>  5.1, 5.3, 5.4. 5.6, 6.2, 7.1, 7.2, 7.3.
<b>Links to HCPC SOPs:</b>	(1-15 - see Appendix 3)	
<b>Links to e-learning:</b>	Artemis: <input checked="" type="checkbox"/>	Other: <input type="checkbox"/>

## Sandwell Children's Trust ASYE Programme 2019 – 2020

**TOPIC 12** (Topics are explicitly linked to the KSS and will be delivered across the 12 months of the ASYE programme – the order may be interchangeable)

***Adult mental ill health, substance misuse, domestic abuse, physical ill health and disability***

<b>Learning Outcomes:</b>	<ul style="list-style-type: none"> <li>Explore and understand the impact of parental ill health, mental health, substance misuse and DV upon parenting capacity and CYP development.</li> </ul>	
<b>Delivery Type:</b>	ASYE Group Supervision: <input checked="" type="checkbox"/> Reflective Consultation: <input checked="" type="checkbox"/> Reading & Discussion: <input checked="" type="checkbox"/> SCT Briefing: <input type="checkbox"/> Workshop Session: <input type="checkbox"/> Service/team meetings: <input checked="" type="checkbox"/> Self-Directed Learning <input checked="" type="checkbox"/> Formal Case Supervision <input checked="" type="checkbox"/>	
<b>Facilitator/s:</b>	Topics will be delivered via ASYE Groups, workshops, service/team meetings and supervision by a range of facilitators including: ASYE Assessors; WFD Team, SCT colleagues; Team Managers; Guest Speakers and External Trainers.	
<b>Links to resources:</b>	<b>Research in Practice</b> Assessing parents' capacity to change: Frontline Tool (2013) The impact of parental substance misuse on child development: Chart (2013) Adult attachment - application in practice with children and families: Chart (2014) Impacts of domestic violence on CYP	
<b>Links to other training:</b>	e.g. LSCB Webinars – see Research in Practice Toxic Trio	
<b>Links to national policy, guidance and legislation:</b>	Care Act 2015 Mental Health Capacity Act 2005 Mental Health Act 1983	
<b>Links to Sandwell policy and guidance and key documents:</b>	e.g. Supervision Policy; Health & Safety Policy, Home Working Policy, SCT Practice Standards, Signs of Safety. SCT policy and procedure documents are available on Tri.x <a href="https://www.proceduresonline.com/sandwell/cs/index.html">https://www.proceduresonline.com/sandwell/cs/index.html</a>	
<b>Links to KSS and PCF:</b>	(KSS 1-10 – see Appendix 1)  1, 2, 3, (4 is the KSS relating to parents' issues) 5, 6, 7, 8.	(PCF 1-9 – see Appendix 2) <i>Specific Capability</i>  2.3, 2.4, 3.2, 4.2, 5.1, 5.4, 5.7, 6.2, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 7.12, 7.13, 8.3.
<b>Links to HCPC SOPs:</b>	(1-15 - see Appendix 3)	
<b>Links to online e-learning:</b>	Artemis: <input checked="" type="checkbox"/>	Other: SCIE <input checked="" type="checkbox"/>

## APPENDIX 1



## Knowledge and Skills Statements

### 1) Relationships and effective direct work

Build effective relationships with children, young people and families, which form the bedrock of all support and child protection responses. Be both authoritative and empathic and work in partnership with children, families and professionals, enabling full participation in assessment, planning, review and decision making. Ensure child protection is always privileged. Provide support based on best evidence, which is tailored to meet individual child and family needs, and which addresses relevant and significant risks. Secure access to services, negotiating and challenging other professionals and organisations to provide the help required. Ensure children and families, including children in public care; receive the support to which they are entitled. Support children and families in transition, including children and young people moving to and between placements, those returning home, those being adopted or moving through to independence. Help children to separate from, and sustain, multiple relationships recognising the impact of loss and change.

### 2) Communication

Communicate clearly and sensitively with children of different ages and abilities, their families and in a range of settings and circumstances. Use methods based on best evidence. Create immediate rapport with people not previously known which facilitates engagement and motivation to participate in child protection enquiries, assessments and services. Act respectfully even when people are angry, hostile and resistant to change. Manage tensions between parents, carers and family members, in ways that show persistence, determination and professional confidence.

Listen to the views, wishes and feelings of children and families and help parents and carers understand the ways in which their children communicate through their behaviour. Help them to understand how they might communicate more effectively with their children. Promote speech, language and communication support, identifying those children and adults who are experiencing difficulties expressing them. Produce written case notes and reports, which are well argued, focused, and jargon free. Present a clear analysis and a sound rationale for actions as well as any conclusions reached, so that all parties are well informed.

### 3) Child development

Observe and talk to children in their environment including at home, at school, with parents, carers, friends and peers to help understand the physical and emotional world in which the child lives, including the quality of child and parent/carer interaction and other key relationships. Establish the pattern of development for the child, promote optimal child development and be alert to signs that may indicate that the child is not meeting key developmental milestones, has been harmed or is at risk of harm. Take account of typical age-related physical, cognitive, social, emotional and behavioural development over time,



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accepting that normative developmental tasks are different for each child depending on the interaction for that child between health, environmental and genetic factors. Assess the influence of cultural and social factors on child development, the effect of different parenting styles, and the effect of loss, change and uncertainty in the development of resilience. Explore the extent to which behavioural and emotional development may also be a result of communication difficulties, ill health or disability, adjusting practice to take account of these differences. Seek further advice from relevant professionals to fully understand a child's development and behaviour.

### **4) Adult mental ill health, substance misuse, domestic abuse, physical ill health and disability**

Identify the impact of adult mental ill health, substance misuse, domestic abuse, physical ill health and disability on family functioning and social circumstances and in particular the effect on children, including those who are young carers. Access the help and assistance of other professionals in the identification and prevention of adult social need and risk, including mental health and learning disability assessment. Coordinate emergency and routine services and synthesise multi-disciplinary judgements as part of on-going social work assessment. Use a range of strategies to help families facing these difficulties. Identify concerning adult behaviours that may indicate risk or increasing risk to children. Assess the likely impact on, and inter-relationship between, parenting and child development. Recognise and act upon escalating social needs and risks, helping to ensure that vulnerable adults are safeguarded and that a child is protected and their best interests always prioritised.

### **5) Abuse and neglect of children**

Exchange information with partner agencies about children and adults where there is concern about the safety and welfare of children. Triangulate evidence to ensure robust conclusions are drawn. Recognise harm and the risk indicators of different forms of harm to children relating to sexual, physical, emotional abuse and neglect. Take into account the long-term effects of cumulative harm, particularly in relation to early indicators of neglect. Consider the possibility of child sexual exploitation, grooming (on and offline), female genital mutilation and enforced marriage and the range of adult behaviours which pose a risk to children, recognising too the potential for children to be perpetrators of abuse. Lead the investigation of allegations of significant harm to children in consultation with other professionals and practice supervisors. Draw one's own conclusions about the likelihood of, for example, sexual abuse or non-accidental injury having occurred and the extent to which any injury is consistent with the explanation offered. Commission a second professional opinion and take legal advice where necessary.

### **6) Child and family assessment**

Carry out in-depth and on-going family assessment of social need and risk to children, with particular emphasis on parental capacity and capability to change. Use professional curiosity and authority while maintaining a position of partnership, involving all key family members, including fathers. Acknowledge any conflict between parental and children's interests,

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prioritising the protection of children as set out in legislation. Use child observation skills, genograms, Eco maps, chronologies and other evidence based tools ensuring active child and family participation in the process. Incorporate the contributions that other professional disciplines make to social work assessments. Hold an empathic position about difficult social circumstances experienced by children and families, taking account of the relationship between poverty and social deprivation, and the effect of stress on family functioning, providing help and support. Take into account individual child and family history and how this might affect the ability of adults and children to engage with services. Recognise and address behaviour that may indicate resistance to change, ambivalent or selective cooperation with services, and recognise when there is a need for immediate action, and what other steps can be taken to protect children.

### **7) Analysis, decision-making, planning and review**

Establish the seriousness that different risks present and any harm already suffered by a child, balanced with family strengths and potential solutions. Set out the best options for resolving difficulties facing the family and each child, considering the risk of future harm and its consequences and the likelihood of successful change.

Prioritise children's need for emotional warmth, stability and sense of belonging, particularly those in public care, as well as identity development, health and education, ensuring active participation and positive engagement of the child and family. Test multiple hypotheses about what is happening in families and to children, using evidence and professional judgement to reach timely conclusions. Challenge any prevailing professional conclusions in the light of new evidence or practice reflection. Make realistic, child centred, plans within a review timeline, which will manage and reduce identified risks and meet the needs of the child. Ensure sufficient multi-disciplinary input into the process at all stages. Apply twin and triple track planning to minimise chances of drift or delay, being alert to the effectiveness or otherwise of current support plans.

### **8) The law and the family and youth justice systems**

Navigate the family and youth justice systems in England using legal powers and duties to support families, to protect children and to look after children in the public care system, including the regulatory frameworks that support the full range of permanence options. Participate in decisions about whether to make an application to the family court, the order to be applied for, and the preparation and presentation of evidence. Seek advice and second opinion as required in relation to the wide range of legal issues which frequently face children and families involved with statutory services including immigration, housing, welfare benefits, mental health and learning disability assessment, education and support for children with learning difficulties. Use the law, regulatory and statutory guidance to inform practice decisions. Take into account the complex relationship between professional ethics, the application of the law and the impact of social policy on both.

### **9) The role of supervision**

Recognise one's own professional limitations and how and when to seek advice from a range of sources, including practice supervisors, senior practice leaders and other clinical practitioners from a range of disciplines such as psychiatry, paediatrics and psychology.

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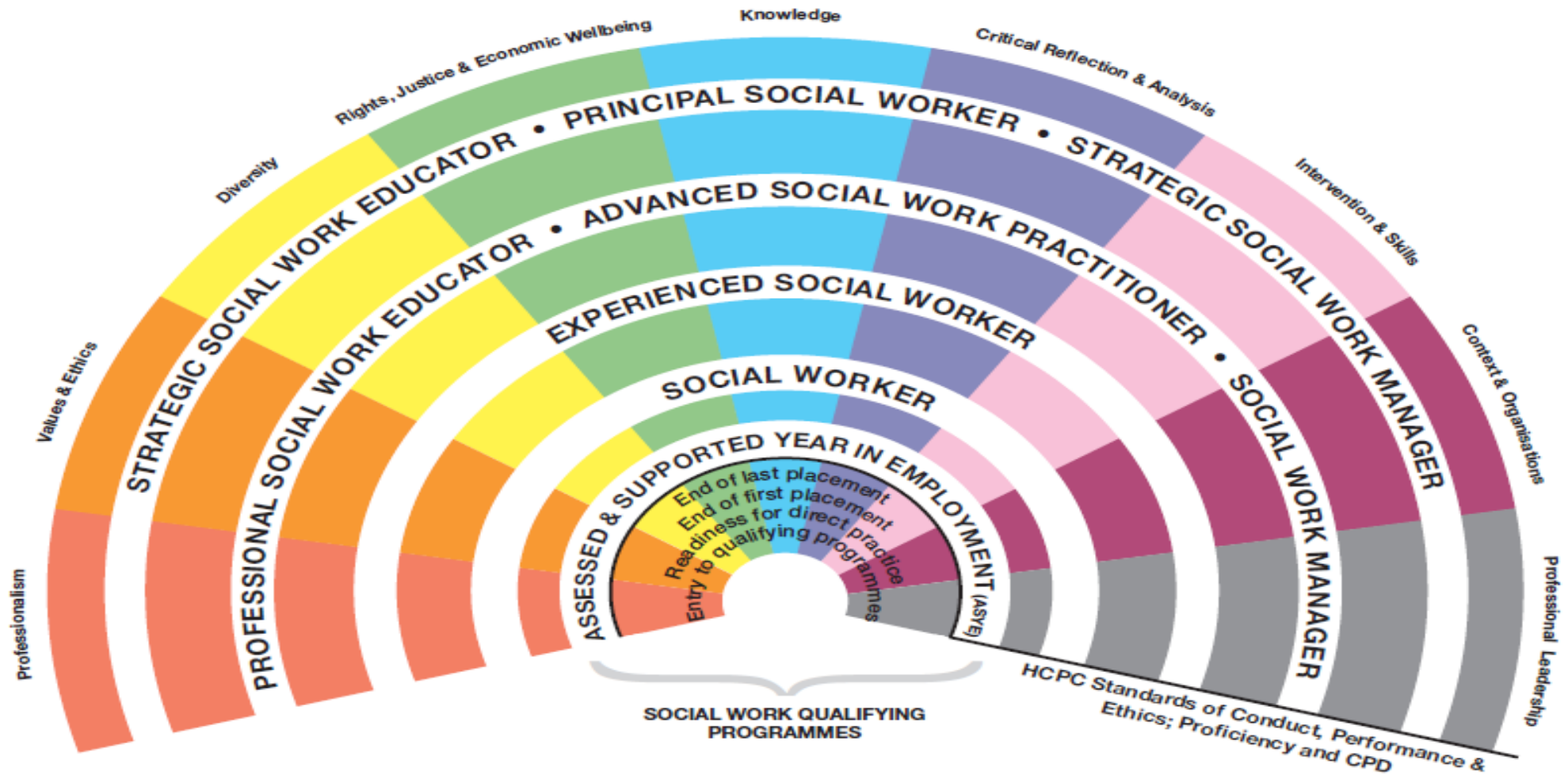
Discuss debate, reflect upon and test hypotheses about what is happening within families, and with children. Explore the potential for bias in decision-making and resolve tensions emerging from, for example, ethical dilemmas, conflicting information or differing professional positions. Identify which methods will be of help for a specific child or family and the limitations of different approaches. Make use of the best evidence from research to inform the complex judgements and decisions needed to support families and protect children. Reflect on the emotional experience of working relationships with parents, carers and children, and consciously identify where personal triggers are affecting the quality of analysis or help. Identify strategies to build professional resilience and management of self.

### **10) Organisational context**

Operate successfully in a wide range of organisational contexts complying with the checks and balances within local and national systems which are a condition of employment. Maintain personal and professional credibility through effective working relationships with peers, managers and leaders both within the profession, throughout multi-agency partnerships and public bodies, including the family courts. Act in ways that protect the reputation of the employer organisation and the social work profession, whilst always privileging the best interests of children. Manage the specific set of organisational tasks relating to lead responsibility for children with the support of an appropriately qualified supervisor and use of the multi-agency support network. Contribute to the organisation's role as corporate parent to children in public care, encouraging and advocating for organisational focus, resource and support so that children and young people can thrive and enjoy their childhood and move into independence with confidence in and ambition for their futures.

## Appendix 2

# Professional Capabilities Framework for Social Workers



## BASW- PCF

### Professional Capabilities Framework - Assessed and Supported Year in Employment (ASYE) Level Capabilities.

#### Statement

*Please note: Where capability statements are in italics this indicates that they should have been met at a previous level and do not need to be met again. However, the expectation should be that social workers will maintain capability in that area of practice.*

#### **1. Professionalism: Identify and behave as a professional social worker, committed to professional development**

Social workers are members of an internationally recognised profession, a title protected in UK law. Social workers demonstrate professional commitment by taking responsibility for their conduct, practice and learning, with support through supervision. As representatives of the social work profession they safeguard its reputation and are accountable to the professional regulator.

1. Be able to meet the requirements of the professional regulator
2. *Be able to explain the role of the social worker in a range of contexts, and uphold the reputation of the profession*
3. Make proactive use of supervision to reflect critically on practice, explore different approaches to your work, support your development across the nine capabilities and understand the boundaries of professional accountability
4. *Demonstrate professionalism in terms of presentation, demeanour, reliability, honesty and respectfulness*
5. Demonstrate workload management skills and develop the ability to prioritise
6. Recognise and balance your own personal/professional boundaries in response to changing and more complex contexts
7. *Recognise your own professional limitations, and how to seek advice*

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8. Identify your learning needs; assume responsibility for improving your practice through appropriate professional development
9. Develop ways to promote wellbeing at work, identifying strategies to protect and promote your own well-being and the well-being of others
10. Identify and implement strategies for responding appropriately to concerns about practice or procedures, seeking guidance if required

### 2. Values and Ethics: Apply social work ethical principles and values to guide professional practice

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making, including through partnership with people who use their services. Social workers are knowledgeable about the value base of their profession, its ethical standards and relevant law.

1. *Understand and apply the profession's ethical principles and legislation, taking account of these in reaching decisions*
2. Recognise, and manage the impact of your own values on professional practice
3. Recognise and manage conflicting values and ethical dilemmas to arrive at principled decisions
4. *Demonstrate respectful partnership work with service users and carers, eliciting and respecting their needs and views, and promoting their participation in decision-making wherever possible*
5. *Recognise and promote individuals' rights to autonomy and self-determination*
6. *Promote and protect the privacy of individuals within and outside their families and networks, recognising the requirements of professional accountability and information sharing*

### 3. Diversity: Recognise diversity and apply anti-discriminatory and anti-oppressive principles in practice

Social workers understand that diversity characterises and shapes human experience and is critical to the formation of identity. Diversity is multi-dimensional and includes race, disability, class, economic status, age, sexuality, gender and transgender, faith and belief. Social workers appreciate that, as a consequence of difference, a person's life experience may include oppression, marginalisation and alienation as well as privilege, power and acclaim, and are able to challenge appropriately.

1. Identify and take account of the significance of diversity and discrimination on the lives of people, and show application of this understanding in your practice

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2. Recognise oppression and discrimination by individuals or organisations and implement appropriate strategies to challenge
3. Identify the impact of the power invested in your role on relationships and your intervention, and be able to adapt your practice accordingly

### 4. Rights, Justice and Economic Wellbeing: Advance human rights and promote social justice and economic well-being

Social workers recognise the fundamental principles of human rights and equality, and that these are protected in national and international law, conventions and policies. They ensure these principles underpin their practice. Social workers understand the importance of using and contributing to case law and applying these rights in their own practice. They understand the effects of oppression, discrimination and poverty.

1. Begin to integrate principles of and entitlements to social justice, social inclusion and equality in your analysis and practice, by identifying factors that contribute to inequality and exclusion, and supporting people to pursue options to enhance their well being
2. Address oppression and discrimination applying the law to protect and advance people's rights, recognising how legislation can constrain or advance these rights
3. Apply in practice principles of human, civil rights and equalities legislation, and manage competing rights, differing needs and perspectives
4. *Recognise the impact of poverty and social exclusion and promote enhanced economic status through access to education, work, housing, health services and welfare benefit*
5. Empower service users and carers through recognising their rights and enable access where appropriate to independent advocacy

### 5. Knowledge: Apply knowledge of social sciences, law and social work practice theory

Social workers understand psychological, social, cultural, spiritual and physical influences on people; human development throughout the life span and the legal framework for practice. They apply this knowledge in their work with individuals, families and communities. They know and use theories and methods of social work practice.

1. Consolidate, develop and demonstrate comprehensive understanding and application of the knowledge gained in your initial training, and knowledge related to your specialist area of practice, including critical awareness of current issues and new evidence-based practice research
2. Demonstrate knowledge and application of appropriate legal and policy frameworks and guidance that inform and mandate social work practice. Apply legal reasoning, using professional legal expertise and advice appropriately, recognising where scope for professional judgement exists
3. *Demonstrate and apply to practice a working knowledge of human growth and development throughout the life course*

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4. *Recognise the short and long term impact of psychological, socio-economic, environmental and physiological factors on people's lives, taking into account age and development, and how this informs practice*
5. *Recognise how systemic approaches can be used to understand the person-in-the-environment and inform your practice*
6. *Acknowledge the centrality of relationships for people and the key concepts of attachment, separation, loss, change and resilience*
7. *Understand forms of harm and their impact on people, and the implications for practice, drawing on concepts of strength, resilience, vulnerability, risk and resistance, and apply to practice*
8. *Demonstrate a critical knowledge of the range of theories and models for social work intervention with individuals, families, groups and communities, and the methods derived from them*
9. *Demonstrate a critical understanding of social welfare policy, its evolution, implementation and impact on people, social work, other professions, and inter-agency working*
10. *Recognise the contribution, and begin to make use, of research to inform practice*
11. *Demonstrate a critical understanding of research methods*
12. *Value and take account of the expertise of service users, carers and professionals*

### 6. Critical reflection and Analysis - Apply critical reflection and analysis to inform and provide a rationale for professional decision-making

Social workers are knowledgeable about and apply the principles of critical thinking and reasoned discernment. They identify, distinguish, evaluate and integrate multiple sources of knowledge and evidence. These include practice evidence, their own practice experience, service user and carer experience together with research-based, organisational, policy and legal knowledge. They use critical thinking augmented by creativity and curiosity.

1. Show creativity in tackling and solving problems, by considering a range of options to solve dilemmas
2. Use reflective practice techniques to evaluate and critically analyse information, gained from a variety of sources, to construct and test hypotheses and make explicit evidence-informed decisions



### 7. Intervention and Skills: Use judgement and authority to intervene with individuals, families and communities to promote independence, provide support and prevent harm, neglect and abuse

Social workers engage with individuals, families, groups and communities, working alongside people to assess and intervene. They enable effective relationships and are effective communicators, using appropriate skills. Using their professional judgement, they employ a range of interventions: promoting independence, providing support and protection, taking preventative action and ensuring safety whilst balancing rights and risks. They understand and take account of differentials in power, and are able to use authority appropriately. They evaluate their own practice and the outcomes for those they work with.

1. Use a range of methods to engage and communicate effectively with service users, eliciting the needs, wishes and feelings of all those involved, taking account of situations where these are not explicitly expressed
2. Demonstrate clear communication of evidence-based professional reasoning, judgements and decisions, to professional and non-professional audiences
3. Build and use effective relationships with a wide range of people, networks, communities and professionals to improve outcomes, showing an ability to manage resistance
4. Use appropriate assessment frameworks, applying information gathering skills to make and contribute to assessments, whilst continuing to build relationships and offer support
5. Select, use and review appropriate and timely social work interventions, informed by evidence of their effectiveness, that are best suited to the service user(s), family, carer, setting and self
6. *Use a planned and structured approach, informed by social work methods, models and tools, to promote positive change and independence and to prevent harm*
7. *Recognise how the development of community resources, groups and networks enhance outcomes for individuals*
8. Record information in a timely, respectful and accurate manner. Write records and reports, for a variety of purposes with language suited to function, using information management systems. Distinguish fact from opinion, and record conflicting views and perspectives
9. Share information consistently in ways that meet legal, ethical and agency requirements
10. *Recognise complexity, multiple factors, changing circumstances and uncertainty in people's lives, be able to prioritise your intervention*
11. Use authority appropriately in your role
12. Demonstrate understanding of and respond to risk factors in your practice. Contribute to the assessment and management of risk, including strategies for reducing risk, distinguishing levels of risk for different situations
13. Demonstrate application of principles and practice for safeguarding adults and children including consideration of potential abuse. Apply strategies that aim to reduce and prevent harm and abuse

### 8. Contexts and organisations: Engage with, inform, and adapt to changing contexts that shape practice. Operate effectively within own organisational frameworks and contribute to the development of services and organisations. Operate effectively within multi-agency and inter-professional partnerships and settings

Social workers are informed about and pro-actively responsive to the challenges and opportunities that come with changing social contexts and constructs. They fulfil this responsibility in accordance with their professional values and ethics, both as individual professionals and as members of the organisation in which they work. They collaborate, inform and are informed by their work with others, inter-professionally and with communities.

1. Taking account of legal, operational and policy contexts, proactively engage with your own organisation and contribute to its evaluation and development
2. Proactively engage with colleagues, and a range of organisations to identify, assess, plan and support to the needs of service users and communities
3. *Understand legal obligations, structures and behaviours within organisations and how these impact on policy, procedure and practice*
4. *Be able to work within an organisation's remit and contribute to its evaluation and development*
5. *Understand and respect the role of others within the organisation and work effectively with them*
6. Work effectively as a member of a team, demonstrating the ability to develop and maintain appropriate professional and inter-professional relationships, managing challenge and conflict with support

### 9. Professional Leadership: Take responsibility for the professional learning and development of others through supervision, mentoring, assessing, research, teaching, leadership and management

The social work profession evolves through the contribution of its members in activities such as practice research, supervision, assessment of practice, teaching and management. An individual's contribution will gain influence when undertaken as part of a learning, practice-focused organisation. Learning may be facilitated with a wide range of people including social work colleagues, service users and carers, volunteers, foster carers and other professionals.

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1. Show the capacity for leading practice through the manner in which you conduct your professional role, your contribution to supervision and to team meetings
2. Take steps to enable the learning and development of others

### HCPC Standards of Proficiency

Registrant social workers must:

#### **1 be able to practise safely and effectively within their scope of practice**

- 1.1 know the limits of their practice and when to seek advice or refer to another professional
- 1.2 recognise the need to manage their own workload and resources and be able to practise accordingly
- 1.3 be able to undertake assessments of risk, need and capacity and respond appropriately
- 1.4 be able to recognise and respond appropriately to unexpected Situations and manage uncertainty
- 1.5 be able to recognise signs of harm, abuse and neglect and know how to respond appropriately

#### **2 be able to practise within the legal and ethical boundaries of their profession**

- 2.1 understand current legislation applicable to the work of their profession
- 2.2 understand the need to promote the best interests of service users and carers at all times
- 2.3 understand the need to protect, safeguard and promote the wellbeing of children, young people and vulnerable adults
- 2.4 understand the need to address practices which present a risk to or from service users and carers, or others
- 2.5 be able to manage competing or conflicting interests
- 2.6 be able to exercise authority as a social worker within the appropriate legal and ethical frameworks
- 2.7 understand the need to respect and uphold the rights, dignity, values and autonomy of every service user and carer
- 2.8 recognise that relationships with service users and carers should

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be based on respect and honesty

2.9 recognise the power dynamics in relationships with service users and carers and be able to manage those dynamics appropriately

2.10 understand what is required of them by the Health and Care Professions Council

### **3 be able to maintain fitness to practise**

3.1 understand the need to maintain high standards of personal and professional conduct

3.2 understand the importance of maintaining their own health and wellbeing

3.3 understand both the need to keep skills and knowledge

Up-to-date and the importance of career-long learning

3.4 be able to establish and maintain personal and professional boundaries

3.5 be able to manage the physical and emotional impact of their Practice

### **4 be able to practise as an autonomous professional, exercising their own professional judgement**

4.1 be able to assess a situation, determine its nature and severity and call upon the required knowledge and experience to deal with it

4.2 be able to initiate resolution of issues and be able to exercise personal initiative

4.3 recognise that they are personally responsible for, and must be able to justify, their decisions and recommendations

4.4 be able to make informed judgements on complex issues using the information available

4.5 be able to make and receive referrals appropriately

### **5 be aware of the impact of culture, equality and diversity on practice**

5.1 be able to reflect on and take account of the impact of inequality, disadvantage and discrimination on those who use social work services and their communities

5.2 understand the need to adapt practice to respond appropriately

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to different groups and individuals

5.3 be aware of the impact of their own values on practice with different groups of service users and carers

5.4 understand the impact of different cultures and communities and how this affects the role of the social worker in supporting service users and carers

### **6 be able to practise in a non-discriminatory manner**

6.1 be able to work with others to promote social justice, equality and inclusion

6.2 be able to use practice to challenge and address the impact of discrimination, disadvantage and oppression

### **7 be able to maintain confidentiality**

7.1 be able to understand and explain the limits of confidentiality

7.2 be able to recognise and respond appropriately to situations where it is necessary to share information to safeguard service users and carers or others

### **8 be able to communicate effectively**

8.1 be able to use interpersonal skills and appropriate forms of verbal and non-verbal communication with service users, carers and others

8.2 be able to demonstrate effective and appropriate skills in communicating advice, instruction, information and professional opinion to colleagues, service users and carers

8.3 understand the need to provide service users and carers with the information necessary to enable them to make informed decisions or to understand the decisions made

8.4 understand how communication skills affect the assessment of and engagement with service users and carers

8.5 understand how the means of communication should be modified to address and take account of a range of factors including age, capacity, learning ability and physical ability

8.6 be aware of the characteristics and consequences of verbal and non-verbal communication and how this can be affected by a range of factors including age, culture, disability, ethnicity, gender,

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religious beliefs and socio-economic status

8.7 understand the need to draw upon available resources and services to support service users' and carers' communication, wherever possible

8.8 be able to communicate in English to the standard equivalent to level 7 of the International English Language Testing System, with no element below 6.51

8.9 be able to engage in inter-professional and inter-agency communication

8.10 be able to listen actively to service users and carers and others

8.11 be able to prepare and present formal reports in line with applicable protocols and guidelines

1 The International English Language Testing System (IELTS) tests competence in the English

language. Applicants who have qualified outside of the UK, whose first language is not English

and who are not nationals of a country within the European Economic Area (EEA) or Switzerland,

must provide evidence that they have reached the necessary standard. Please visit our website

for more information.

### **9 be able to work appropriately with others**

9.1 understand the need to build and sustain professional relationships with service users, carers and colleagues as both an autonomous practitioner and collaboratively with others

9.2 be able to work with service users and carers to enable them to assess and make informed decisions about their needs, circumstances, risks, preferred options and resources

9.3 be able to work with service users and carers to promote individual growth, development and independence and to assist them to understand and exercise their rights

9.4 be able to support service users' and carers' rights to control their lives and make informed choices about the services they receive

9.5 be able to support the development of networks, groups and communities to meet needs and outcomes

9.6 be able to work in partnership with others, including those working in other agencies and roles

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9.7 be able to contribute effectively to work undertaken as part of a multi-disciplinary team

9.8 recognise the contribution that service users' and carers' own resources and strengths can bring to social work

9.9 be able to work with resistance and conflict

9.10 be able to understand the emotional dynamics of interactions with service users and carers

### **10 be able to maintain records appropriately**

10.1 be able to keep accurate, comprehensive and comprehensible records in accordance with applicable legislation, protocols and guidelines

10.2 recognise the need to manage records and all other information in accordance with applicable legislation, protocols and guidelines

### **11 be able to reflect on and review practice**

11.1 understand the value of critical reflection on practice and the need to record the outcome of such reflection appropriately

11.2 recognise the value of supervision, case reviews and other methods of reflection and review

### **12 be able to assure the quality of their practice**

12.1 be able to use supervision to support and enhance the quality of their social work practice

12.2 be able to contribute to processes designed to evaluate service and individual outcomes

12.3 be able to engage in evidence-informed practice, evaluate practice systematically and participate in audit procedures

### **13 understand the key concepts of the knowledge base relevant to their profession**

13.1 recognise the roles of other professions, practitioners and organisations

13.2 be aware of the different social and organisational contexts and settings within which social work operates

13.3 be aware of changes in demography and culture and their impact on social work



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13.4 understand in relation to social work practice:

- social work theory;
- social work models and interventions;
- the development and application of relevant law and social policy;
- the development and application of social work and social work values;
- human growth and development across the lifespan and the impact of key developmental stages and transitions;
- the impact of injustice, social inequalities, policies and other issues which affect the demand for social work services;
- the relevance of psychological, environmental, sociological and physiological perspectives to understanding personal and social development and functioning;
- concepts of participation, advocacy and empowerment; and
- the relevance of sociological perspectives to understanding societal and structural influences on human behaviour

### **14 be able to draw on appropriate knowledge and skills to inform practice**

14.1 be able to gather, analyse, critically evaluate and use information and knowledge to make recommendations or modify their practice

14.2 be able to select and use appropriate assessment tools

14.3 be able to prepare, implement, review, evaluate, revise and conclude plans to meet needs and circumstances in conjunction with service users and carers

14.4 be able to use social work methods, theories and models to achieve change and development and improve life opportunities

14.5 be aware of a range of research methodologies

14.6 recognise the value of research and analysis and be able to evaluate such evidence to inform their own practice

14.7 be able to demonstrate a level of skill in the use of information technology appropriate to their practice

14.8 be able to change their practice as needed to take account of new developments or changing contexts

### **15 be able to establish and maintain a safe practice Environment**

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15.1 understand the need to maintain the safety of service users, carers and colleagues

15.2 be aware of applicable health and safety legislation and any relevant safety policies and procedures in force at the workplace, such as incident reporting, and be able to act in accordance with these

15.3 be able to work safely in challenging environments, including being able to take appropriate actions to manage environmental risk

**This programme was compiled by the Workforce Development Team in line with the DfE and Skills for Care requirements for the ASYE, demonstrating progression against the 10 *Knowledge and Skills Statements* (KSS) with reference to the over-arching capabilities of the Professional Capabilities Framework (PCF), and HCPC Professional Standards of Proficiency.**

**Sandwell Childrens Trust  
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