

**The Assessed and Supported Year in Employment (ASYE)
Children's Services
Newly Qualified Social Workers**

Summer 2022



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Introducing the Bradford Council ‘Assessed and Supported Year in Employment’ for Newly Qualified Social Workers (NQSWs) working with Children and Families

Foreword from Traci Taylor, Principal Social Worker, Children’s Services, Bradford Council

“We are at our best when we believe in people. We are the only profession that is taught to do that”

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Welcome to Bradford and the start of the Assessed and Supported Year in Employment (ASYE)

Hello and welcome to Bradford in your role as a Newly Qualified Social Worker; my name is Traci Taylor and I am Bradford’s Child and Family Principal Social Worker and I have the strategic responsibility within the local authority for the Assessed and Supported Year in Employment programme (ASYE) for Children’s Services.

The quote above epitomises why I came into social work; the quote is included in a book called ‘**Social Work, Cats and Rocket Science**’ – making a difference in social work with adults which was co-written by colleagues including Rob Mitchell who is the Principal Social Worker for Adult Services.

Social Work with both children and adults is more important that it has ever been and for the children we work with it is important that they work with social workers who are caring, competent and confident. Social work is the one profession that seeks to address inequality and disadvantage through poverty, structural oppression and discrimination to increase the life chances of those we work with. We work within a statutory legal framework and in a political environment which has an impact on our interventions with families and that can cause ethical dilemmas and conflict for us. It is important that as Newly Qualified Social Workers you have the opportunity to explore these conflicts and understand how to manage these to give the best service to the children and their families in Bradford.

BASW define social work as:

“...a practice-based profession and an academic discipline that promotes social change and development, social cohesion, and the empowerment and liberation of people. Principles of social justice, human rights, collective responsibility and respect for diversities are central to social work. Underpinned by theories of social work, social sciences, humanities and indigenous knowledge, social work engages people and structures to address life challenges and enhance wellbeing”.

The ASYE programme is designed to support you through your challenges by equipping you with the skills you need to manage the complexities both practical and emotional that will be a roller coaster of a ride for you; but remember you are not on this journey alone.

I am thrilled that you have chosen to start your career in Bradford and wish you every good luck for the start of your social work journey and for the rest of your career. In a world where things can be very challenging and distressing, you have chosen a profession that works really hard to make the world more equal and to support others to achieve things that without you they would not realise that they have the internal resources to achieve those things.

Traci Taylor – Principal Social Worker for Children and Families.

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Introducing the Bradford Council 'Assessed and Supported Year in Employment' Academy for Newly Qualified Social Workers working in Children's Services

Bradford Council, Children's Services have developed a Social Work Academy. We want you to become confident in the work you deliver through a combination of a highly supportive network and high challenge to enable you to do your job well. You will spend the first **3 months** based within the academy, largely centred on face to face teaching and reflective supervision opportunities in Margaret McMillan Tower. NQSW's will have the opportunity to spend increasing time within their host teams and other departments in Childrens Services to shadow colleagues and develop a good understanding of the practice model. The learning environment of the Academy will provide weekly reflective and peer supervision, particularly at the early stages, and a specific timetable that will support your induction into Bradford children's social services.

How was the Assessment Framework for ASYE developed?

The Assessed and Supported Year in Education for all newly qualified social workers was proposed by the Social Work Task Force, developed by the Social Work Reform Board and introduced in England in 2012. Initially underpinned by the Professional Capabilities Framework (PCF) it has been further supplemented by the Knowledge and Skills Statement (KSS) which describes what Social Workers appointed to work with Child and Family Services need to be able to know and demonstrate by the end of their first year in employment.

The programme is led under the Bradford Teaching Partnership who has responsibility for the design of the programme to meet requirements and will monitor, review and update the programme to ensure that it is consistent and fair and meets the needs of our NQSWs.

The Bradford Teaching Partnership is made of representatives from the Local Authority Children's and Adult Services, Bradford University and Bradford College.

What about Newly Qualified Social Workers in Adult services?

Colleagues in Adult services have a similar but separate ASYE programme mapped to specialist Adult Services Knowledge and Skills Statements and the PCF.

Who is eligible for the ASYE programme?

This guidance is for newly appointed Registered Social Workers (and their Line Manager/Assessor) employed by Bradford Council in Children's and Adult's Services who are working in any post that requires them to be a Registered Social Worker as a condition of the contract. To be eligible to participate, recently appointed Social Workers in Bradford who are newly qualified or qualified within the last two years but have not practiced as Social Workers prior to appointment, will be supported to join the programme.

There may be other circumstances where it is possible to offer the ASYE programme to those outside of two years qualified period; for example, those who qualified abroad and have not practised in the UK and those who qualified some time ago but who have never practised as a social worker. The ASYE programme allows them to have the support, guidance and learning from the programme.

What are the main elements of the ASYE?

The length of the programme is one year for a full time employees and pro-rata for part-time posts (up to a maximum length of 2 years). **Changes to the timescale such as pausing the asye are dependent on specific circumstances such as long term sickness or maternity leave.** The learning agreement timescales will be adjusted for any missed time. **There can be no extensions granted for performance related reasons.**

You will be supported on the programme through regular one to one structured and reflective supervision by a Practice Supervisor or Team Manager with a social work qualification. Supervision will be provided at the minimum frequency specified by the Local Government Association 2014 for NQSWs which is:

- First six weeks – weekly
- 6 weeks to 6 months – fortnightly
- Post 6 months – at a minimum of every 4 weeks thereafter.

You will be allocated a managed case load with a 10% reduction in comparison to the team average to allow for learning, training and development activities throughout this first year.

Both you and your assessor will also receive regular support from the Practice Supervisor who has responsibility for the ASYE programme primarily through the three way learning agreement meeting at the beginning of the programme and at the 6-month review. Additional support will be available as and when required.

The main body of the learning and shadowing has been prearranged at the start of the ASYE in the form of the academy (see below) however opportunities will continue to be offered throughout the year.

What happens at the start of my ASYE?

You will bring skills and abilities from other work experiences and qualifying training. The first step in the programme will be to draw up the **ASYE Support & Assessment agreement**. Before this meeting it would be helpful to share your final placement report, or if there is a document you completed before leaving University which identifies the learning you have achieved and areas for further development, this should be used to inform your Support & Assessment Agreement and initial Professional Development Plan (PDP).

The Support & Assessment Agreement will include;

- Supervision arrangements
- Workload management
- Professional Development Plan (PDP)
- Protected development time
- Requirements and responsibilities
- Type of evidence & timescales
- Reviews & assessment process

There is more detail on how to complete the different elements of the ASYE portfolio further in the handbook

Quarterly formal review meetings

You and your Assessor will meet at quarterly intervals (every three months if you are full time) to review work and progress made, review required evidence gathered from supervision (formal and ad-hoc) and any feedback from co-workers, other professionals and service users.

Achievements will be noted, and next learning goals will be identified and added to the updated PDP. Direct observations will be planned (three in total, ideally one in each of the first three quarters) and feedback will be gathered from service users and carers, and fellow professionals.

There is a review preparation document in the appendix of this handbook which will help you get the most out of your review.

The ASYE programme coordinator will also attend the 6-month review and can be asked to attend other review meetings if required.

What support do I get as an ASYE?

Support for the NQSW

You will have access to peer support and learning in the ASYE academy. See below for more details. You will be linked in with a buddy and or mentor to support and befriend them.

You will be allocated an Assessor who will fulfil a number of roles.

- Offer supervision to help you understand and apply new areas of knowledge to case work activity. They will encourage you to identify key evidence of how this knowledge has made a difference to the case outcomes, and to your capabilities.
- Help you to develop and apply new skills to case work activity and encourage you to identify key evidence of how skills have made a difference to the case outcomes.
- Your Assessor will complete at least one of your three direct observations during your ASYE.

Your Team Manager may jointly allocate case responsibility with another Social Worker in order to co-work more difficult or complex case work. This work will be jointly supervised, and clear agreement about 'who is doing what' will increase your confidence.

There may be occasions where it is identified that the some NQSW need experience in other areas of social work in order to evidence that they have met a specific area of the knowledge and skills statements. This could involve the NQSW spending time in another team for a specified time or a piece of joint work being undertaken between the NQSW and a worker from another service area. In either scenario this course of action needs to be agreed by the Service Manager responsible for the Service area the NQSW is moving to or co-working in and the following also needs to be agreed;

- The length of time the NQSW will be in another team or co-working in another service area.
- Who will complete the assessment of the NQSW during this period of time (this could be done via a direct observation).

What will my caseload be?

Team managers are directed to allocate NQSWs their first cases around week 4 of the ASYE academy.

As a NQSW the ASYE provides you with a reduced caseload, regular supervision and 10% protected professional development time. Together this allows you the time and space to critically reflect on your practice.

There is a requirement on the Assessor and Team Manager to ensure your caseload is carefully managed. You should be assigned work at a level of complexity and risk that fits your experience, whilst providing appropriate challenge.

Cases will be allocated using the Team Manager's professional judgement; around 18 cases should be the maximum number of cases allocated to you. A case = 1 child.

This number may fluctuate depending on service demands; the decisions of the Team Manager and hours worked may be revised on an individual basis accordingly. If at any point you feel your caseload is excessive, it is your responsibility to raise this with your Team Manager or Assessor for discussion during supervision.

The type of cases you should get at which stage is as follows:

- Months 0-1 Induction via the ASYE academy
- Months 1-3 Allocation of more straight forward Child in Need cases
- Months 3-6: Allocation of more complex children in need cases and assigned tasks on child protection cases of more experienced social workers
- Months 6-9: Allocation of child protection cases and assigned tasks on public law cases of more experienced workers
- Months 9-12: Allocation of public law proceedings with support.

What does my protected development time consist of?

As part of the ASYE programme you are entitled to take 10% of your working month as study and reflection time. This is not accrued, or treated as annual leave. How and when this time is taken should be negotiated between you and your Team Manager/Assessor at the beginning of the ASYE, confirmed at ASYE reviews and work recorded. **There is no protected development time permitted until the academy is complete.**

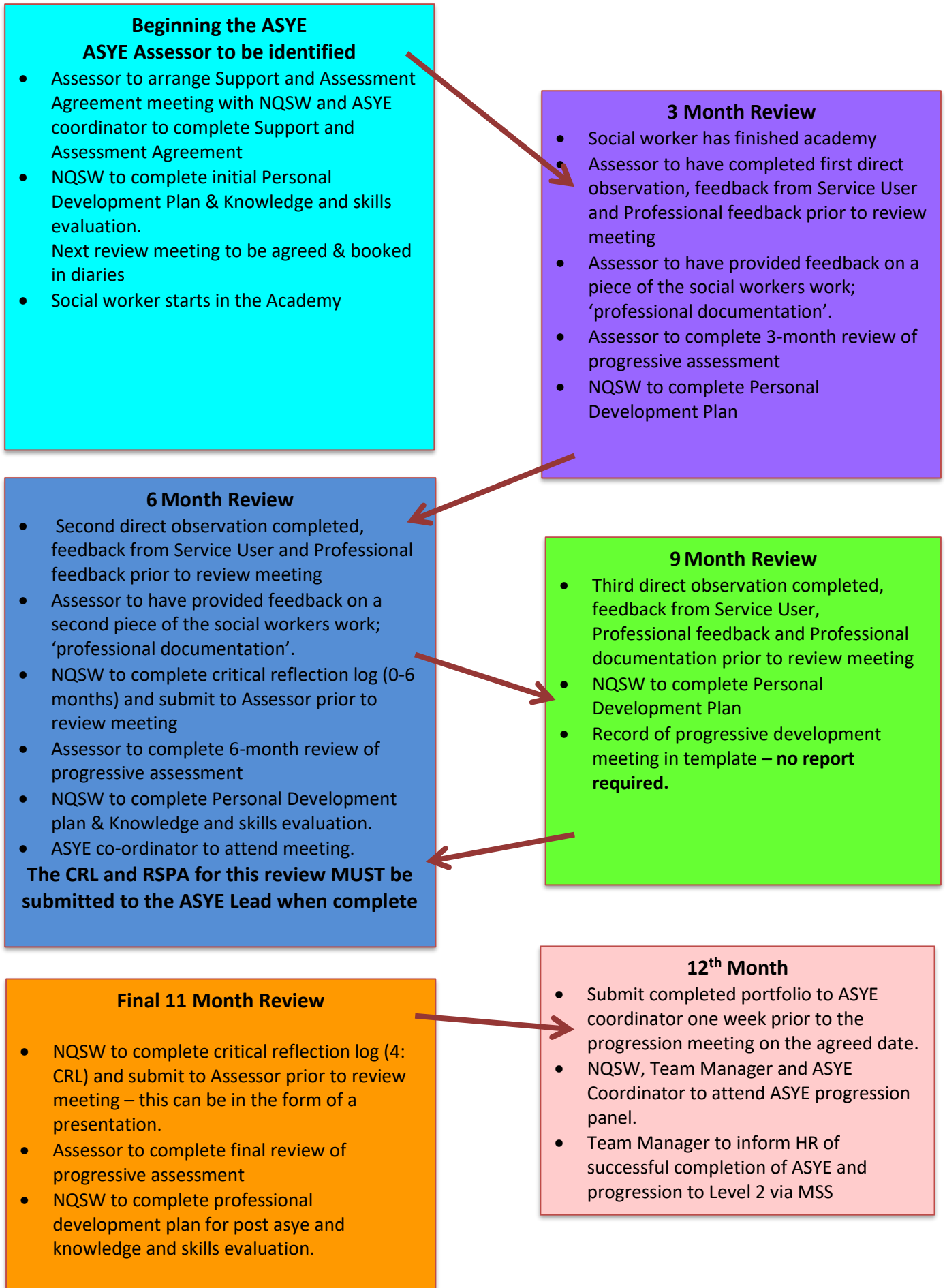
How can I use my protected development time?

The following are examples of the types of activities that you could undertake during your study and reflection time:

- Gathering and organising evidence.
- Guided reading (e.g. text books, assessments and pieces of work written by others, policies and procedures) in order to understand and reflect on them.
- Researching a particular topic to help with a piece of work on your caseload.
- Re-visiting theories and interventions from your degree course to see how this fits in with a piece of work.

- Using the internet to see what other authorities do or to access sites such as Research in Practice (RiP), Children's Social Work Matters, BASW etc.
- E-learning.
- Familiarisation with the community you work in; visits to other professionals and agencies.
- Attending training, workshops and seminars identified as part of your learning in the PDP document.

The ASYE Process



How do I progress from ASYE?

Final Assessment

At the eleventh month, all required ASYE portfolio documentation will be completed and presented to your Assessor to assist them to complete the final report. The fully completed portfolio, including the final report, will be submitted **electronically** to the ASYE Co-ordinator in order for the internal moderation panel to take place and also in preparation for the Progression Meeting.

If you submit an incomplete portfolio it will be returned to you to complete. Any delay in submitting your completed portfolio will result in a delay in your progression from Level 1 Social Worker (NQSW) to Level 2 Social Worker, which also delays your progression salary increase.

Progression Meeting

Following attendance at the academy and where 12 months' employment has been completed, (pro-rata for part time workers), the Progression Meeting will complete the assessment process in order for you to progress to Level 2 Social Worker. The Progression Meeting is designed to be a reflection of your learning throughout the ASYE journey.

Any concerns about practice, capability, etc., **should not** be raised at the 12-month point, but addressed during the quarterly review meetings and supervision.

The interview will concentrate on four key areas;

- The core requirements of the Knowledge and Skills Statements
- The use of key legislation to help ensure safety or enable risk
- Consideration of social work values and issues of social justice
- The learning journey and critical reflection of the practitioner

Your ASYE Assessor or Team Manager will be present throughout your Progression Meeting, and will be asked to comment on your progress and how you are now demonstrating the competency and ability to work at a higher level.

During the meeting you will be reminded that Continuous Professional Development (CPD) is a core requirement of the profession and that you should now be considering a longer term CPD pathway through discussions with your Team Manager about your current and future CPD needs and possible career pathways. This should be recorded in the annual appraisal process.

The Progression Meeting members will provide you and your Team Manager with written feedback including any recommendations for future learning needs. Your Team Manager can now formally confirm your career progression with HR & payroll from the date of the Progression Meeting.

The Progression Meeting Panel is chaired by the Principal Social Worker and attended by the Service Manager for the Safeguarding and Reviewing Unit.

The ASYE Portfolio

It is important that you develop the habit of gathering evidence at regular intervals across the year. Your evidence file is not part of your portfolio, it is the evidence required for you to demonstrate to your assessor that you meet the meet the KSS and PCF. The evidence file will be checked by your Assessor at each three-month review point and at the 11-month point to enable the Assessor to complete their final report. They may also ask to see this in supervision to discuss evidence used and make helpful suggestions.

The portfolio itself must be submitted electronically in a zip (compressed) file and take the following format:



The contents should be in one ASYE Portfolio folder as indicated above. This is the folder you need to zip/ compress. If you are not sure how to create a zip/ compressed file – See Appendix

Once submitted the completed portfolio will undergo moderation at the Bradford Internal Moderation Panel meetings, and occasionally, as part of an external regional moderation. It is also a possibility that elements of your portfolio will be requested for audit by Skills for Care as part of their national moderating of standards.

All templates required for the portfolio can be found here:

[ASYE](#)

Guidance on completing your ASYE Portfolio

Contents Page

The contents page should follow the format of your electronic portfolio. The portfolio checklist is a useful document to use/adapt as it lists what you should include at each section

NQSW Introduction Sheet

Without this we don't know who you are! You need to include a sheet with your name, Assessors name, Manager and team. There is a sample document at the end of the handbook which you can use or adapt if you like.

Confidentiality Statement

Your portfolio must only include your name, the name of your Assessor and the name of your Manager. You must make a statement outlining how you have observed confidentiality, e.g. by using randomly assigned letters. **DO NOT USE INITIALS; PEOPLE CAN STILL BE IDENTIFIED WITH THEM.** If your portfolio isn't confidential it will be returned to you to be amended. There is a sample confidentiality form at the end of the handbook for you to use or adapt if you wish.

NQSW Support and Assessment Agreement

The support and assessment agreement is similar to the learning agreements on social work placements. It is an agreement between you, your Assessor, Team Manager and the organisation and includes things such as frequency of supervision, protected time agreements and review dates. Some of these are already agreed on an organisational level (supervision, protected time etc.) and others are more specific to you as an NQSW and the needs of the team.

Initial professional development meeting (IPDM)

This template is provided by skills for care however it is acknowledged that to have two meetings at the start of the ASYE is difficult and Bradford are agreeing the PDP within the support assessment agreement meeting.

Initial Professional Development Plan

The initial Professional Development Plan is to address areas noted by Assessor at the support and assessment agreement meeting. (Skills for Care).

As mentioned above use your final placement report to begin discussions around your learning needs. These can then go in the initial Professional Development Plan along with other things and an explanation of how you will meet them.

PQS (KSS) self-assessment tool

This tool attempts to give the opportunity for social workers to consider their own progress according to the KSS at the start, middle and end of the ASYE. Page | 13

Review Professional Development Plan

Professional development plans are included to enable progress and learning throughout the year to be recorded and assessed. To address areas noted by assessor in the three-month review (Skills for Care).

The discussions had in the 3, 6, 9 and final reviews around your development needs should inform the PDP. It is expected that some development needs will not be met and will roll over in to the next one. The final PDP is for your future social work career; think short and long term goals and how you are going to achieve them.

Critical Reflections 6months and 12months

There is an expectation that two critical reflections are produced during the ASYE. The first is due at six months and should be around 2000 words.

The task is as follows.

In relation to one or more cases, please provide a written piece that demonstrates your critical reflection on the progressive development of your decision-making from the start of your ASYE to the six-month stage. Alternatively, you could reflect on a personal/professional issue as it relates to your ASYE and your developing professional practice.

The second critical reflection is at the end of the ASYE and if agreed with your assessor can take the form of a 2000-word reflection or a presentation to your team.

The task is as follows

Please choose a piece of work or professional dilemma which demonstrates how your reasoned decision making has progressed during the course of the ASYE year. Please provide a critical analysis of your practice.

Professional Documentation

(at least 3 pieces)

The ASYE should include the assessment of at least three examples of written reports and records, including a report written for an external decision making processes and a set of case recordings. The documentation assessed should include:

- *a report written for an external decision making processes, which demonstrates reasoned judgement in a legal context*
- *a set of case recordings, this may include an internal report or service user assessment (Skills for Care)*

The professional documentation must be checked by your Assessor. If your Assessor is not in your team and is not familiar with the documentation, then your Team Manager will complete this. Examples of professional documentation could be:

- Single Assessment
- Child in Need Plan
- Safeguarding documents
- Risk assessment

Direct Observations (at least 3)

Three direct observations to be completed by a registered Social Worker (at least one of these to be completed by the Assessor). These should be planned in advance to enable the NQSW to evidence progressive development in their professional practice over the course of the ASYE. (Skills for Care)

The direct observations consist of:

A plan

- The plan for the direct observation must show what you are going to do for the session.
- How will it be tailored to the needs of the individual?
- What theories have informed the session? e.g. feminism, attachment, grief and loss
- What theories will you use as interventions? e.g. strengths based approach, motivational interviewing, narrative approach.
- Providing an evidence base for social work practice is an important part of the social work identity. It is also something that is required by Social Work England for the annual CPD requirements.
- You should also include links to the KSS and PCF to demonstrate they are being met.

The session

The session itself must involve a service user and/or carer. It cannot be a meeting with colleagues or other agencies.

Reflection of the session

Use a variety of models of reflection to help you with this (see above). You may want to consider:

- How do you think it went?
- Was it what you expected?
- Did your approach work?
- Would you adapt it at all?
- What have you learned?
- What future learning do you need to do?

Observer's views

The observer offers comments and advice on how you can develop.

Reflection of the observer's views

What are your thoughts about the observer's comments and advice?

Are they similar to your thoughts?

Have they highlighted something you hadn't noticed?

What are you going to do to develop your practice?

You should also include links to the KSS and PCF to demonstrate they are being met.

Service User/Carer feedback

(At least 3)

NQSWs will need to evidence feedback from people who need care and support during the ASYE. This will be recorded in their critical reflection log. The NQSW is required to produce at least three pieces of feedback over the course of the year from people who need care and support, or from their carers

NQSWs should use this feedback to develop their practice and it can help them to build relationships with the people they are supporting. (Skills for Care)

Asking those we work with their views on the care and support they receive is at the core of the work we do. It helps us assess and adapt our practice and show those we work with that we are listening. It shifts power and begins to treat people as the experts they are. It can be difficult and uncomfortable which is why we cover it in our workshops. Embrace the discomfort; ask yourself why it feels uncomfortable.

This is the only element of the ASYE portfolio where a template is not provided. It is important that you support those you work with to express their views in a way that is easiest for them this maybe in writing, verbally or through a friend or advocate. It must be adapted to their needs.

It is also important that you learn from the feedback and advice they give you. Include a reflection on how you will use their feedback to develop your practice.

You should also include links to the KSS and PCF to demonstrate they are being met.

Professional feedback (At least 3)

The NQSW must produce at least three pieces of feedback over the course of the year from other professionals. This can be used by professional colleagues who provide observations of day-to-day practice. These observations may be undertaken by non-social work professionals and practitioners and can cover a range of settings, for example: multi-professional team meetings, case conferences or joint visits. (Skills for Care).

Take the opportunity to ask colleagues for advice in how you can develop your practice. There is a wealth of knowledge from a variety of backgrounds that you can take advantage of. Again make sure you complete a reflection on this and include links to the KSS and PCF to demonstrate they are being met.

There is an alternative Professional Feedback form in the appendices at the end of this handbook.

Assessors Report 3months, 6months, final report.

Three holistic assessments of your progress are completed by the Assessor/Team Manager with comment from you after each quarterly review meeting. Written, observed and verbal evidence from a range of sources of each quarterly period provide the foundation for this assessment. It is the Assessor/Team Manager's responsibility to ensure that these assessment reports are completed in a timely manner and shared with you for comment.

In the event that you experience a change of manager during the ASYE period (either a change of assessor or manager within Children's Services, or across to another service) the support and assessment agreement must be updated to confirm how **all** assessors and Managers involved in your supervision and development will be consulted, and contribute, to the final assessment. If your Assessor Team Manager is leaving post before the end of the ASYE period, they need to complete an interim assessment of evidence achieved up to the point of their departure, and an updated review of the your PDP.

Continuing Professional Development

What are the CPD requirements for Social Work England and do I have to meet them if I am on the ASYE programme?

Social Work England say:

Continuing professional development (CPD) is the reflection and learning activity that Social Workers undertake throughout their career to maintain and improve their practice. By undertaking and recording CPD, you demonstrate to us and the public that you uphold our professional standards and continue to remain fit to practise. Meeting the requirement for CPD is one element of maintaining your registration with us. You are the best person to determine your own learning needs and we want to encourage your learning to happen in diverse, flexible and innovative ways that support your work.

Social Work England CPD Guidance (2020)

All registered Social Workers need to meet the requirements for CPD. **You are not exempt if you are on the ASYE programme.** The professional standards set out what a Social Worker in England must know, understand and be able to do after completing their social work education or training. There are 6 professional standards. Standard 4 relates to CPD.

Social Work England have not set a specific amount of CPD that you need to do. What they do say, however, is that you must meet all of Standard 4 over the course of the registration year which runs from 1 December to 30 November.

Your CPD can be based on a really broad range of activities and reflections; in fact, it can be any activity that benefits you and your practice. Think about it, how many times have you been watching a film or TV programme and found yourself making links to your work? Jot your thoughts down for you to expand on later. Here are just a few ideas of activities you can use. What ideas of your own do you have? Be creative!

- complaints and understanding where things went wrong
- podcasts
- articles
- book clubs

You can also use the reflections you do as part of your ASYE portfolio, but you do need to make sure you link them to the CPD standards.

Quality Assurance and Evaluation

The Bradford ASYE Programme will be quality assured for fairness and standardisation by the Bradford Internal Moderation Panel. The Panel is made up of the ASYE Lead, Student Lead and the Learning & Development Manager.

The Bradford ASYE Programme may be monitored by an external ASYE Moderation Panel through moderation of a sample of portfolios. A regional moderation process is in place involving Leeds and Wakefield Children's Services.

Outcomes of completion will be recorded on staff records, and a certificate will be issued to those who have successfully completed the ASYE.

Grievance Resolution Procedure

If you have any concern or grievance about any aspect of the delivery of the ASYE programme, you should in the first instance raise it with your Team Manager, or Service Manager. You will have access to the council Grievance Resolution Procedure.

What happens if things start going wrong?

In the event of unsatisfactory progress or failure to meet the required standards, the Council are required to work to the Capability Procedures in order to ensure fair, transparent and robust judgements.

A Formal Review meeting must be called by the Assessor or Team Manager as soon as it is evident that satisfactory progress is not being made. This review should not be delayed and can happen at any point in the ASYE.

In some cases, action planning to address the issues of concern will continue within the ASYE programme framework. Where there are high levels of concern, the meeting may also involve HR and the Service Manager and follow the Capability Procedures process;

The following should occur at the Formal Review meeting:

- The Assessor and or Team Manager should ensure the NQSW is made aware that they are not making satisfactory progress. The consequence of failure should be sensitively reiterated
- The NQSW should be clearly made aware of the areas in which they are failing to make sufficient progress and why. Reference should be made to the areas of the Standards (the KSS and the PCF) that are not being met
- The Support Plan PDP should be rewritten to identify areas of weakness and the additional support that will be put in place to help address these areas
- Minutes should be taken
- Additional supervision, reviews and direct observations should be planned as required. There should be a clear timeline agreeing dates for review of required progress

Minutes should be taken at any subsequent review meeting, recording progress against the action plan PDP. Evidence of progress or otherwise using other sources must also be recorded. This could include;

- Electronic case recording

- NQSW reflection on their work (verbal and written)
- Evidence from more in-depth reports and assessments produced
- Supervision discussions
- Preparation and input and quarterly review meetings
- Professional Development Plans
- CPD record
- Verbal/written feedback from professional colleagues
- Direct observations
- Written service user feedback
- NQSW feedback from learning gained at training, courses and conferences
- NQSW feedback from shadowing, observation and co-working.

This should remain in place until progress is deemed satisfactory, or until 11 months is complete and it has been established that insufficient progress has been made and the NQSW has not passed the ASYE. This decision will be ratified by Service Manager and the Internal Moderation Panel/ASYE Coordinator.

Closing comments by the Child and Family Principal Social Worker.

I hope you find the contents of this handbook useful and that it demonstrates to you how structured the programme is and the stages to follow so you keep on track. I cannot highlight enough the importance of thinking about your portfolio and how you are going to capture your evidence very early on so that there is no panic when you need to go to the progression meeting. It is very easy to let work take over due to deadlines and the nature of the work but looking after yourself is vital and that includes giving yourself time to reflect on the things you have done, seen and experienced and that you can capture this to evidence your learning from this.

Your workshop sessions are mandatory so please set time aside in your diaries for this and, as important, your study time; you will regret not prioritising this if you don't do it early on and then find it difficult to fit in. Take all the learning opportunities that you can and reflect, reflect, reflect.

You are joining Bradford at a point in our journey that is challenging as we try to improve our service following our Ofsted Inspection; you will soon see the efforts that everyone is making to be part of a really good service and you will be part of that, bringing with you your enthusiasm and ideas.

I am really excited that you have joined us for your ASYE programme; one of the highlights of my role is watching people walk through the door, nervous and lacking in confidence and at the end of the programme being confident, competent social workers who give the best to our children in Bradford. I hope you realise the importance for these children of having people like you fighting their corner and trying to make a difference to their lives so that there is more of a level playing field for them.

Finally, please remember that there is a good support network around you and that at no time are you on your own with this. Please do not struggle in silence; it is not a failure to admit that you need additional support, it is actually a very brave thing to do. It will not show us that you cannot cope with being a social worker but will actually show us that you are willing to seek support when needed which is exactly what we would want our social workers to do. You can contact me if you need support, advice or just a chat; my diary is open so please book an appointment in there or alternatively ring me on 075821 05936 or email me on Traci.taylor@bradford.gov.uk.

I wish you all the best and look forward to meeting you all in person.

Traci

Appendix 1

INDUCTION ACTIVITIES: Examples of 'real world' induction activities and simulated exercises that will help to provide evidence for the assessment within the first 4 weeks some of this is covered in the Academy timetable.

Discussion with colleagues
Work shadowing
Visiting departments and other agencies and reflections on this
Simulation exercises
Role playing scenarios in supervision or group work
'Walk me through it' – giving accounts of how you would act in a given situation
Reflection on what you could have done differently
Discussing, debating and reflecting
Joint visiting
Courses and their impact on thinking
Attendance at conferences
E learning
Videos or webinars
Reading
Briefings on procedures
Discussions with other NQSWs on the ASYE programme
Reading files
Observing panels held internally.

Appendix 2

Example NQSW Confidentiality Statement

Data Protection and Confidentiality

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Protecting Identity

It is essential that you protect the identity of individuals encountered by you in the work setting (e.g. children, families, Adult service users, work colleagues in your organisation and in partner agencies).

Confidential information **must not** be included in your portfolio or assessment records. Confidential information should remain in the official case records and a reference made to it in the portfolio

CONFIDENTIALITY STATEMENT	
<p>All names and distinguishing facts relating to practice and the service users involved have been changed to preserve confidentiality.</p> <p>Any case information, either personal or professional, has been treated with the utmost care and respect for the rights of service users and colleagues to dignity and confidentiality.</p>	
Signature of NQSW	
Name	
Date	
Signature of Supervisor	
Name	
Date	

Appendix 3

Example Professional's Feedback Form

In what capacity do you know the Newly Qualified Social Worker?	
What strengths have you seen within the NQSW's practice?	
Have you identified any learning needs which would support the NQSW's development?	
Signed	
Name	
Professional background	
Date	

Reflection on this feedback by NQSW
--

Appendix 4

NQSW Portfolio Information Sheet

Name	
SWE registration	SW
Team/Nature of Service	
Manager	
Assessor (If different to Manager)	
Start date of ASYE	
Portfolio Submission date	
Progression Panel date	
End date of ASYE	

Appendix 5

How to zip and unzip files in Microsoft Word:

Zipped (compressed) files take up less storage space and can be transferred to other computers more quickly than uncompressed files. In Windows, you work with zipped files and folders in the same way that you work with uncompressed files and folders. Combine several files into a single zipped folder to more easily share a group of files.

[Hide All](#)

To zip (compress) a file or folder

1. Locate the file or folder that you want to zip.
2. Press and hold (or right-click) the file or folder, select (or point to) **Send to**, and then select **Compressed (zipped) folder**.

A new zipped folder with the same name is created in the same location. To rename it, press and hold (or right-click) the folder, select **Rename**, and then type the new name.

To unzip (extract) files or folders from a zipped folder

1. Locate the zipped folder that you want to unzip (extract) files or folders from.
2. Do one of the following:
 - To unzip a single file or folder, open the zipped folder, then drag the file or folder from the zipped folder to a new location.
 - To unzip all the contents of the zipped folder, press and hold (or right-click) the folder, select **Extract All**, and then follow the instructions.

Notes

- To add files or folders to a zipped folder you created earlier, drag them to the zipped folder.
- If you add encrypted files to a zipped folder, they'll be unencrypted when they're unzipped, which might result in unintentional disclosure of personal or sensitive information. For that reason, we recommend that you avoid zipping encrypted files.
- Some types of files, like JPEG images, are already highly compressed. If you zip several JPEG pictures into a folder, the total size of the folder will be about the same as the original collection of pictures.

Appendix 6

Knowledge and Skills Statements:

KSS Guidance Notes

The Knowledge and Skills Statements are described here in more detail with examples of the type of evidence that would be acceptable to judge the NQSWs' understanding and application of relevant knowledge and skills.

KSS 1 - Relationships and effective direct work

Is able to start and develop relationships: Newly qualified social workers need to know how to begin relationships with people. They need to be able to communicate the purpose of their involvement in a confident and understandable way so that the families know what they are going to be engaged in. Getting to know the service users well and helping the family to understand the problem to be tackled. Know how to manage endings and introduce other colleagues to the family.

Purposeful visiting: They need to understand the concept of purposeful visiting, understanding the plan for the child and ensuring that the family do too.

Using and adapting skills and tools in context: they also need a range of skills and tools to use to work with the family to tackle the issues there are. They need to tailor the work to the people they are working with.

Some suggested examples of evidence on the level of performance in this statement:

Observation

- Of role playing scenarios or of examples in the field
- Of how the NQSW takes part in any team discussions on building effective relationships
- Of effective body language

Evidence from supervision:

- Supervisors evidence of NQSW explaining the family issue in supervision and describing how they are going to tackle it
- Checking that they are clear about the child's plan, checking what they are doing to achieve it and examining what success will look like

Reflection by NQSW

- Notes on reflections from supervision after generating ideas of different ways of doing things, to generate and test flexibility of thinking
- Notes on reflection of awareness of self when dealing with cases

Discussion/questioning

- Evidence of discussions around theoretical knowledge and skills involved in cases

KSS 2 - Communication

Communicating with service users

NQSWs need to be able to display sensitivity to a client's ability to communicate, starting from where the service users are, in a meaningful way. This includes being aware of the impact of a client's learning disabilities e.g. checking they understand what is being asked of them.

They need to be respectful to service users and other professionals.

They need to demonstrate skills in being able to communicate with parents, in an open, compassionate and empathetic way, the reasons for protecting the children. They need to be able to have challenging conversations appropriately, taking into account different perspectives. They need to be able to demonstrate clarity of thought, perceptions and perspectives.

Listening

Listening and hearing the perspective of the service user e.g. understanding of the way in which people communicate through their behaviour. Being able to read beyond the irritation that the behaviour might cause.

Written work

Writing life story work with children, demonstrating appropriate (age and/or understanding) levels of communication, explaining drugs or incest at the appropriate level for the child.

Written work, including case notes, adapt this appropriately to the task at hand – understand the audience e.g. difference between a court report and a child placement report, writing for a senior manager, or a potential adopter or for a child.

Some suggested examples of evidence on the level of performance in this statement:

Evidence or written work

- Life story books, reports, case notes, assessments, letters etc.

Observation

- Talking to children, discussing issues with parents, reaction to service user representations
- Evidence of ability to adapt communication to appropriately meet individual needs of service users

Supervision

- Discussion on clarity of thought, perspectives, assumptions

Link to evidence in statement 1 Relationships and effective direct work

KSS 3 - Child Development

Talking to children/young people

Newly qualified social workers need to be able to talk to the child about what has happened, in an informed way. This will involve an understanding of the health, growth and development of children and young people.

Child development and the influencing factors

The NQSW needs to use the knowledge they have to identify the developmental pattern of the child. Do they understand the environmental, social and cultural factors that influence child development? Do they recognise the impact of abuse and neglect on development? Can they spot these in practice and articulate them?

Working with parent's/carers perspectives

NQSWs need to consider the ability of the parent to see things from the child's perspective, observing and interpreting the interaction between the parent and the child. They also need to be able to identify and articulate when there are concerns and when relationships are positive. They also need to respond to concerns professionally and intervene in a way that aims not to raise the defences of the parent.

Some suggested examples of evidence on the level of performance in this statement:

Evidence in written work

- Case notes, life story work, assessments and care plans

Observation

- Talking to children, discussing issues with parents
- Evidence of ability to adapt communications to appropriately meet individual needs of children and young people
- Gather appropriate evidence to measure developmental dimensions and use evidence based tools e.g. HOME, SAAF

Supervision

- Discussion on their understanding and assessment of the physical and emotional world of the child
- Discussion of their ability to relate their theoretical understanding of the impact of parenting styles and impact of loss and uncertainty to specific cases

Link to evidence in Statement 1 Relationships and effective direct work and Statement 2 Communication

KSS 4 - Adult Mental Ill Health, Substance Misuse, Domestic Abuse, Physical Ill Health and Disability

Understanding the impact

NQSWs should have a basic understanding of the impact of adult mental ill health, substance misuse, domestic abuse, physical ill health and disability on family functioning and the impact on the children) or young person.

Working with other agencies

They should be able to work effectively with other agencies to collate knowledge and understanding of the situation.

Demonstrate sensitivity

They should be able to show sensitivity in dealing with these issues.

Evaluate need

When there are escalating social needs they should be able to make an assessment and use the appropriate tools (e.g. Graded Care Profile, SAAF, DASH, PAMS, Duluth wheel or others, as defined by the service) to measure impact of the particular issue on parenting capacity and consequent impact on the health and development of the child.

Some suggested examples of evidence on the level of performance in this statement:

Training undertaken (find mandatory and recommended training in a separate list)

- CPD record, certificates

Written work

- Case notes, completed assessments

Observation of NQSW

- Talking to children and parents and consideration of the assessment made
- Appropriate use of tools
- Simulated exercises

Supervision

- Discussion on their assessment of the impact on the child
- Questioning their knowledge and understanding of the issues at hand in a case discussion
- Discussion on the child's best interests

Link to evidence in Statement 1: Relationships and effective direct work, and Statement 2:
Communication

KSS – 5 Abuse and neglect of children

Identify thresholds appropriately

With safeguarding e.g. neglect, CSE, emotional abuse, at any single point in time it can be difficult to decide when to take more robust action to safeguard. The NQSW needs to show they are able to recognise indicators and evidence of actual or likely significant harm to the health and development of children using appropriate threshold documents. They also need to show their understanding and use of knowledge and research which considers the long term damaging effects of harm on the child.

Sharing information

They are able to share and discuss information with colleagues from the wider workforce and to share the baseline information appropriately.

Demonstrate analysis and decision making

They are able to identify significant evidence and demonstrate the triangulation of evidence (from more than one source) for assessment purposes and professional discussions. They can demonstrate analysis and decision making that indicates when robust action is required to address allegations of significant harm.

Understanding of diversity and discrimination

They identify and take account of the significance of diversity and potential discrimination and show understanding in practice.

Some suggested examples of evidence on the level of performance in this statement:

Training undertaken (find mandatory and recommended training in a separate list)

- CPD record, training in use of tools

Written Work

- Case notes, completed assessment profiles

Observation of NQSW and subsequent reflection

- Talking to children and parents and consideration of the assessment made
- Appropriate use of relevant tools
- Simulated exercises
- Appropriate use of multi-agency information
- Evidence presented in strategy discussions

Supervision

- Discussion on their assessment of the impact on the child
- Reflecting on their evidence in a case discussion
- Discussion and questioning on the child's best interests and long term impact

KSS 6 - Child and Family Assessment

Demonstrate awareness of balance of power

NQSWs need to learn 'how to be' in an assessment situation. They are able to demonstrate a mixture of curiosity and authoritative behaviour, having an understanding of and sensitivity to where the power sits in this relationship. They demonstrate confidence in how they hold themselves (body language) and are able to present themselves appropriately in a given situation – with consideration of the words they choose to use, how they convey issues to service users with specific difficulties. They also recognise and promote individual rights to self-determination.

Demonstrate understanding of structure, purpose and tools of assessment

They understand the process involved when undertaking an assessment – structure, purpose, tools etc. They know about different types of assessments and can develop plans and assessment work accordingly e.g. viability of a family member or an assessment or risk, on-going assessment of progress for Child in Need plans. They know how to organise their work depending on the assessment they have to do.

In long term family work, they make sure they maintain the focus and keep up the rigour over time. They recognise and over time are able to effectively respond to resistance to change.

Use support effectively

They demonstrate an understanding of the role of the team manager in assessment and seek consultation and demonstrate accountability for their work.

Some suggested examples of evidence on the level of performance in this statement:

Written work

- Case notes, completed assessment profiles, different types of assessments considered, presentation of evidence including professional judgements made

Observation of NQSW

- Consideration of the presentation and power balance held by the NQSW during an assessment
- Appropriate use of tools

Supervision

- Discussion on progress of on-going cases
- Discussion on the assessment and the impact on the child
- NQSW follows procedure and brings issues to supervision

Link to evidence in Statement 1: Relationships and effective direct work, and Statement 2: Communication

KSS 7 - Analysis, decision-making, planning and review

Take into account different perspectives

NQSWs should understand that there are different perspectives and a range of explanations about how the situation has come about and what is actually happening. They should be able to identify a range of reasons for any given situation and form research minded hypotheses based on evidence.

Undertake critical analysis

They have an awareness of critical analysis models available and how to use them, using not only description but also 'thinking work' on the situation and 'feeling work' and use critical reflection to enable depth of thinking.

Can make principled decisions

They make decisions based on the information available and after undertaking critical analysis. They seek guidance, challenge and support for decisions made. They recognise and manage conflicting values and ethical dilemmas to arrive at principled decisions.

Develops effective plans

They write plans that are meaningful and make sense in the context, and which clearly meet departmental expectations and standards. They develop plans that are specific, meaningful and understandable for families so that families understand what is expected of them and what they need to do. NQSW's develop plans and undertake work that encourages hope and motivation in families. They use twin and triple track planning where achievement of plans looks unlikely and develop realistic contingency plans.

Some suggested examples of evidence on the level of performance in this statement:

Written work

- Case notes, presentation of evidence and analysis including professional judgements made, child and or family plans, evidence of contingency planning

Observation of NQSW

- Listening and questioning skills
- Consideration of the handling of different aspects of information during an assessment

Supervision

- Discussion on analysis and decision making in on-going cases
- Understanding and use of critical analysis models
- Discussion of the assessment made and the impact on the child
- NQSW seeks and welcomes challenge and guidance in supervision as part of the analytical process

Link to evidence in Statement 2: Communication and Statement 9: The role of supervision

KSS 8 - The law and the family and youth justice systems

Consolidate knowledge through practical application

NQSW's will consolidate their knowledge and will develop a good understanding of the practical aspects of applying legal powers and duties to protect children and to look after children and will consider the impact on their professional ethics.

Rights of service users

They understand how to empower service users through recognising their rights and enable access to independent advocacy. They apply in practice principles of civil human rights and equalities legislation, and manage competing rights, differing needs and perceptions.

Legal processes

As a beginning, consider private law proceedings including issues of contested residence and contact. Co-work with qualified and experienced social workers to develop an understanding of the legal aspects of cases when decision making. Take part in the preparation and presentation of evidence for court.

Understand the wide range of legal issues

Develop relationships and form effective communication channels with colleagues from housing, youth justice, mental health, immigration, education, and support for children with learning difficulties and disability assessment to seek to understand the practical, social and economic aspects of applying legal issues to specific cases.

Write effective reports

Write reports that demonstrate an understanding of the needs of the audience of the report.

Some suggested examples of evidence on the level of performance in this statement:

Written work

- Presentation of evidence and analysis including professional judgements made, court reports, other reports, written reflection on legal process of specific cases

Observation of NQSW

- Explanation to families and other professionals of legal systems involved in specific cases
- Consideration of the understanding and handling of different aspects of the law on specific cases

Supervision

- Discussion on the legal aspects of on-going cases
- Discussion of the consequences and impact on the child of the legal process in specific cases
- NQSW seeks information, advice and guidance in supervision on legal aspects of the work
- Reflection on aspects of specific cases

Link to evidence in Statement 2: Communication, Statement 7: Analysis, decision making planning and review and Statement 9: The role of supervision

KSS 9 - The role of supervision

Balance confidence with humility

NQSWs should develop an understanding of the balance between confidence and humility that a social worker needs to demonstrate in practice. They recognise their own limitations as well as their strengths and abilities. Effective preparation for supervision which demonstrates achievement of expected performance standards and outcomes.

Reflect on practice and act on reflections

Takes the time (and is given the time) to discuss, debate and reflect on practice issues understanding that there might be bias, tensions, ethical dilemmas and conflicting information. Identifies own learning needs and assumes responsibility for own professional development. Takes steps to enable the learning and development of others.

Develop self-awareness by consideration of the emotional impact of cases and situations on self and on the effect this has on the ability to perceive a situation and make effective professional judgements

Develop ways to protect and promote own wellbeing and that of others.

Aware of potential interagency conflict

Understands and considers the different professional positions that may be held in multi-agency work and in own organisational context and the difficulties inherent in resolving this.

Effectively uses research

Uses research, case judgements and serious case reviews and applies to practice. Evaluates and discusses outcomes of using research to inform practice.

KSS 10 - Organisational context

Work with set procedures, checks and balances

NQSWs understand and work within operational procedures within their own organisation to achieve expected performance outcomes. They also work within multi-agency procedures, and the national context. They understand the role of the corporate parent.

Demonstrate professionalism

Demonstrates personal and professional credibility. Acts as an authoritative practitioner, with the balance of the right amount of humility, working as an equal in a multi-agency group of health, education and other professionals.

Promotes and protects the privacy of individuals within and outside their family networks, recognising the requirements of professional accountability and information sharing.

Understands and complies with protecting the reputation of the employer and the social work profession. Complies with the requirements of registration with the HCPC and keeps up the CPD requirements. Understands the impact of personal behaviour outside of work and how this could impact on work.

Some suggested examples of evidence on the level of performance in this statement

Written work

- CPD record
- 2000-word reflective piece on how CPD activity impacts on and improves own practice
- Record keeping that shows evidence of operational procedures being followed

Observation of NQSW

- Taking part in team discussions
- Working with professionals from other agencies in case meetings etc.

Supervision

- Reflection on boundaries and professional limits
- Reflection on professional issues that arise when working with other professionals from same and other organisations
- NQSW follows procedures and performance requirements and brings issues to supervision

Link to evidence in Statement 2: Communication, Statement 6: Child and family assessment, Statement 7: Analysis, decision making, planning and review, and Statement 9: the role of supervision

Appendix 7

Professional Capability Framework - ASYE Level Capabilities

The capabilities should be read in conjunction with the level descriptor below – the details of the capability statement at each level are intended to be used diagnostically to help identify strengths and areas for development, rather than as a list of areas for which evidence must be produced.

The nine domains are interactive – they work together to describe the knowledge, skills and values that social workers need to practise effectively. At the ASYE level of the PCF, they describe what newly qualified social workers should be expected to be able to demonstrate by the end of their first year in practice.

Level Descriptor:

By the end of the ASYE social workers should have consistently demonstrated practice in a wider range of tasks and roles, and have become more effective in their interventions, thus building their own confidence, and earning the confidence of others. They will have more experience and skills in relation to a particular setting and user group, and have demonstrated ability to work effectively on more complex situations. They will seek support in supervision appropriately, whilst starting to exercise initiative and evaluate their own practice.

1. PROFESSIONALISM – Identify and behave as a professional social worker, committed to professional development

Social workers are members of an internationally recognised profession. Our title is protected in UK law. We demonstrate professional commitment by taking responsibility for our conduct, practice, self-care and development. We seek and use supervision and other professional support. We promote excellent practice, and challenge circumstances that compromise this. As representatives of the profession, we safeguard its reputation. We are accountable to people using services, the public, employers and the regulator. We take ethical decisions in the context of multiple accountabilities.

- able to meet the requirements of the professional regulator
 - able to explain the role of the social worker in a range of contexts, and uphold the reputation of the profession
 - understand that social work is an international profession with a global definition that supports professional identity and practice with diverse communities in England
 - make proactive use of supervision to reflect critically on practice, explore different approaches to my work, support my development across the nine capabilities and understand the boundaries of professional accountability
 - demonstrate professionalism in terms of presentation, demeanour, reliability, honesty and respectfulness
 - demonstrate workload management skills and develop the ability to prioritise
 - recognise and balance my own personal/professional boundaries in response to changing and more complex contexts
 - demonstrate effective use of 'self' in practice
 - recognise my own professional strengths and limitations, and how to seek advice identify your learning needs; assume responsibility for improving your practice through appropriate professional development
- develop ways to promote well-being at work, identifying strategies to protect and promote your own well-being and self-care, and the well-being of others

- 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 practices

Social workers have an obligation to conduct themselves and make decisions in accordance with our Code of Ethics. This includes working in partnership with people who use our services. We promote human rights and social justice. We develop and maintain our understanding of the value base of our profession throughout our career, its ethical standards and relevant law.

- Understand and apply the profession’s ethical principles and legislation, taking account of these in reaching decisions
- Recognise, and manage the impact of your own values on professional practice
- Recognise and manage conflicting values and ethical dilemmas to arrive at principled decisions
- 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
- Recognise and promote individuals’ rights to autonomy and self-determination
- Promote and protect the confidentiality and privacy of individuals within and outside their families and networks, recognising the requirements of professional accountability and information sharing.
- Be able to communicate confidentiality and privacy decisions effectively and compassionately.

3. DIVERSITY AND EQUALITY – 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 (including transgender), faith and belief, and the intersection of these and other characteristics. We understand that because of difference, and perception of difference, a person’s life experience may include oppression, marginalisation and alienation as well as privilege, power and acclaim. We identify this and promote equality

- identify and take account of the significance of diversity, discrimination and inequality on the lives of people, and show application of this understanding in my practice recognise oppression and discrimination by individuals or organisations and implement appropriate strategies to challenge, in partnership and with the involvement of people affected where possible
- identify and understand the impact of the power invested in my role on relationships and interventions, and am able to adapt my practice accordingly, striving to reduce the risk of power misuse.

4. RIGHTS, JUSTICE AND ECONOMIC WELLBEING – Advance human rights and promote social justice and economic wellbeing

Social workers recognise and promote the fundamental principles of human rights, social justice and economic wellbeing enshrined in national and international laws, conventions and policies. These principles underpin our practice and we use statutory and case law effectively in our work. We understand and address the effects of oppression, discrimination and poverty. Wherever possible, we work in partnership with people using services, their carers and families, to challenge inequality and injustice, and promote strengths, agency, hope and self-determination

- begin to integrate principles of and entitlements to social justice, social inclusion and equality in my analysis and practice, by identifying factors that contribute to inequality and exclusion, and supporting people to pursue options to enhance their well-being and challenge injustice
- address oppression and discrimination applying the law to protect and advance people's rights, recognising how legislation can constrain or advance these rights
- apply in practice principles of human, civil rights and equalities legislation, and manage competing rights, differing needs and perspectives
- recognise the impact of poverty and social exclusion and promote enhanced economic status through access to education, work, housing, health services and welfare benefit
- empower service users through recognising their rights and enable access where appropriate to independent advocacy.
- demonstrate skills and approaches to practice that promote strengths, agency, hope and self-determination in people using services, carers, families and communities

5. KNOWLEDGE – Develop and apply relevant knowledge from social work practice and research, social sciences, law, other professional and relevant fields, and from the experience of people who use services

We develop our professional knowledge throughout our careers and sustain our curiosity. As a unified profession, we develop core knowledge that relates to our purpose, values and ethics. We also develop specific knowledge needed for fields of practice and roles. Our knowledge comes from social work practice, theory, law, research, expertise by experience, and from other relevant fields and disciplines. All social workers contribute to creating as well as using professional knowledge. We understand our distinctive knowledge complements that of other disciplines to provide effective services

- 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-informed practice research
- demonstrate knowledge and application of appropriate legal and policy frameworks and guidance that inform and mandate social work practice. This may include Knowledge and Skills statements in adults or children's social work
- apply legal reasoning, using professional legal expertise and advice appropriately
- recognise where scope for professional judgement exists and the importance of this to ensure ethical practice
- demonstrate and apply to practice a working knowledge of human growth and development throughout the life course
- 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
- understand the value of systemic approaches and how they can be used to understand and work with the person or family in their environment, social context and relationships, and inform social work practice
- acknowledge the centrality of relationships for people and the key concepts of attachment, separation, loss, change and resilience
- 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
- 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

- demonstrate a critical understanding of social welfare policy, its evolution, implementation and impact on people, social work, other professions, and interagency working
- recognise the contribution, and begin to make use, of research to inform practice
- demonstrate a critical understanding of research methods
- value and take account of the expertise of service users, carers and professionals
- apply knowledge and understanding of the opportunities and risks of new technologies, digital resources, online communications, virtual environments and social media in social work

6. CRITICAL REFLECTION AND ANALYSIS – Apply critical reflection and analysis to inform and provide a rationale for professional decision-making

Social workers critically reflect on their practice, use analysis, apply professional judgement and reasoned discernment. We identify, evaluate and integrate multiple sources of knowledge and evidence. We continuously evaluate our impact and benefit to service users. We use supervision and other support to reflect on our work and sustain our practice and wellbeing. We apply our critical reflective skills to the context and conditions under which we practise. Our reflection enables us to challenge ourselves and others, and maintain our professional curiosity, creativity and self-awareness

- Apply imagination, creativity and curiosity to practice, considering a range of options to solve dilemmas and problems
- 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. SKILLS AND INTERVENTIONS - Use judgement, knowledge and authority to intervene with individuals, families and communities to promote independence, provide support, prevent harm and enable progress

Social workers engage with individuals, families, and communities, working alongside people to determine their needs and wishes, and what action may be helpful. We build productive working relationships and communicate effectively. Using our professional judgement, we employ appropriate interventions, promoting self-determination, support, protection and positive change. We develop and maintain skills relevant to our roles. We understand and take account of power differentials and use our authority appropriately. We evaluate our own practice and its impact, and how we improve outcomes for those we work with

- 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
- demonstrate clear communication of evidence-informed professional reasoning, judgements and decisions, to professional and non-professional audiences/stakeholders
- build and use effective relationships with a wide range of people, networks, communities and professionals to improve outcomes, showing an ability to understand and work effectively with negative or rejecting responses
- use appropriate assessment frameworks, applying information gathering skills to make and contribute to assessments, whilst continuing to build relationships and offer support
- 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
- use a planned and structured approach, informed by social work methods, models and tools, to promote positive change and independence and to prevent harm

- recognise how the development of community resources, groups and networks enhance outcomes for individuals, and the role of social work in promoting this
- record information in a timely, respectful and accurate manner. Write records and reports, for a variety of purposes with language suited to purpose and audience, using plain English and optimising use of information management systems. Distinguish fact from opinion, and record conflicting views and perspectives
- share information consistently in ways that meet legal, ethical and agency requirements
- recognise complexity, multiple factors, changing circumstances and uncertainty in people's lives and I am able to prioritise your intervention
- use authority appropriately in my role
- demonstrate understanding of and appropriate response 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, and the value of positive risk taking when this supports self-determination and autonomy
- 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 organisational contexts, and the social and policy environments that shape practice. Operate effectively within and contribute to the development of organisations and services, including multi-agency and inter-professional settings

Social workers are informed about and pro-actively respond to the challenges and opportunities that come from changing social, policy and work contexts. We fulfil this responsibility in accordance with our professional values and ethics, as individual and collective professionals and as members of the organisations in which we work. We collaborate, inform and are informed by our work with other social workers, other professions, individuals and communities.

- take account of legal, operational and policy contexts, proactively engage with my own organisation and contribute to its evaluation and development
- proactively engage with colleagues, and a range of organisations to identify, assess, plan and support the needs of service users and communities
- understand legal obligations, structures and behaviours within organisations and how these impact on policy, procedure and practice
- am able to work within an organisational remit and contribute to its evaluation and development
- understand and respect the role of others within the organisation and in the wider professional and service system of which it is a part, and work effectively with them
- 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 – Promote the profession and good social work practice. Take responsibility for the professional learning and development of others. Develop personal influence and be part of the collective leadership and impact of the profession. We develop and show our leadership, individually and collectively, through promoting social work's purpose, practices and impact. We achieve this through diverse activities which may include: advancing practice; supervising; educating others; research; evaluation; using innovation and creativity; writing;

using social media positively; being active in professional networks and bodies; contributing to policy; taking formal leadership/ management roles. We promote organisational contexts conducive to good practice and learning. We work in partnership with people who use services and stakeholders in developing our leadership and aims for the profession.

- show capacity for leading practice through the way I conduct my professional role, my contribution to supervision and to team and other professional meetings, promoting our purpose, practice and impact
- take steps to enable the learning and development of others.
- contribute to collective/collaborative professional leadership through participating in (e.g.) peer support, social work forums and meetings within and/or outside my organisation
- understand my responsibility to seek, plan and undertake on-going professional development

Appendix 8

Knowledge and Skills Statements mapped to Professional Capability Framework

	Knowledge and Skills Statement Area	PCF Domains
1	Relationships & Effective Direct Work	Professionalism PCF 1 Values and Ethics PCF 2 Intervention & Skills PCF 7
2	Communication	Professionalism PCF 1 Values and Ethics PCF 2 Intervention & Skills PCF 7 Critical Reflection & Analysis PCF 6
3	Child Development	Knowledge PCF 5 Intervention & Skills PCF 7
4	Adult mental ill health, substance misuse, domestic abuse, physical ill health and disability	Knowledge PCF 5 Intervention & Skills PCF 7 Values and Ethics PCF 2 Diversity PCF 3 Rights, Justice and Economic Wellbeing PCF 4
5	Abuse and neglect of children	Professionalism PCF 1 Values and Ethics PCF 2 Diversity PCF 3 Rights, Justice and Economic Wellbeing PCF 4 Knowledge PCF 5 Critical Reflection & Analysis PCF 6 Intervention & Skills PCF 7 Contexts and Organisations PCF 8 Professional Leadership PCF 9
6	Child and family assessment	Values and Ethics PCF 2 Knowledge PCF 5 Critical Reflection & Analysis PCF 6 Intervention & Skills PCF 7 Contexts and Organisations PCF 8
7	Analysis, decision-making, planning and review	Values and Ethics PCF 2 Knowledge PCF 5 Critical Reflection & Analysis PCF 6 Intervention & Skills PCF 7 Contexts and Organisations PCF 8

	Knowledge and Skills Statement Area	PCF Domains
8	The law and the family and youth justice systems	Professionalism PCF 1 Values and Ethics PCF 2 Knowledge PCF 5 Critical Reflection & Analysis PCF 6 Intervention & Skills PCF 7 Organisations PCF 8 Professional Leadership PCF 9
9	The role of supervision	Professionalism PCF 1 Values and Ethics PCF 2 Diversity PCF 3 Knowledge PCF 5 Critical Reflection & Analysis PCF 6 Intervention & Skills PCF 7 Contexts and Organisations PCF 8 Professional Leadership PCF 9
10	Organisational context	Professionalism PCF 1 Values and Ethics PCF 2 Knowledge PCF 5 Intervention & Skills PCF 7 Contexts and Organisations PCF 8 Professional Leadership PCF 9