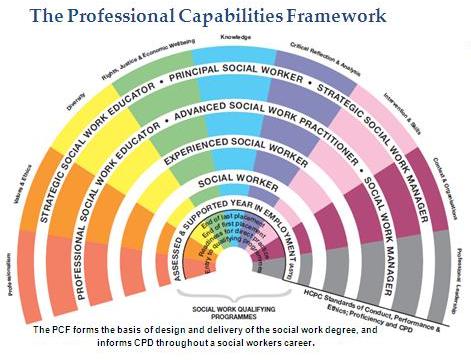
**Assessed and Supported Year in Employment**

A workbook for

Newly Qualified Social Workers





The Royal Borough of Kensington and Chelsea logo

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# Monthly requirements

|  |  |  |
| --- | --- | --- |
|  | **Monthly requirements** | **Periodical requirements** |
| Pre ASYE | Contract | 3 month review  first observation between months  3 – 5  6 month review  second observation between months  8 – 10  final assessment |
| month 1 | Learner agreement, induction, supervision, critical reflection, PDP with learning goals/targets, completion of monthly learning log and sign off by assessor |
| month 2 | supervision, critical reflection, completion of monthly learning log and sign off by assessor |
| month 3 | Supervision, critical reflection,  completion of monthly learning log and sign off by assessor |
| month 4 | Supervision, critical reflection, completion of monthly learning log and sign off by assessor, PDP review |
| month 5 | Supervision, critical reflection,  completion of monthly learning log and sign off by assessor |
| month 6 | Supervision, critical reflection,  completion of monthly learning log and sign off by assessor |
| month 7 | Supervision, critical reflection,  completion of monthly learning log and sign off by assessor, PDP review |
| month 8 | Supervision, critical reflection,  completion of monthly learning log and sign off by assessor |
| month 9 | Supervision, critical reflection,  completion of monthly learning log and sign off by assessor |
| month 10 | Supervision, critical reflection,  completion of monthly learning log and sign off by assessor, PDP review,  NQSW to submit a 500 word critical reflection report about their progress over the year, knowledge gained and areas of development. |
| month 11 | Critical reflection, completion of monthly learning log and sign off by assessor |
| month 12 | Supervision, critical reflection,  completion of monthly learning log and sign off by assessor, completion of portfolio, PDP |

# Confidentiality Statement

|  |  |  |
| --- | --- | --- |
| **West London Social Work Development Partnership**  **NQSW Confidentiality Statement** | | |
| This statement confirms that all names and distinguishing facts relating to Service Users involved in case work evidenced in this practice log have been changed or removed to preserve confidentiality.  Please ensure that any case information, either personal or professional, has been treated with the utmost care and respect for the Service Users’ right to dignity and confidentiality.  These confidentiality principles are expected to be adhered to by all NQSWs undertaking their ASYE within the partnership.  Please ensure that a signed copy is inserted in your portfolio.  For further advice/guidance on confidentiality, please contact your Local Authority ASYE Lead | | |
| **Signature** | | **Date** |
| NQSW |  |  |
| ASYE Assessor |  |  |

# Evidence Folder Checklist

|  |  |  |  |
| --- | --- | --- | --- |
| **Evidence Folder Checklist** | | | |
| **Document** | **Completion required** | **Date/s completed** | **Additional Info** |
| Confidentiality Statement | Within 5 working days of NQSW starting |  | No further action required |
| Learning Agreement | Within 5 working days of NQSW starting |  | Learning agreement will be updated throughout the ASYE |
| Professional Development Plan | Within 5 working days of NQSW starting |  | NQSW to draft using information from final placement and expectations within new workplace. |
| Direct Observation 1 | To be submitted at 1st or 2nd panel/review |  | Both observations are needed for the portfolio |
| Direct Observation 2 | To be submitted at 3rd or final panel/review |  |
| Service user feedback 1 | To be submitted at 1st or 2nd panel/review |  | Both feedbacks are needed for the portfolio |
| Service user feedback 2 | To be submitted at 3rd or final panel/review |  |
| Learning logs | Throughout ASYE process |  | On-going critical reflection log evidencing the PCF |
| Assessor's report | To be confirmed locally |  | All reports require pass / fail |
| Final report | 11 months |  |
| Supervision | see learner agreement |  | Supervision should be provided in line with the Employers standards & Supervision framework |

# Learning agreement

This form is intended for electronic completion. Answer spaces will expand to accommodate text. It is recommended that you save copies each time the form is updated, observing also your organisation’s data policy.

|  |  |
| --- | --- |
| **Newly qualified social worker** |  |
| HCPC registration no. |  |
| Date of qualification |  |
| **Employer** |  |
| **Name of line manager** |  |
| **Name of supervisor/assessor**  (if different from line manager) |  |
|  | |
| Date ASYE commenced |  |
| Date set for 3 month review |  |
| Date set for 6 month review |  |
| Date for final submission of evidence |  |

* 1. **Supervision**

See Standards for Employers and Supervision Framework accessible at [www.local.gov.uk/social-worker-standards](http://www.local.gov.uk/social-worker-standards)

|  |  |
| --- | --- |
| **Supervision will be provided by:** |  |
| **Supervision will include:** |  |
| **Changes to the agreement:** | |
| Changes and actions agreed at the three month review |  |
| Changes and actions agreed at the six month review |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Supervision sessions will be scheduled as follows: please agree and insert dates.** ( Please include dates for each supervision session) | | | |
| Week 1: | Week 2: | Week 3: |  |
| Week 4: | Week 5: | Week 6: |  |
| Fortnight 1: | Fortnight 2: | Fortnight 3: (3 months) | Fortnight 4: |
| Fortnight 5: | Fortnight 6: | Fortnight 7: | Fortnight 8: |
| Fortnight 9: ( 6 months ) | | Month 7: | Month 8: |
| Month 9: | Month 10: | Month 11: | Month 12: |

* 1. **Workload management**

|  |  |
| --- | --- |
| **How will workload be agreed and allocated?** |  |
| **Changes to the agreement:** | |
| Changes and actions agreed at the three month review |  |
| Changes and actions agreed at the six month review |  |

* 1. **Professional development plan (PDP)**

|  |  |
| --- | --- |
|  | **Date** |
| **PDP completed** |  |
| **PDP reviewed** (3 months) |  |
| **PDP reviewed** (6 months) |  |

* 1. **Protected development time**

|  |  |
| --- | --- |
| **Set out here the specific arrangements and/or learning opportunities in place for undertaking development work, including time allowed by employer and when it can be taken** |  |
| **Changes and actions agreed at the three month review** |  |
| **Changes and actions agreed at the six month review** |  |

* 1. **Assessment**

***Collection of evidence***

|  |  |
| --- | --- |
| **Record the types of evidence that will be expected, and the dates when it should be provided, to inform the assessment** |  |
| **Changes and actions agreed at the three month review** |  |
| **Changes and actions agreed at the six month review** |  |
| **Changes and actions agreed at the nine month review** |  |

* 1. **Review**

|  |  |
| --- | --- |
| **Record how ASYE reviews will be linked to employer’s probation and appraisal processes** |  |

* 1. **Assessment process**

|  |  |
| --- | --- |
| **Record the arrangements the employer uses (e.g. in partnerships, etc.) to quality assure assessments.** |  |
| **Clarify how the employer and NQSW will deal with any disagreements over decisions** |  |

* 1. **Agreement summary**

|  |  |
| --- | --- |
| **Date of completion of agreement** |  |
| **We confirm the arrangements set out in this agreement:** | |
| **NQSW** |  |
| **Supervisor/assessor** |  |
| **Line manager** (where different from supervisor/assessor) |  |
| **Senior manager** (where required by employer organisation) |  |

|  |  |
| --- | --- |
| **Date of 3 month review** |  |
| **We confirm the changes and actions agreed at this review as set out in this agreement:** | |
| **NQSW** |  |
| **Supervisor/assessor** |  |
| **Line manager** (where different from supervisor/assessor) |  |
| **Senior manager** (where required by employer organisation) |  |

|  |  |
| --- | --- |
| **Date of 6 month review** |  |
| **We confirm the changes and actions agreed at this review as set out in this agreement:** | |
| **NQSW** |  |
| **Supervisor/assessor** |  |
| **Line manager** (where different from supervisor/assessor) |  |
| **Senior manager** (where required by employer organisation) |  |

|  |  |
| --- | --- |
| **Date ASYE completed** |  |
| **We confirm that** *[insert name of NQSW]*  **has/has not** *[delete as required]* **successfully completed the Assessed and Supported Year in Employment** | |
| **Supervisor/assessor** |  |
| **Line manager** (where different from supervisor/assessor) |  |
| **Senior manager** (where required by employer organisation) |  |
|  | |
| **I confirm that my employer has notified me of the outcome of my ASYE** | |
| **NQSW** |  |

# 

# Direct observation template

**This form is intended for electronic completion.**

**The answer spaces will expand to accommodate text**.

|  |  |
| --- | --- |
| **NQSW** |  |
| **Name & role of observer** |  |
| **Date & setting of observation** |  |

**Section 1 – NQSW to complete**

**Complete boxes 1 and 2 before the observation**

|  |
| --- |
| **1. Brief background to observed contact between yourself and the service user** |
|  |

|  |
| --- |
| **2. Planning for intervention** |
|  |

**Complete boxes 3 and 4 after the observation**

|  |
| --- |
| **3. Brief description of the intervention** |
|  |

|  |
| --- |
| **4. Reflections on the observed practice** |
|  |

**Complete boxes 5 and 6 after reading the observer’s report**

|  |
| --- |
| **5. Critical reflection and professional development** |
|  |

|  |
| --- |
| **6. Comments and reflections on the feedback given by the observer** |
|  |

**NQSW’s signature: Date:**

**Direct observation, Section 2**

**Observer to complete after the direct observation**

**Please provide information to support your assessment of the direct observation; reference can be made to the nine domains of the professional capabilities framework where relevant. You are not required to make a comment against each domain but can identify strengths and areas for development/concern (including reference to individual capability statements where there are areas of concern).**

|  |
| --- |
| **Holistic assessment of the candidate’s capability demonstrated in the direct observation of practice (up to 300 words)** |
|  |

|  |
| --- |
| **Action plan following the direct observation (if applicable)**  **Have areas of development/learning needs been identified? What action needs to be taken to address these? Are they any other outstanding issues?** |
|  |

|  |
| --- |
| **Service user feedback** |
|  |

**Observer’s signature:**

**Date:**

# Service user / Carer feedback

**The following is offered ONLY as an example of one way to gather information that can then be used as evidence in the body of the report. Whilst some of the questions may not be appropriate, with a little amendment, it is hoped that they could be adapted to fit the circumstances of the practice learning experience, and be used by the NQSW to gather evidence from the observer.**

|  |
| --- |
| **NQSW FEEDBACK QUESTIONNAIRE** |
| **Has your Social Worker explained why they are working with you?**  **Y/N**  If yes, could you briefly comment on how this happened? |
| **Do you feel that your Social Worker has listened to you and understood your views? Y/N**  If yes, could you briefly comment on how your Social Worker has done this? |
| **Have you been included in making plans and deciding what should happen next for you/ your family?**  **Y/N**  If yes, could you briefly comment on how your Social Worker has done this? |
| **What does your Social Worker do to help you/ your family?**  Please comment: |
| **Is there anything else that your Social Worker could improve or do differently?**  Please comment: |

**Signed: ……………………………………………………….. (Service User)**

**Date: …………………………………………………………..**

**Signed: ……………………………………………………….. (NQSW)**

**Signed: ………………………………………………………… (Line Manager)**

# 1123695054 Record of achievement / Learning and evidence log

**Name:**

**Date:**

**Please be aware that you are required to complete at least 2 of the 5 evidences for each domain.**

**When evidencing the domains please provide the month the learning activity took place**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **PCF Domains *(Please refer to list of domain statements)*** | **Evidence gained from case work/ 1:1 contact with service users:** | **Evidence from training attended:** | **Evidence from supervision discussions/ guidance:** | **Evidence from critical reflection:** | **Evidence from direct observation and/or service user feedback:** | **Please delete as appropriate** |
| **1) Professionalism** |  |  |  |  |  | Pass/Fail |
| **2) Values and Ethics** |  |  |  |  |  | Pass/Fail |
| **3) Diversity** |  |  |  |  |  | Pass/Fail |
| **4) Rights, Justice and Economic Wellbeing** |  |  |  |  |  | Pass/Fail |
| **5) Knowledge** |  |  |  |  |  | Pass/Fail |
| **6) Critical Reflection and Analysis** |  |  |  |  |  | Pass/Fail |
| **7) Intervention and Skills** |  |  |  |  |  | Pass/Fail |
| **8) Contacts and Organisations** |  |  |  |  |  | Pass/Fail |
| **9) Professional Leadership** |  |  |  |  |  | Pass/Fail |

**Signed  
  
NQSW:  
  
Line Manager:**

**Date:**

# Learning and evidence log for the month of:

(**Template**)

|  |
| --- |
| **Brief Details of Learning Event/Activity that provides evidence of meeting your PCF domains (NQSW)**  **(E.g. core training attended, workplace learning, developing casework skills, supervision, critical reflection)** |
| **PCF Domains implemented:** |
| **Reflections:** (NQSW) |
| **Implications for Practice:** (NQSW) |
| **Strengths and areas for development:** (Assessor) |
| **Action Points/Next Steps in Learning:** (Assessor/ NQSW) |

Signed .......................................NQSW Signed ................................Line Manager Date ..........................

# Assessors report (Holistic Assessment)

**This form is intended for electronic completion.**

**The answer spaces will expand to accommodate text.**

**Guidance notes on last page**

**Box 1: Identities**

|  |  |
| --- | --- |
| **NQSW** |  |
| **Professional supervisor/assessor** |  |
| **Line manager**  **(if different role to above)** |  |
| **Agency /employer** |  |
| **Date ASYE commenced** |  |

|  | **Date** | **Strengths and areas for development** | **Action plans** |
| --- | --- | --- | --- |
| **Learning agreement** |  |  |  |
| **1st review** |  |  |  |
| **2nd review** |  |  |  |
| **Final assessment** |  | Pass/Fail | |

**Box 2: Progressive assessment**

**Box 3: Minimum basis for robust judgements**

|  |  |
| --- | --- |
| ***Does the evidence contain:*** | *Confirmation & examples (cross reference to box 4)* |
| Evidence of identifying and meeting learning need via:   * learning agreement * professional supervision * reviews |  |
| Observations of a range of examples of practice |  |
| In different settings |  |
| By different observers |  |
| Over the period of the programme |  |
| Final assessment recommendation made by experienced registered social worker |  |

**Box 4: Summary of evidence**

|  |  |
| --- | --- |
| **Evidence for final assessment** *(This is not a prescriptive list of evidence requirements and you may wish to add other examples)* | Please give a summary of the pieces of evidence that were used to contribute to the final assessment. Give details (dates, type, etc.) |
| **Manager report** *(where the assessor is not the line manager – see attached template )* |  |
| **Learning agreement** |  |
| **Interim review 1** |  |
| **Interim review 2** |  |
| **Supervision records** |  |
| **Direct observations – dates** |  |
| **Work products** |  |
| **Extended piece of critical reflection (date/s)** |  |
| **Other** |  |

**Box 5: Signatures**

|  |  |
| --- | --- |
| **Assessor** |  |
| **Line manager**  **(if different role to above)** |  |
| **NQSW**  **(to confirm you have received this report)** |  |

**9.1 Holistic assessment report, part 2**

**ASYE 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.”**

**Please consider the evidence from the Learning and evidence log when completing this assessment.**

|  |
| --- |
| **Holistic assessment**  **Building on interim reviews including the progressive assessment of the NQSW’s capability please provide an overall assessment of professional capability at ASYE level, taking into account capability across all nine domains of the PCF, with reference to the level descriptor for ASYE and to the requirements for progression between levels. Link your comments to examples of the evidence presented over the course of the year. (Guideline approx. 500 words; box will expand to accommodate text.)** |
|  |

|  |  |
| --- | --- |
| **Pass** |  |
| **Fail** |  |

|  |
| --- |
| **Strengths and areas for development** |
|  |

|  |
| --- |
| **NQSW reflections on assessors report** |
|  |

**Continue to line manager assessment report, if required**

**Line manager assessment report**

**(Where the line manager has not been primarily responsible for providing reflective supervision or final professional assessment. This may well be the case when the line manager is not a registered social worker)**

|  |
| --- |
| **Overall assessment**  **Building on interim reviews including the progressive assessment of the NQSW’s capability, please provide an overall judgement of professional capability at ASYE. Where there are concerns make reference to the individual capability statements.** |
|  |

|  |
| --- |
| **Performance management**  **Have performance management concerns been indicated and addressed through the interim review process?** |
|  |

|  |
| --- |
| **Support**  **Provide details of how the NQSW has been supported. Indicate if there have been issues in the provision of the level of support and reflective supervision as expected by the employer standards at ASYE with reference to the learning agreement and interim reviews.** |
|  |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Professional Development Plan | | | | | | | | | | |
| NQSW Name: |  | | | | | Completed by: | | | | |
| ASYE start date: |  | | | | | | | | | |
| What? | | | **Links to which PCF domain?** | **What is the goal or what will success look like**? | **Progress at 3 months** | | **Progress at 6 months** | **Progress at 9 months** | | **Progress at Final**  **Assessment** |
| **Area of need / skill gap identified**  *(Add new learning needs below as they emerge at reviews and final panel)* | | **Development activity or action** |
|  | |  |  |  |  | |  |  | |  |
|  | |  |  |  |  | |  |  | |  |
|  | |  |  |  |  | |  |  | |  |
|  | |  |  |  |  | |  |  | |  |
|  | |  |  |  |  | |  | |  |  |

# Professional Capability Framework

**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.   
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 pro active 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

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 wellbeing and the wellbeing 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

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 judgment exists.

3. Demonstrate and apply to practice a working knowledge of human growth and development throughout the life course

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, judgments 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.

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