

South East London

Social Work Reform Group Partnership

CPD programme

Social Work practice and interpersonal skills in
community empowerment course

Appendices

Appendix one: Continuing Professional Development plan

Use this form to record your learning from the Skills for Care CPD project

| | |
|-----------------|--|
| Name | |
| Course attended | |

Before the course

What do you hope to learn and achieve by undertaking the course?

Name up to five SMART (specific, measurable, achievable, realistic and time-bounded) goals

Self assessment

Using the Professional Capability Framework (PCF) level descriptors as a guide, write a brief statement (200 words) about the level you think you are working at.

Using the course to develop myself within the PCF

| PCF domain | How I hope to move towards the next level of the PCF through participating on the course |
|---|--|
| Professionalism | |
| Values and ethics | |
| Diversity | |
| Rights, justice and economic well being | |
| Knowledge | |
| Critical reflection and analysis | |
| Intervention and skills | |
| Contexts and organisations | |
| Professional leadership | |

Recording your learning during the course

| Date | What did you do? | What did you learn? | How will you use this? | PCF level development |
|------|------------------|---------------------|------------------------|-----------------------|
| | | | | |
| | | | | |
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At the end of the course

How far did you meet the goals you set yourself at the beginning? Any unexpected achievements?

Self-assessment after the course

Using the Professional Capability Framework (PCF) level descriptors as a guide write a brief statement (200 words) about the level you think you are now working at.

Using the course to develop myself within the PCF

| PCF domain | Evidence of any movement through the PCF level by participating in the course - and any ways you can continue this through applying the learning from the course to your practice |
|---|---|
| Professionalism | |
| Values and ethics | |
| Diversity | |
| Rights, justice and economic well being | |
| Knowledge | |
| Critical reflection and analysis | |
| Intervention and skills | |
| Contexts and organisations | |
| Professional leadership | |

What are your future goals for this area of practice?

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Appendix two: Direct observation template A

(Adapted from the Skills for Care ASYE direct observation format and guidance)

The social worker undertaking the CPD course is described as the 'participant' throughout.

This form is intended for electronic completion. The answer spaces will expand to accommodate text.

| | |
|--|--|
| Participant | |
| Name and role of observer | |
| Course date and setting of observation | |

Section 1 – Participant to complete

Complete boxes 1 and 2 before the observation

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| 1. Brief background to social work practice that is being observed |
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| 2. Planning for intervention Which domains of the PCF are likely to be fulfilled? |
| |

Complete boxes 3 and 4 after the observation

| |
|--|
| 3. Brief description of the intervention |
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| 4. Reflections on the observed practice and feedback given by observer |
| |

| | |
|-------------------------|--|
| Participant's signature | |
| Date | |

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 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 participant's capability demonstrated in the direct observation of practice (up to 300 words) *Please take account of the level descriptors below*

In the Social Work role social workers progress to practice effectively, exercising higher quality judgements, in situations of increasing complexity, risk, uncertainty and challenge. Through growing understanding they expect and anticipate, but do not pre-judge, the issues that may develop. They have greater confidence and independence (whilst accessing support when needed), and use their initiative to broaden their repertoire of responses; they have expertise in one or more areas of practice, be familiar with local resource networks and be recognised by peers as a source of reliable knowledge and advice.

Experienced social workers are more autonomous in their role. They demonstrate expert and effective practice in complex situations, assessing and managing higher levels of risk, striking a balance between support and control, liaising with a wide range of professionals, including more senior levels. They manage complex caseloads, and offer expert opinion within the organisation and to others. They chair a range of meetings, offer expert support to case conferences, and produce high quality assessments and reports for a range of functions. They model good practice, setting expectations for others. They start to take responsibility and be accountable for the practice of others, mentoring newly qualified social workers, and supervising the work of junior staff. They undertake capacity-building with individuals, families, communities, user groups and voluntary organisations, and contribute their views on service provision to commissioners.

Domain 1: Professionalism

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.

Domain 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.

Domain 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 multidimensional 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.

Domain 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.

Domain 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.

Domain 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.

Domain 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.

Domain 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.

Domain 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.

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 there any other outstanding issues?

Service user feedback (if applicable)

Observer's signature

Date

Appendix three: Direct observation template B

(Adapted from the Skills for Care ASYE direct observation format and guidance)

This form is intended for electronic completion. The answer spaces will expand to accommodate text.

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| Participant | |
| Name and role of observer | |
| Course date and setting of observation | |

Section 1 – Observer to complete after the direct observation

Holistic assessment of the participant's capability based on this observation

Please comment on the social worker's capability, taking into account the level descriptors below

In the Social Work role social workers progress to practice effectively, exercising higher quality judgements, in situations of increasing complexity, risk, uncertainty and challenge. Through growing understanding they expect and anticipate, but do not pre-judge, the issues that may develop. They have greater confidence and independence (whilst accessing support when needed), and use their initiative to broaden their repertoire of responses; they have expertise in one or more areas of practice, be familiar with local resource networks and be recognised by peers as a source of reliable knowledge and advice.

Experienced social workers are more autonomous in their role. They demonstrate expert and effective practice in complex situations, assessing and managing higher levels of risk, striking a balance between support and control, liaising with a wide range of professionals, including more senior levels. They manage complex caseloads, and offer expert opinion within the organisation and to others. They chair a range of meetings, offer expert support to case conferences, and produce high quality assessments and reports for a range of functions. They model good practice, setting expectations for others. They start to take responsibility and be accountable for the practice of others, mentoring newly qualified social workers, and supervising the work of junior staff. They undertake capacity-building with individuals, families, communities, user groups and voluntary organisations, and contribute their views on service provision to commissioners.

| | |
|----------------------|--|
| Observer's signature | |
| Date | |

Section 2 – Participant to complete after the direct observation

Complete 1 and 2 after reading the observer's report

1. Critical reflection and professional development

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2. Comments and reflections on the feedback given by the observer

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| Participant's signature | |
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| | |
|------|--|
| Date | |
|------|--|