Social work

Children's Workforce Development Council

Outcome statements and guidance

Early Professional Development

Foreword

You have successfully completed your NQSW year and are now embarking on the next stage of your career.

Working with children, young people, their parents and carers is rewarding and challenging. You have chosen this profession because you want to make a difference to the lives of children and young people.

The EPD outcome statements set out what is expected of you in your second and third years post qualification. Working towards achieving these will enable you to grow in confidence, expertise and ability, making you a more autonomous professional. Also, your contribution to the team in which you work, your social work colleagues and other professionals is a vital part of building an integrated workforce that has the child as the focus of its efforts.

I wish you well in your endeavours and enjoyment and satisfaction in this most important next step in your career.

Jane Haywood

Jane Haywood
Chief Executive
Children's Workforce Development Council

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Outcome statements and guidance

1. The purpose of the guidance

The EPD outcome statements have been developed in consultation with social workers, their managers, employers and other professionals. The purpose of the guidance is to help social workers understand what can be expected of them in the second and third years of their professional career. The expectations at this stage of professional development are greater than those made of NQSWs. This supporting guidance covers the six outcome statements that have been developed to guide thinking, professional behaviour, skills, knowledge and professional values.

2. Background

The children's workforce operates within a complex legislative and policy context, with strong social, economic and political drivers. Social workers need to work to a range of legislative and statutory guidance and this should be underpinned by the value base and principles that are part and parcel of being a professional social worker.

2020 Children and Young People's Workforce Strategy (HM Government, 2008) sets out a vision for 2020 in which everyone who works with children and young people is:

- Ambitious for every child and young person.
- Excellent in their practice.
- Committed to partnership and integrated working.
- Respected and valued as professionals.

The EPD outcome statements reflect this vision and are designed to be used by social workers and their supervisors in all settings where children and young people are the focus of the social work task.

3. Introduction

The EPD programme has been developed for social workers who have completed the NQSW programme and are entering year two of employment. It aims to help social workers develop into more confident and autonomous professionals.

Throughout the EPD programme it is important that the social worker understands that the focus of their activities is safeguarding and promoting the welfare of children and young people. Central to this is the need for social workers to spend time working directly with children and young people as well as their families and carers. They must also work holistically and in partnership with a range of other professionals in order to achieve the best outcomes for children and young people.

The social worker needs to be proactive and creative in finding and using opportunities for learning. Employers have made a commitment to supporting the EPD programme, and the outcome statements have been designed to be achievable in any social work setting. At this stage in their professional career it is also important that social workers take responsibility for seeking opportunities that enable them to enhance their professional development and develop the level of competence expected of them. It is important that learning opportunities are considered in the widest possible sense, for example by looking for ways to complement formal training through networks and other professional experiences.

The EPD social worker is expected in their second and third years of practice to develop their understanding of the theoretical models that underpin their work and some of the associated techniques. Attachment theory and systems theory are some examples of these but there are others, and the EPD social worker should select with their supervisor the most appropriate theory that corresponds directly with the context of their work.

In years two and three it is expected that the EPD social worker will further develop their ability to use assessment tools, like those used in their NQSW year, to meet the expectations of each of the outcome statements. Examples of these can be found in the section on legislation and statutory guidance.

Depending on settings the EPD social worker may be required to use a variety of communication methods. It is therefore important that the method chosen is suitable for the work being undertaken and those with whom they communicate. For example, a social worker may choose to use play to aid their communication with children. It is important that they develop knowledge and skills of the various techniques that are available.

4. Critical areas of practice

The outcome statements are underpinned by five critical areas of practice that are an inherent feature of each of the outcome statements. The core requirement of the EPD programme is that the social worker can demonstrate analytical and critical thinking as well as sound judgement in each of the critical areas of practice detailed below:

Assessment skills

Assessment skills underpin all the outcome statements. Assessments should be comprehensive, based on sound judgements, encompass complexity and incorporate new information that emerges over the assessment period. Social workers should apply critical reasoning and demonstrate a theoretical evidence base to their assessment. Social workers need to critically analyse information and challenge assumptions and consider both the manifestation of the presenting problem as well as the underlying issues. The assessment must consider any emerging issues, including those that may not be presenting as a problem but could escalate without family support or intervention.

Assessments often cross the boundaries of teams and agencies. Understanding and acting on the assessment made by someone else is an important challenge. Understanding the interplay between two or more assessment types or processes is a skill for a social worker to develop as they manage more complex cases. This encompasses specialist assessments but also other assessments that may provide information about a child's family, for example, a mental health assessment of an adult carer or an assessment of a disabled sibling.

Report writing and recording skills

Report writing and recording skills need to be demonstrated across all of the outcome statements. Written and verbal reporting must reflect the analytical process that a social worker adopts as a core part of their practice, commencing with collection of information, critical analysis of findings, through to developing recommendations.

Within this EPD social workers should show a clear understanding of the ways to manage confidentiality in reports and case recording and that agency information sharing protocols are reflected in practice. All recording should reflect an anti-oppressive and anti-discriminatory professional value base.

The social worker should be able to complete 'first draft' written reports with minimal support from a supervisor. It is not expected that they will be autonomous at this stage but the social worker must be able to produce a fit for purpose report that can be further developed with the supervisor if needed. The style of reporting needs to be matched to its audience (eg. Court, feedback to child or young person, or a professional referral for services).

Electronic and paper records should also be seen as a critical part of the social work tasks, be completed in a timely and accurate manner and written in a style that is accessible to the child or young person.

Multi-agency or multi-team

Multi-agency or multi-team practice recognises that no single individual or agency can safeguard and promote the welfare of a child or young person. Delivering holistic services that recognise the child's best interest as paramount requires confident and competent multi-agency/team practice. A critical part to achieving this is being able to maintain the child or young person's welfare as the focus of all professional interactions.

The EPD social worker should at this stage be asserting themselves in the multi-agency context, communicating effectively with other practitioners and professionals by listening and ensuring that they are being listened to. They must also be able to understand the roles of other agencies and local procedures on safeguarding and child protection and variations in use of terminology. They must be able to form relationships with other professionals and work in a team context forging and sustaining relationships across agencies and respecting the contribution of others working with children, young people and families. The EPD social worker must be proactive and assertive with action and professional opinion, and be prepared to put forward professional judgements.

The EPD social worker is expected to be proactive in involving the right professionals in supporting the child or young person and their family. They must recognise their own role and provide timely, appropriate and succinct information to enable other practitioners to deliver their support to the child or young person, parent or carer.

Peer support and supervision

At this stage supervision should be used not only for support, counsel and direction but also to explore ideas that shape and inform approaches to practice. Critical reflection also has a crucial part in practice development and feedback from peers externally and internally can be beneficial in this stage of development. It is equally important that EPD social workers continue to challenge themselves and their practice by liaising with peers and seeking out new ideas and experiences. This will increase scope of their knowledge and the range of approaches and analysis available.

Anti-discriminatory and culturally sensitive

The social worker needs to ensure that their practice continues to be anti-discriminatory and culturally sensitive. There is an expectation that the social worker has an awareness of self and impact on service users and an understanding and application of anti-discriminatory practice concepts. They should be able to ensure social work practice is culturally sensitive and appropriate and be able to draw in alternative professionals if personal impact on the family was resulting in delay or engagement difficulties. Their direct work should show a cultural sensitivity as well as consideration of the 'best' professional to engage with the family on the basis of anti-discriminatory practice and the impact of power and oppression in the professional relationship.

5. The outcome statements

The outcome statements are designed to help a social worker think about the activities they will undertake over a two-year period that will demonstrate their skills and knowledge development. At the start of the EPD programme the outcome statements should act as a prompt to individual development plans that will enable the social worker at the end of the programme to evidence their personal development and career progression.

There are six statements that comprise the EPD outcome statements. They incorporate the NQSW outcomes as underlying principles and build on the next level of professional competence that can be expected at this stage of asocial worker's professional development.

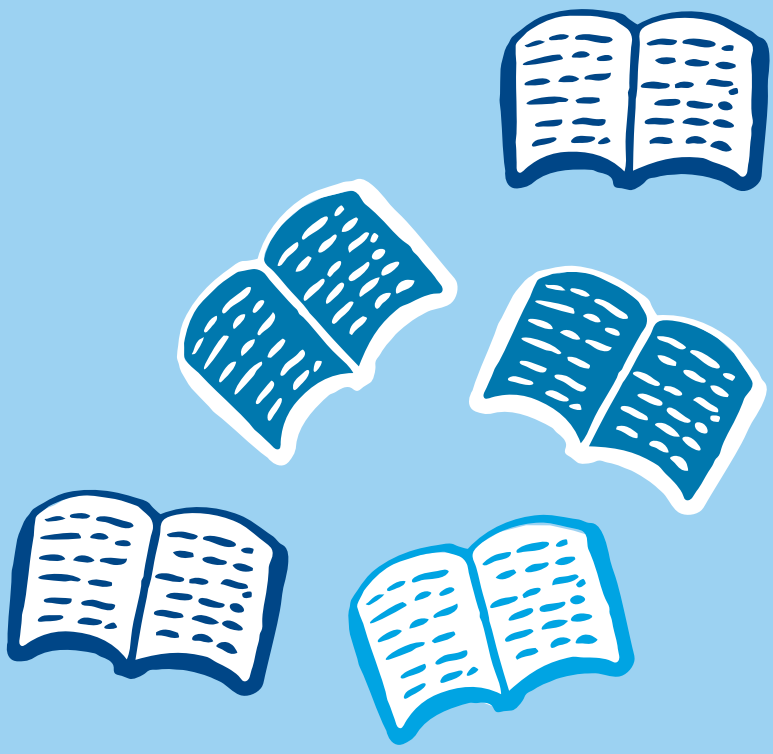
The statements are made up of a number of elements, each of which is described as the expected behaviour or skill set, accompanied with some indication of the evidence that could be provided to demonstrate that the skill or behaviour had been achieved.

Social workers undertaking EPD are expected to demonstrate competence against each element in each statement; however, the same evidence may be used to show competence against several elements.

6. Evidencing the outcome statements

The range of employment contexts and roles undertaken by social workers differ and consequently the documentation required to demonstrate achievement of the outcome statements will vary. The most suitable sources of evidence will be agreed between the social worker and their supervisor. In this document there is detail about the types of evidence that could be collected to demonstrate the behaviours or skills that are required of an EPD social worker.

Appendix 1
The outcome statements



Statement Area One: Information gathering

Description of the overall outcome

Respond to the complex needs of children, young people and their families or carers by gathering information at the outset of the case and throughout the period of involvement. Summarise the presenting and emerging information about both risk of significant harm to a child or young person and the child's developmental needs. Produce assessment reports that include the critical information which has been analysed leading to conclusions and decisions, of the required quality that are able to represent the agency in statutory, organisational and local multi-agency fora.

Context

The context in which you practice social work will depend on both your employer and the area of work. It is important that you work with your manager to describe the context of your work, job title and team name including the type of role you play and a description of the main social work tasks that you undertake.

Scope

Information gathering is a critical aspect of supporting children and young people, and their families and carers, by identifying issues and concerns, strengths and risks of significant harm. Information gathering processes must be robust, consistently applied, open to challenge, and timely. Information is gathered over the span of a case, and should be the evidence base for analysis, recommendations and implementation. The social worker should be able to communicate their findings to a range of audiences as required, as a synopsis rather than a narrative. The social worker should consistently identify gaps of knowledge in a case, particularly when considering risk of significant harm and the role and responsibilities of adults with parental responsibility and other people central to a child's life. Where information cannot be gathered, this should be recorded as robustly as information that can be collected.

The expectation of gathering information at EPD level differs from that of NQSW in the following areas:

- The social worker can work with cases presenting greater levels of complexity during the information gathering process.
- The social worker is able to continually re-evaluate information and establish new lines of enquiry over time.
- The social worker can work autonomously but makes appropriate use of peers, professional networks and supervision to explore analysis, information sources, reporting and recommendations.
- The social worker can identify information about risk factors, immediate and emerging, to competently assess both actual and potential risk of significant harm to the child or young person.
- The social worker can collect, collate and communicate information in a manner that is fit for purpose with minimal guidance from a supervisor.

The scope of the outcome at EPD comprises four elements which are described in detail in the section overleaf.

Statement Area One: Information gathering			
Specialist knowledge			
Depending on the employment context, there is an expectation that the EPD social worker will develop specialist knowledge in at least one theoretical model, a particular assessment tool or a communication method. This is to be agreed between the social worker and their supervisor at the commencement of EPD and recorded as part of the evidence. At the start of the EPD process, a social worker should identify additional or new areas of specialist knowledge they would like to develop over the course of the programme. It is important that this is agreed with their supervisor, ensuring that the work setting can provide the opportunity to develop and demonstrate the stated specialist knowledge. By the end of the EPD process, a social worker should be able to clearly articulate and demonstrate the specialist knowledge they have gained in the area of information gathering.			
Elements comprising the scope			
Element	**Description**	**Behaviours/Expertise/Skills**	**Evidence – How you would know you had achieved the required standard**
1.1	Establishing need for information to be gathered	• Assessing need from the referral document, and matching against agency thresholds for assessment or service. • Identifying the level of need. • Understanding the timescale for any relevant assessment and the key activity and tasks required. • Gaining and working with consent. • Planning the engagement of the child, young person and their family or carers in the information gathering process. • Planning other agency involvement and ways to seek peer support/supervision. • Consulting with others who are more experienced; line manager, supervisor, peers.	• The referral is accepted as per agency/team accountability and remit prior to information gathering commencing. • The referral process is accurately recorded on agency systems (electronic and paper-based, eg. CAF form) and the referrer is informed of the outcome of the referral. • Consent is appropriately sought and recorded. • The approach to the assessment is recorded at the outset of the process, including identification of people who will inform the assessment and methods to be used. • There is evidence that the social worker has appropriately consulted their supervisor as part of the assessment process. • The timelines for the assessment process are clearly understood and achieved.

Statement Area One: Information gathering			
Elements comprising the scope			
Element	Description	Behaviours/Expertise/Skills	Evidence – How you would know you had achieved the required standard
1.2	Identifying and gathering information about the family/social network to inform an assessment of the child's developmental need and/or risk of significant harm to the child or young person	• Using tools such as genograms, chronologies and ecomaps to assist assessment. • Developing comprehensive case chronologies. • Including all known adults in the assessment, including absent parents, and non-relatives living in the family home. • Identifying gaps in case knowledge. • Assessing need for children and young people. • Assessing family needs and capacity. • Involving the child or young person in the assessment. • Involving immediate and extended family in the assessment. • Assessing broader community support and networks available. • Respecting confidentiality, understanding when it is necessary to share concerns and when it is unsafe to share concerns with parents/carers.	• Genograms, chronologies and ecomaps are complete and accurate, and clearly inform the assessment process. They are included in assessment recording and shared with the child, young person and their family and carers unless inappropriate to do so. • Gaps in knowledge are recorded as part of the assessment. • The approach to the assessment is consistent with the dimensions in the Framework for the Assessment of Children in Need and their Families. • The assessment includes the broader social or community dimension to the child/family. • The assessment recording reflects an understanding of the way that the Framework for the Assessment of Children in Need and their Families dimensions interact with each other and the consequent outcomes for the child. • The impact of oppression and discrimination has been considered and has been recorded as part of the assessment. • Assessment recording meets the statutory or agency requirements and standards, for example, Integrated Children's System; or Form F1, F2 or F3.

Statement Area One: Information gathering			
Elements comprising the scope			
Element	Description	Behaviours/Expertise/Skills	Evidence – How you would know you had achieved the required standard
1.3	Demonstrating good interpersonal and communication skills	• Using active listening and questioning skills to probe when gathering information and clarify areas of the assessment. • Working in partnership with the client/client family to understand needs and possible solutions. • Identifying where communication challenges may impede the information gathering and assessment processes and planning ways to overcome these.	• Evidence of rapport with clients and professionals involved in information gathering and the assessment. • Clear feedback from clients recorded throughout the assessment process. • Evidence in the assessment and case notes that shows exploration of communication needs and identification of the best resource to support this, this may include use of interpreter services or inclusion of people with signing or 'makaton' skills for example. • Critical reflection notes. • Supervision notes.
1.4	Applying theoretical frameworks or models of assessment	• Undertaking appropriate training/ professional development and applying new knowledge to practice. • Including application of frameworks, risk assessment models and theory as applicable to the development of specialist knowledge identified above. • Using assessment tools such as Questionnaire and Scales (DoH, Cox and Bentovim, 2000) which accompany the Framework for the Assessment of Children in Need and their Families.	• Evidence that assessment has been informed by an appropriate framework, model or theory. • Evidence that assessment has been informed by the social worker's own knowledge base.

Statement Area Two: Analysing information and making recommendations

Description of the overall outcome

Collate relevant information and critically analyse the findings. Develop recommendations based on professional knowledge, skills, and judgement.

Context

The context in which you practice social work will depend on both your employer and the area of work. It is important that you work with your manager to describe the context of your work, job title and team name including the type of role you play and a description of the main social work tasks that you undertake.

Scope

Analytical skills are amongst the most important skills a social worker demonstrates as part of their work. Critical analysis goes beyond drawing together information gathered from clients and colleagues, and begins to seek the meaning and impact of this information when considered together. Analysis should seek to identify the root cause of concern, considering both the presenting and underlying issues, and will inform assessments. Analysis should be based on sound evidence, but move beyond statement of fact towards professional judgement of the situation or case.

The analysis should identify the relevant legal, professional and evidence-based practice justifications for arising recommendations. Recommendations should be based on objective evidence and analysis gathered during the information gathering stage and drawn from the body of the report. The analysis and recommendations must be robust enough to hold up to critical review and potential rebuttal from the different parties involved. The line of enquiry should be clearly visible from the initial concerns, through the assessment process to the conclusion and recommendations.

Without quality recommendations, there is little chance of achieving the required change. Good recommendations define and prioritise action. Each recommendation should address one specific issue only. Each recommendation may propose one or more specific actions but these should each be clearly defined and separated.

The expectation of EPD analysis and recommendations differs from that of NQSW in the following areas:

- The social worker can demonstrate a greater level of skill in preparing and presenting analysis and related recommendations .
- The social worker can work autonomously but makes appropriate use of peers, professional networks and supervision to explore analysis, information sources, reporting and recommendations.
- The social worker identifies as confident in demonstrating evidence-based critical analytical skills and takes ownership of their analysis and recommendations.
- The social worker can produce analytical reports and recommendations that are fit for purpose and do not require re-working.

The scope of the outcome at EPD comprises seven elements.

Statement Area Two: Analysing information and making recommendations			
Specialist knowledge			
Depending on the employment context, there is an expectation that the EPD social worker would develop specialist knowledge in at least one theoretical model, a particular assessment tool or a communication method. This is to be agreed between the social worker and their supervisor at the commencement of EPD and would be recorded as part of the evidence. At the start of the EPD process, a social worker should identify additional or new areas of specialist knowledge they would like to develop over the course of the programme. It is important that this is agreed with their supervisor, ensuring that the work setting can provide the opportunity to develop and demonstrate the stated specialist knowledge. By the end of the EPD process, a social worker should be able to clearly articulate and demonstrate the specialist knowledge they have gained in the area of analysing information and making recommendations.			
Elements comprising the scope			
Element	Description	Behaviours/Expertise/Skills	Evidence – How you would know you had achieved the required standard.
2.1	Ensuring that analysis is presented in a clear and comprehensible style	• Writing in a style that considers what the reader needs from the analysis. • Ensuring analysis is organised and has a logical structure. • Clearly following through from analysis to recommendations. • Using simple, clear language that can be understood by the service user as well as the professionals involved.	• Analytical writing is simple, direct, concise and to-the-point. • Feedback is received from the recipients of reports that they were able to access and understand the analysis and recommendations.

Statement Area Two: Analysing information and making recommendations			
Elements comprising the scope			
Element	Description	Behaviours/Expertise/Skills	Evidence – How you would know you had achieved the required standard
2.2	Identifying and challenging assumptions	• Investigating claims made by others and, if appropriate, questioning the information presented to ensure the analysis is based on evidence and not assumption. • Ensuring that the analytical process has clearly considered the assumptions of the case, and sought to challenge these to identify evidence to support or dispute the assumption.	• There is clarity and transparency about the analysis and recommendations being based on evidence and not assumptions. • Any assumptions that are included in the analysis are clearly identified and if critical to outcomes, have a risk management plan to support them.
2.3	Constructing a clear, defensible argument	• Ensuring the argument gives reasons; examines or anticipates consequences. • Developing the argument, based on information gathered and collated. • Triangulating information to ensure that conclusions are robust and defendable from different perspectives.	• Evidence of a logical argument, drawn from evidence, and in which a position is presented. • There is sufficient detail in the report to support the argument presented. • There is a clear connection between different dimensions and contexts of the assessment, demonstrating the ability to triangulate information. • The argument demonstrates comparison, contrast and evaluation.
2.4	Demonstrating professional insight	• Understanding the skills, values and knowledge a social worker brings to working with children and young people, and those who care for them. • Applying professional knowledge to the analytical process.	• Analysis demonstrates the skills and knowledge held by a social work professional particularly around analysis of risk of significant harm to the child or young person and risk factors; the impacts of poverty and discrimination and the ability to consider the complexity of information that is gathered through the domains and dimensions of the Framework for Assessment of Children in Need and Their Families.

Statement Area Two: Analysing information and making recommendations			
Elements comprising the scope			
Element	Description	Behaviours/Expertise/Skills	Evidence – How you would know you had achieved the required standard
2.5	Demonstrating evidence-based analysis	• Understanding the difference between description/narrative and analysis. • Using both qualitative and quantitative information as part of the analytical process.	• Appropriate data and information has been included in the analysis, including qualitative, quantitative and observation. • That different data types are clearly differentiated in the analysis. • Evidence is drawn through the analysis and recommendation.
2.6	Developing recommendations	• Developing recommendations based on the assessment. • Exploring recommendations with the child, young person and their family and carers, actively seeking their engagement with the identification of solutions and recommendations. • Consulting with others to develop a wide range of recommendations that draw on different professional experience and input. • Developing recommendations that consider both the outcomes for the individual child and the agency responsibility for all children and young people they work with.	• Case recommendations are specific, measurable, attainable, realistic and timely. • Recommendations identify accountability at a personal level. • Recommendations are understood by all and clearly link to the assessment analysis and findings. • Recommendations are linked to improved developmental outcomes for children and young people rather than being resource led.

Statement Area Two: Analysing information and making recommendations			
Elements comprising the scope			
Element	Description	Behaviours/Expertise/Skills	Evidence – How you would know you had achieved the required standard
2.7	Applying theoretical frameworks or models of critical thinking or area of specialist knowledge	• Undertaking appropriate training/professional development and applying new knowledge to practice. • Including application of frameworks, risk assessment models and theory as applicable to the development of specialist knowledge identified above. • Using assessment tools such as Questionnaire and Scales (DoH, Cox and Bentovim, 2000) which accompany the Framework for the Assessment of Children in Need and their Families.	• Evidence that assessment has been informed by an appropriate framework, model or theory. • Evidence that the worker is beginning to use specialist frameworks or models that are linked with a particular field of social work. • Evidence that assessment has been informed by the social worker's own knowledge base.

Statement Area Three: Planning, implementation and review

Description of the overall outcome

Builds on assessment and analytical skills and being able to set quality recommendations, to make decisions and develop a plan of action to support children, young people and/or their families to achieve change. Assessment findings inform the plan, and the plan sets out who is responsible for undertaking actions, and by when. Implementation of a plan consists of timely evidence-based interventions which are clearly linked to improved outcomes for the child or young person. The review process provides the opportunity to ensure the child or young person's developmental needs and outcomes are being met, and if not, what needs to be changed in the plan.

Context

The context in which you practice social work will depend on both your employer and the area of work. It is important that you work with your manager to describe the context of your work, not just your employer, job title and team name but the type of role you play and a description of the main social work tasks that you undertake.

Scope

A challenge for many social workers is developing an achievable plan that is outcome focused and addresses the child or young person's assessed developmental needs with appropriate resources.

Plans should reflect the findings, critical analysis and recommendations from the assessment. These plans should focus on outcomes and meeting the child's developmental needs. Plans should address concerns about risk of significant harm and build on family strengths. The wishes and feelings of the child or young person should be taken into account throughout the planning, implementation and review processes and family or carer involvement should also be evident.

In implementing plans, the social worker should demonstrate a range of skills and evidence-based practice, to support individuals and families to bring about the desired changes. It is critical that implementation of plans for children, young people and families are not allowed to drift, and the social worker must take responsibility for keeping a pace and driving the implementation to fit with timely delivery of improved outcomes. It is easy for the momentum to be lost and the social worker must attend to this issue in order that delay for children is avoided.

Reviews require adequate preparation to ensure they are complete, are based on up-to-date information, involve all named parties to the plan; measure progress (or lack thereof) and have the capacity to make changes as necessary. The review must always focus on whether the outcomes for the child are being achieved in a timely manner.

Planning, implementation and review stages all represent opportunities to consider possible referrals to other services to achieve the planned outcomes, and the social worker should lead (or identify the lead) for co-ordinating the range of services provided to the family.

Statement Area Three: Planning, implementation and review

Scope (continued)

The expectation of EPD planning, implementation and review skills differs from that of NQSW in the following areas:

- The social worker takes a holistic and systems approach to service delivery and can work seamlessly between planning, implementation and review stages with confidence and demonstrated skills in order to achieve goals and outcomes for the child/young person and family.
- The social worker is able to act as the lead between professionals in implementing changes in cases subject to multi-agency or multi-discipline team involvement.
- The social worker demonstrates a greater ability to autonomously involve the child or young person in planning, implementation and review.
- The social worker can produce plans and review reports that are fit for purpose and do not require re-working.

The scope of the outcome at EPD comprises seven elements.

Specialist knowledge

Depending on the employment context, there is an expectation that the EPD social worker would develop specialist knowledge in at least one theoretical model, a particular assessment tool, a communication method or within a specialist context. This is to be agreed between the social worker and their supervisor at the commencement of EPD and would be recorded as part of the evidence.

At the start of the EPD process, a social worker should identify additional or new areas of specialist knowledge they would like to develop over the course of the programme. It is important that this is agreed with their supervisor, ensuring that the work setting can provide the opportunity to develop and demonstrate the stated specialist knowledge.

By the end of the EPD process, a social worker should be able to clearly articulate and demonstrate the specialist knowledge they have gained in the area of planning, intervention and review.

Statement Area Three: Planning, implementation and review			
Elements comprising the scope			
Element	Description	Behaviours/Expertise/Skills	Evidence – How you would know you had achieved the required standard
3.1	Planning skills	• Understanding how to present genuine choices to young people and how to obtain consent to sharing information. • Planning how and when to engage with children and young people in a way that does not stigmatise them or disrupt their daily lives. • Consulting the child, young person, parent or carer from the beginning of the process. • Informing, involving and helping the child or young person to assess different courses of action, understand the consequences of each and, where appropriate, agree next steps. • Knowing when and how to refer to sources of information, advice or support from different agencies or professionals.	• Plans reflect the progress of a case through assessment, analysis and recommendations. • Evidence of consultation and involvement of all key stakeholders. • Plans are developed with the child or young person. • Plans are shared with the child, young person and their family or carers and their feedback recorded. • Plans reflect changes in circumstance or family functioning. • Plans are developed to build momentum and maintain pace, with no drift in case practice. • Plans are focused on improved outcomes for the child.
3.2	Planning and intervention should be based on early intervention wherever possible to prevent drift in the case	• Planning and intervention commences as early as possible. • Ensuring case plans are regularly reviewed, and action taken to support a child, young person or family as soon as possible to avoid issues escalating once identified.	• Referrals are made to appropriate agencies as early as possible. • Plans and intervention include all relevant agencies able to offer early intervention support.

Statement Area Three: Planning, implementation and review			
Elements comprising the scope			
Element	Description	Behaviours/Expertise/Skills	Evidence – How you would know you had achieved the required standard
3.3	Ensuring plans and intervention are culturally-sensitive	• Planning, implementation and review processes recognise cultural difference and respond appropriately, maintaining the focus on the best interests of the child or young person. This includes ensuring that plans and evidence-based interventions address all aspects of racism or discrimination that may be experienced by the child or young person and their family or carers. • Demonstrating an awareness of self. • Understanding and application of anti-discriminatory practice concepts. • Ensuring social work practice is culturally sensitive and appropriate.	• Plans and reviews are robust and can withstand scrutiny on anti-discriminatory and cultural sensitivity grounds. • Plans involve a range of culturally sensitive services as required to meet or support any cultural issues or other issues of racism or discrimination.

Statement Area Three: Planning, implementation and review			
Elements comprising the scope			
Element	Description	Behaviours/Expertise/Skills	Evidence – How you would know you had achieved the required standard.
3.4	Wherever possible, ensuring that plans make the greatest use of universal services	• Ensuring that wherever possible a child, young person or family receive services within a universal services agency. • Ensuring that plans recognise the universal services that are already supporting a child or young person, or in contact with them on a regular basis (eg. schools, health visitors, school health nurses). • Knowing about the Common Assessment Framework (CAF) and its contribution to the assessment process as well as service provision. Where appropriate, knowing how to use the CAF.	• Referrals are made to relevant universal services. • Evidence that practice has included consultation with all appropriate services, especially those where the child is already known. • Reviews always consider the role of universal services in supporting the child, young person and/or family.
3.5	Demonstrating the relationship between assessment and the plan for the child or young person and their family or carers	• Developing plans that are based on the findings of the assessment, and linking actions with recommendations. • Developing plans in conjunction or consultation with agencies involved in the assessment process. • Basing plans on the assessment, and identifying the types of services that can deliver improved outcomes. The services must be suitable for the child and their family; they must be viable and allow sustainability of improved outcomes for the child or young person and their families or carers.	• Plans clearly link with the assessment and analysis of the findings from the assessment. • Plans are linked to recommendations and seek to address findings from the assessment report(s).

Statement Area Three: Planning, implementation and review			
Elements comprising the scope			
Element	Description	Behaviours/Expertise/Skills	Evidence – How you would know you had achieved the required standard.
3.6	Demonstrating good organisational and time management skills	• Managing workload to ensure that plans and their implementation are developed and enacted within the required timeframes. • Ensuring review processes are completed within correct timeframes, including preparation and distribution of reports. • Undertaking direct work with children, young people and families as part of the implementation of the plan, with time being managed to allow for this.	• Good use of diary/calendar time to meet workload requirements. • Reports are completed and circulated in the required time for reviews. • Children and young people have regular, timely contact with their social worker as per the plan.
3.7	Demonstrating good interpersonal and communication skills	• Using active listening and open questioning skills to probe and clarify issues. • Working in partnership with the client/ client family to understand needs and possible solutions. • Identifying where communication challenges may impede the process and planning ways to overcome this.	• Evidence of rapport with the children, young people, families, carers, and professionals involved. • Clear feedback from clients recorded throughout the assessment process. • Evidence in the plans and reviews as well as case notes that shows exploration of communication needs and identification of the best resource to support this, this may include use of interpreter services or inclusion of people with signing or 'makaton' skills for example. • Critical reflection notes. • Supervision notes.

Statement Area Four: Working directly with the child, young person and their families or carers

Description of the overall outcome

Work directly with children, young people or families to gather information, identify strengths, difficulties and risk of significant harm, develop and implement plans, and build capacity to achieve goals. Be an advocate for the best interests of a child or young person and promote positive family functioning and improved outcomes by working in partnership with children, young people and their families and carers. Within a statutory setting, recognise that the statutory responsibility of the social worker is to safeguard and promote the welfare of the child or young person.

Context

The context in which you practice social work will depend on both your employer and the area of work. It is important that you work with your manager to describe the context of your work, job title and team name including the type of role you play and a description of the main social work tasks that you undertake.

Scope

Direct work with children, young people and their families or carers is a critical aspect of social work. In children's services, direct work should be focused on the developmental needs of the child or young person, it should be outcome and solution-focused, and start with the assessed needs of the child. It should be a dialogue between the social worker and the child or young person, with a focus on building rapport and gaining trust and respect between both parties. The process is more than filling out forms and is an opportunity to gain a clear understanding of the current situation; the capacity and motivation of the child or young person and their families to build and maintain the required or desired change; and to measure progress towards the stated goals.

Direct work also needs to be recorded in case files to reflect the purpose and achievement of this work.

The expectation of EPD direct work differs from that of NQSW in the following areas:

- The social worker can work with cases presenting greater levels of complexity or need, including family relationships, child development, community networks, and/or links between services.
- The social worker can work with the child or young person and family to build a partnership approach and encourage their active involvement in the development of plans.
- The social worker can work autonomously but makes appropriate use of peers, professional networks and supervision to plan and undertake direct work.
- The social worker is confident in being able to lead direct work, and manage new information within the client meeting in order to ensure direct work is timely, sensitive, and outcome-focused but adheres to statutory requirements.

The scope of the outcome at EPD comprises four elements as set out in detail overleaf.

Statement Area Four: Working directly with the child, young person and their families or carers			
Specialist knowledge			
Depending on the employment context, there is an expectation that the EPD social worker will develop specialist knowledge in at least one theoretical model, a particular assessment tool or a communication method. This is to be agreed between the social worker and their supervisor at the commencement of EPD and would be recorded as part of the evidence. At the start of the EPD process, a social worker should identify additional or new areas of specialist knowledge they would like to develop over the course of the programme. It is important that this is agreed with their supervisor, ensuring that the work setting can provide the opportunity to develop and demonstrate the stated specialist knowledge. By the end of the EPD process, a social worker should be able to clearly articulate and demonstrate the specialist knowledge they have gained in the area of direct work with children, young people and their families or carers.			
Elements comprising the scope			
Element	**Description**	**Behaviours/Expertise/Skills**	**Evidence – How you would know you had achieved the required standard**
4.1	Demonstrating good communication and interpersonal skills	• Demonstrating listening skills, questioning, probing and seeking to understand issues and the developmental needs of the child or young person. • Responding to what is being communicated by children, young people and families and/or carers. • Demonstrating an awareness and application of appropriate non-verbal body language. • Engaging with children and young people, and their families/carers, and ensuring their voice is included in the work undertaken. • Establishing rapport and respectful, trusting relationships with children, young people, their families and/or carers. • Being self-aware: knowing how to demonstrate a commitment to treating all people fairly; being respectful and avoiding assumptions.	• Evidence of effective consultation with and engagement of children, young people, families and/or carers. • Communication approaches are appropriate to the audience. • Non verbal techniques are used to communicate with a child or young person, including play, art and music. • Specialists are involved where needed particularly where a child may not communicate verbally. • Cultural sensitivity and appropriate use of language, including body language. • Appropriate use of translators.

Statement Area Four: Working directly with the child, young person and their families or carers			
Elements comprising the scope			
Element	Description	Behaviours/Expertise/Skills	Evidence – How you would know you had achieved the required standard
4.2	Applying theoretical frameworks or models of practice	• Understanding the role and value of families and carers as partners in supporting their children to achieve positive outcomes. • Undertaking appropriate training/professional development and applying new knowledge to practice. • Including the application of frameworks, assessment models for the risk of significant harm and theory as applicable to the development of specialist knowledge identified above. • Using a variety of intervention models to target work with individual members of the family and the family as a collective group, recognising that needs of mothers, fathers and children will change for different developmental stages. • Using group work and family work intervention skills and models to achieve outcomes for the child or young person and their family.	• Evidence that direct work has been informed by an appropriate framework, model or theory. • Evidence that the use of models and theory reflects knowledge about child development.

Statement Area Four: Working directly with the child, young person and their families or carers			
Elements comprising the scope			
Element	Description	Behaviours/Expertise/Skills	Evidence – How you would know you had achieved the required standard
4.3	Planning skills	• Understanding how to present genuine choices to young people and how to obtain consent to sharing information. • Planning how and when to engage with children and young people in a way that promotes positive engagement with the child, young person and family, and does not disrupt their daily lives. • Consulting the child, young person, parent or carer from the beginning of the process. • Informing, involving and helping the child or young person to evaluate different courses of action, understanding the consequences of each and, where appropriate, agreeing next steps. • Knowing how to report and record information formally and informally in the appropriate way for the audience concerned, including how the CAF interplays with the social work role and helps communication between professionals from other teams or agencies. • Knowing when and how to refer to sources of information, advice or support from different agencies or professionals.	• Plans reflect the progress of a case through assessment, analysis and recommendations. • Evidence of consultation and involvement of all key stakeholders. • Plans are developed with the child or young person. • Plans are shared with the child, young person and their family or carers and their feedback recorded. • Plans reflect changes in circumstance or functioning. • Plans are developed to build momentum and maintain pace, with no drift in case practice. • Plans are outcomes not output focused.

Statement Area Four: Working directly with the child, young person and their families or carers			
Elements comprising the scope			
Element	Description	Behaviours/Expertise/Skills	Evidence – How you would know you had achieved the required standard
4.4	Being able to problem solve with the child or family	• Supporting children, young people, families and carers with issues of grief, loss and transition. • Exploring the identified problem in an open and honest manner, identifying both risks and strengths. • Seeking and valuing the contribution of the child or young person. • Recognising and valuing the different contributions of different family members and challenging power imbalances as they emerge. • Encouraging and valuing the contribution of everyone associated with the problem or issue. • Involving other practitioners in developing solutions as appropriate. • Sharing reasons for action with the child or young person and those caring for them. • Understanding the legal position regarding information sharing, consent and confidentiality and how to apply it in practice.	• Case recording shows how issues are raised and worked through with the child and/or family. • Referrals are made to appropriate agencies or departments/services and in a timely fashion. • Feedback from the child or young person and families or carers shows that they were actively involved in identifying and developing the solution(s) to the issue or problem. • Evidence in case recording and reports that show open, two-way communication with the child or family especially where the expressed wishes and feelings of the child were not considered to be in their best interests.

Statement Area Five: Safeguarding, child protection and promoting the welfare of children and young people

Description of the overall outcome

Promote the welfare of children and young people, and where necessary, respond to safeguarding and child protection concerns by identifying and exploring concerns and risk of significant harm (as defined by the Children Act 1989). Manage risks of significant harm either through providing support to the family or use of statutory powers. Work as part of a multi-agency team to support the child, young person or family within the broader community to safeguard and promote the welfare of the child or young person.

Context

The context in which you practice social work will depend on both your employer and the area of work. It is important that you work with your manager to describe the context of your work, job title and team name including the type of role you play and a description of the main social work tasks that you undertake.

Scope

Safeguarding is an important part of integrated working, characterised by professionals working together with the child at the centre of all activities to help identify their holistic needs earlier to improve their life outcomes. Safeguarding is seen as part of a continuum, where prevention and early intervention can support children and families and avoid a problem turning into a crisis.

Safeguarding and promoting the welfare of children is the responsibility of the local authority, working in partnership with other public organisations, the voluntary sector, children and young people, parents and carers, and the wider community. The government defines safeguarding and promoting the welfare of a child as the process of protecting children or young people from abuse or neglect, preventing impairment of their health and development, and ensuring they are growing up in circumstances consistent with the provision of safe and effective care that enables children to have optimum life chances and enter adulthood successfully (Working Together to Safeguard Children 2006: 27)

Safeguarding moves beyond child protection and seeks to promote the welfare of children and young people in a broader context, and means being able to identify when a child or young person is not meeting their developmental potential, or when their health or development is impaired, and sources of help for them and their families are not being used.

In safeguarding and promoting the welfare of a child or young person, a social worker must constantly review where the family is on the spectrum between family support and child protection. The Assessment Framework is an essential tool to support the assessment and ongoing reassessment of risk of significant harm to a child or young person, by steering the social worker's practice in gathering information and making decisions based on these findings

Social work seeks to identify and prevent the abuse of children and young people, this encompasses protection from physical, sexual and emotional abuse and neglect. The Children Act 1989 outlines the action that should be taken when a child or young person is deemed to be at significant risk of harm.

Statement Area Five: Safeguarding, child protection and promoting the welfare of children and young people

Scope (continued)

When considering child protection, core assessment should be based on sound evidence and analysis, and tools should be used to inform rather than replace professional judgement. There should be a common language of risk between all professionals, and a common understanding of the main concepts. The core assessment is integral to the overall management and minimisation of risk and should be seen as the first stage of the risk management process rather than a discrete process.

The scope of this statement includes both risk assessment (through the processes of the core assessment and S47 of the Children Act (1989)) and risk management. A core assessment by itself will not prevent risk, it will identify the probability of harm, assess the impact of it on key individuals, and pose intervention strategies which may diminish the risk or reduce the harm. Risk management is the process by which risk is monitored and restricted.

The expectation of an EPD assessment differs from that of NQSW in the following areas:

- The social worker can work with cases presenting greater levels of complexity and risk of significant harm to the child, including child functioning and development, family relationships, and parental or carer motivation to provide safe and consistent care for the child and their capacity to do so.
- The social worker is able to continually re-evaluate information and establish new lines of enquiry with regard to risk factors, recognising that the signs of abuse may be subtle and non-verbal.
- The social worker can clearly understand the difference between child protection and safeguarding work, to recognise if thresholds for child protection concern have been reached and the case changes from family support to child protection, and take appropriate action (including referral to a statutory agency).
- The social worker can work autonomously but makes appropriate use of peers, professional networks and supervision.
- The social worker can identify risk factors, immediate and emerging, to competently assess both actual and potential risk of significant harm to a child or young person.
- The social worker can produce assessment reports that are fit for purpose and do not require re-working by a supervisor or line manager.

The scope of the outcome at EPD comprises seven elements.

Specialist knowledge

Depending on the employment context, there is an expectation that the EPD social worker would develop specialist knowledge in at least one theoretical model, a particular assessment tool or a communication method. This is to be agreed between the social worker and their supervisor at the commencement of EPD and would be recorded as part of the evidence.

At the start of the EPD process, a social worker should identify additional or new areas of specialist knowledge they would like to develop over the course of the programme. It is important that this is agreed with their supervisor, ensuring that the work setting can provide the opportunity to develop and demonstrate the stated specialist knowledge.

By the end of the EPD process, a social worker should be able to clearly articulate and demonstrate the specialist knowledge they have gained in the areas of safeguarding and child protection.

Statement Area Five: Safeguarding, child protection and promoting the welfare of children and young people			
Elements comprising the scope			
Element	Description	Behaviours/Expertise/Skills	Evidence – How you would know you had achieved the required standard
5.1	Identifying and clearly articulating concerns, and taking appropriate action (including making referrals)	• Understanding what is meant by safeguarding and child protection, and the different ways in which children and young people can be harmed (including by other children and young people and through the internet). • Making considered judgements about how to act to safeguard and promote a child or young person's welfare, where appropriate consulting with the child, young person, parent or carer to inform your thinking. • Knowing when it is inappropriate to consult with a child, young person, parent or carer. • Understanding the key role of parents and carers in safeguarding and promoting children and young people's welfare and involve them accordingly, while recognising factors that can affect parenting and increase the risk of abuse to a child or young person (for example, domestic violence). • Being able to recognise when a child or young person is in danger or at risk of harm, and take action to protect them, including immediate referral to the correct agency or team. • Giving regard to and recording the child or young person's wishes and feelings, unless they are not able to do so by virtue of age or understanding.	• Demonstrate knowledge and appropriate application of the Children Act 1989. • Demonstrate knowledge of the processes for reporting incidents or unexpected behaviour. • Work as part of the team to give regard to and record the child or young person's wishes and feelings, and to understand and take account of the views of those adults with parental responsibility or a significant caring role in the child or young person's life. • Clear and concise referrals made to the appropriate agencies. • Evidence of appropriate use of consultation with managers and other agency staff. • Taking the appropriate action when there is an insufficient response from other organisations or agencies, while maintaining a focus on what is in the child or young person's best interests.

Statement Area Five: Safeguarding, child protection and promoting the welfare of children and young people			
Elements comprising the scope			
Element	Description	Behaviours/Expertise/Skills	Evidence – How you would know you had achieved the required standard
5.1	Identifying and clearly articulating concerns, and taking appropriate action (including making referrals)	• Having the confidence to represent actively the child or young person and her/his rights. • Having the confidence to challenge your own and others' practice. • Having awareness and basic knowledge, where appropriate, of the most current legislation regarding the safeguarding and promotion of welfare of children and young people.	
5.2	Undertaking a core assessment in compliance with the Children Act 1989 (Section 47)	• Using the genogram and ecomap, and other professionals involved in the case (current or historic) to inform the analysis. • Recognising the legal component of the case and any implications arising from this. • Undertaking enquiries and research where risk of significant harm is raised but it is not sufficiently understood to accurately assess the level of concern. • Recognising the social worker's responsibilities in terms of power and authority to ensure that families are both supported and challenged, particularly in cases of deceptive, resistant, passive or criminal parents and/or carers.	• Completed assessment is based on the Assessment Framework and includes factors that indicate risk of significant harm including likelihood, severity, opportunity, history, and vulnerability. • The completed assessment includes recording parent(s)' attitude to their role in promoting welfare and protecting the child or young person from harm, problems or concerns and their relationship to the child. • The completed assessment includes analysis of the relationship between the parent/carer and the child or young person; detailing a triangulation of evidence, what has been heard and what has been observed with any historical information or emerging themes. • The assessment focuses on promoting the welfare of the child or young person, and improving the developmental outcomes for the child or young person.

Statement Area Five: Safeguarding, child protection and promoting the welfare of children and young people			
Elements comprising the scope			
Element	Description	Behaviours/Expertise/Skills	Evidence – How you would know you had achieved the required standard
5.3	Developing a plan to manage the risk of significant harm and other concerns that have been identified	• Understanding and evidencing the difference between risk analysis and risk management. • Consulting with all relevant agencies in developing a comprehensive plan to manage the risk of harm. • Relating any plan to manage risk to guidance in Working Together to Safeguard Children, with particular reference to child protection plans. • Acknowledging in the analysis of the level of risk present in a case, why some risk might be manageable, and if so, how that risk will be confidently managed.	• Child protection plans address both risk analysis and the management of any identified risk. • The child protection plan demonstrates consultation and/or involvement of all relevant agencies. • The child protection plan is reviewed at appropriately regular points to ensure the risk is being managed sufficiently, with the best interests of the child being met.
5.4	Demonstrating good critical analysis skills	• Understanding the difference between description/narrative styles of writing and analysis. • Ensuring that the difference between risk analysis and management of identified risk is clearly understood and reflected in the analysis. • Understanding the difference between safeguarding and child protection and reflecting this in the analysis, with particular reference to the specific identified needs of the child or young person. • Using both qualitative and quantitative data as part of the analytical process. • Analysis is organised and has a logical structure.	• Analytical writing is simple, direct, concise, and to-the-point. • Evidence of a logical argument, drawn from evidence, and in which a position is argued. • Evidence-based analysis.

Statement Area Five: Safeguarding, child protection and promoting the welfare of children and young people			
Elements comprising the scope			
Element	Description	Behaviours/Expertise/Skills	Evidence – How you would know you had achieved the required standard
5.5	Applying theoretical frameworks or models of assessment	• Undertaking appropriate training/professional development and applying new knowledge to practice. • Including the application of frameworks, assessment models and theory appropriate to the development of specialist knowledge identified above.	• Evidence that assessment has been informed by an appropriate framework, model or theory. • Evidence of cultural awareness and sensitivity when working with issues of safeguarding and child protection.
5.6	Demonstrating accountability and ownership	• Being aware of government guidance and local procedures, and your own role and responsibilities within these for safeguarding and promoting children and young people's welfare. • Knowing the boundaries of personal competence and responsibility, knowing when to involve others, and where to get advice and support. • Appreciating the personal affect of witnessing upsetting situations and knowing how to get support for yourself. • Understanding the necessity of information sharing within the context of children and young people's welfare and safety. • Knowing about data protection legislation in the context of your role. • Understanding how to apply confidentiality principles.	• Takes responsibility for own role in the safeguarding and child protection agenda. • Demonstrates self-care in managing stressful and/or emotional cases or situations. • Information is shared, and recorded, in a timely and complete fashion. • Information sharing processes are in line with statutory legislation and agency protocols . • Evidence of being able to explain the information sharing protocols with children, young people and their families or carers and being clear about confidentiality and risk.

Statement Area Five: Safeguarding, child protection and promoting the welfare of children and young people			
Elements comprising the scope			
Element	Description	Behaviours/Expertise/Skills	Evidence – How you would know you had achieved the required standard
5.7	Being able to make decisions	• Making considered judgements about how to act to safeguard and promote a child or young person's welfare. • Making decisions in a framework of support and knowing the boundaries of professional autonomy in decision-making. • Being alert to concerns about a child or young person's safety or welfare, including unexplained changes in behaviour and signs of abuse or neglect, and being able to make decisions about these concerns. • Knowing the range of legal powers available to ensure the protection of children.	• Decisions are timely, evidence-based and, clear. • Decisions are communicated to all stakeholders and recorded appropriately. • Consultation in decision-making is clearly reflected to show where advice and authority were sought. • Decisions not to act are recorded.

Statement Area Six: Professional development

Description of the overall outcome

Demonstrate a commitment to improving social work knowledge and skills, and thereby professional practice, via a variety of formal and informal learning and education opportunities. This includes identifying individual needs but also acknowledging and addressing gaps identified by other practitioners/supervisors. The social worker is able to take responsibility for their professional development.

Context

The context in which you practice social work will depend on both your employer and the area of work. It is important that you work with your manager to describe the context of your work, job title and team name including the type of role you play and a description of the main social work tasks that you undertake.

Scope

The need for ongoing professional development reflects the dynamic nature of the social work profession, for example with changes in legislation and priorities. Social workers need to identify their developmental needs on an ongoing basis through their career, in conjunction with their employer, to meet the requirements of their profession. Continuing professional development for social workers is set within a UK-wide framework of post qualifying education and training and forms part of the requirement for registration as a social worker. Formal and informal professional development opportunities will be used to demonstrate recognised standards of competence.

Undertaking professional development is a means of raising the status and profile of social work by demonstrating the commitment of its workforce to developing and applying skills and knowledge relevant to work with children, young people and families. Professional development opportunities can help ensure common minimum standards across a wide variety of social work settings.

The expectation of an EPD assessment differs from that of NQSW in the following areas:

- The social worker can independently reflect on their practice and competence and identify learning needs and a range of ways these might be met.
- The social worker is able to consistently access appropriate peer and managerial support to develop professionally.
- The social worker is able to autonomously build a professional development plan in line with their agency's requirement and systems.

The scope of the outcome at EPD comprises six elements.

Statement Area Six: Professional development			
Specialist knowledge			
Depending on the employment context, there is an expectation that the EPD social worker would develop specialist knowledge in at least one theoretical model, a particular assessment tool or a communication method. This is to be agreed between the social worker and their supervisor at the commencement of EPD and would be recorded as part of the evidence. At the start of the EPD process, a social worker should identify additional or new areas of specialist knowledge they would like to develop over the course of the programme. It is important that this is agreed with their supervisor, ensuring that the work setting can provide the opportunity to develop and demonstrate the stated specialist knowledge. By the end of the EPD process, a social worker should be able to clearly articulate and demonstrate the specialist knowledge they have gained in the area of professional development.			
Elements comprising the scope			
Element	Description	Behaviours/Expertise/Skills	Evidence – How you would know you had achieved the required standard
6.1	Identifying learning needs	• Reflecting on practice to identify gaps in knowledge and areas of less confidence. • Understanding the range of professional development opportunities available. • Using informal and ad-hoc peer supervision and/or consultation to identify gaps.	• Learning needs are raised and discussed at supervision. • Social worker attends appropriate training and/or development opportunities relevant to their identified needs.
6.2	Being reflective and self critical	• Taking an honest, inquiring approach to self-development. • Reflecting on casework in a timely fashion. • Being able to hear constructive feedback about performance.	• Able to act on constructive feedback about performance. • Reflective notes by the social worker. • Supervision notes reflect social worker-identified developmental needs.

Statement Area Six: Professional development			
Elements comprising the scope			
Element	Description	Behaviours/Expertise/Skills	Evidence – How you would know you had achieved the required standard
6.3	Planning skills	• Being able to translate own developmental needs into a plan with SMART goals. • Developing timescales for development that are appropriate to the individual and the agency.	• Evidence of a professional development plan. • Goals are achieved as per the development plan.
6.4	Organisational skills	• Managing workload to ensure relevant training and professional development is undertaken. • Ensuring time is made to reflect on case work and professional development.	• Good use of diary/calendar time to meet workload and development requirements. • Self-reflection notes from the social worker.
6.5	Applying theoretical knowledge	• Undertaking appropriate training/professional development and applying new knowledge to practice. • Including application of frameworks, risk assessment models and theory as applicable to the development of specialist knowledge identified above. • Using assessment tools such as Questionnaire and Scales (DoH, Cox and Bentovim, 2000) which accompany the Framework for the Assessment of Children in Need and their Families.	• Evidence that assessment has been informed by an appropriate framework, model or theory. • Evidence that assessment has been informed by the social worker's own knowledge base.

Statement Area Six: Professional development			
Elements comprising the scope			
Element	Description	Behaviours/Expertise/Skills	Evidence – How you would know you had achieved the required standard
6.6	Demonstrating problem solving skills to identify cost/time effective means to develop professionally	• Considering the full range of training and professional development opportunities available to them. • Ensuring the cost/benefit of each option is explored by the social worker in consultation with their line manager.	• Social worker achieves a clear professional development programme that meets their needs at the best value to the organisation and its clients.
6.7	Developing a professional identity	• Promoting professional social work practice across a range of settings or contexts. • Formally or informally mentoring junior social workers, and/or being a practice teacher for a social worker student.	• Towards the end of year three, the social worker is developing a clear identity as a professional social worker. • Clear evidence of mentoring or practice teaching.

Appendix 2
Legislation and statutory guidance

Legislation and statutory guidance

Children Act 1989 and regulations

Children Act 1989 and regulations (in particular the Arrangements for Placement of Children (General) Regulations 1991 as amended)

Education Act 1996

Framework for the Assessment of Children in Need and their Families (DoH, 2000)

Guidance on the Education of Children and Young People in Public Care (DfES, 2000)

Children (Leaving Care) (England) Regulations 2001

Special Educational Needs Code of Practice (England) (2001)

Promoting the Health of Looked After Children (DoH, 2002)

GSCC Codes of Practice for social care workers and employers (GSCC, 2002)

Children Act 2004

Independent Reviewing Officers Guidance (2004)

National Youth Justice Standards (2004)

The CAMHS Standard of the Children's National Service Framework Code of Practice on Special Educational Needs (2004)

Review of Children's Cases Regulations (HM Government 1991) and Review of Children's Cases (Amendment) (England) Regulations (2004)

Get it Sorted: Providing Effective Advocacy Services for Children and Young People Making a Complaint under the Children Act 1989 (DfES, 2004)

New Adoption Children's Act 2004

Duty to provide information, advice and assistance: Guidance for local authorities childcare (2006)

Information sharing: Practitioners' Guide (HM Government, 2006)

Information sharing: Further guidance on legal issues (HM Government, 2006)

Information sharing: case examples (HM Government, 2006)

Working Together to Safeguard Children: A guide to inter agency working to safeguard and promote the welfare of children (HM Government, 2006)

Childcare Act 2006 (section 12)

Childcare Act 2006 (Provision for Information to Parents (England) Regulations 2007)

Common Assessment Framework for children and young people: Practitioners' Guide (CWDC, 2007)

Children's Trusts: Statutory guidance on inter-agency co-operation to improve wellbeing of children, young people and their families (DfES, 2008)

The Public Law Outline (Ministry of Justice 2008)

Children Act Guidance and Regulations Volume 1 (Court Orders) (DCSF 2008)

Local Safeguarding Children Board Child Protection Procedures

"Onset" and "Asset" Youth Justice assessment tools

Policy context

Learning to Listen: Core Principles for the Involvement of Children and Young People (DfES, 2001)

Every Child Matters: Change for Children (HM Government, 2004)

A National Protocol on Inter-Authority Arrangements for Care Leavers (DfES & DoH, 2004)

The CAMHS Standard of the Children's National Service Framework (2004)

Transitions: Young Adults with Complex Needs (Social Exclusion Unit, 2005)

Aiming High for Disabled Children (2007)

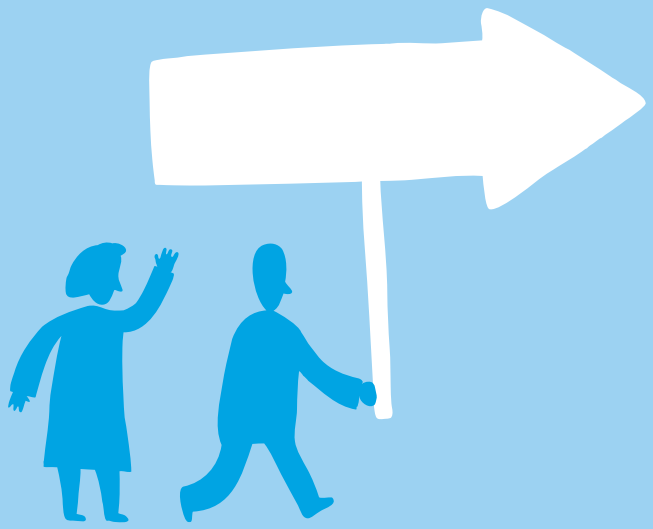
The Children's Plan: Building Brighter Futures (DCSF, 2007)

Care Matters: Time for Change (DfES, 2007)

Service Framework for Disabled Care Leavers retrieved from www.dfes.gov.uk /qualityprotects/docs/append_4.doc 22.4.2008

Notes

Appendix 3
Glossary



Glossary

The glossary is drawn from DCSF material on the Every Child Matters website. www.dcsf.gov.uk/everychildmatters/_glossary/

Glossary	
Term	Definition
Anti-discriminatory practice	Anti-discriminatory practice seeks to reduce, undermine or eliminate discrimination or oppression by challenging discriminatory or oppressive practice, and by ensuring access to services and opportunities to achieve optimal development.
Asset	Asset (not an acronym) is a comprehensive and structured assessment tool produced by the Youth Justice Board for use by Youth Offending Teams with all young offenders who come into contact with the criminal justice system. Asset aims to identify a wide range of factors and circumstances that may have contributed to the offending behaviour, such as a lack of educational attainment or mental health problems, for example. The information can then be used to inform court reports so that appropriate intervention programmes can be drawn up. A full assessment using Asset will involve interviewing the young person and their family, collating information from a range of other sources, and making a series of judgements about the factors which affect the young person's offending behaviour.
At risk	Since the "Children Act 1989" came into force, the term 'at risk' has generally been used to describe a child believed to be at risk of 'significant harm' and therefore in need of protection by the local authority. When a child is described by someone from social services as being 'at risk', this is still likely to be what they mean. However, during recent years the term has also come to be used more widely, for example to describe children thought to be at risk of social exclusion. Indeed, the term has been used in official guidance to refer to children thought to be at risk of offending, social exclusion, or significant harm. Potentially, of course, such an everyday term could be used in common speech to suggest that a child is at risk of almost anything – exclusion from school, health problems, alcohol dependency, to name just a few. So when the term is used, care should be taken to clarify what a child is considered to be at risk from.

Glossary	
Term	Definition
Child	For the purposes of the "Children Act 2004", 'child' means a person under the age of 18 – and also any person aged 18, 19 or 20 who has been in care (since the age of 16) or who has a learning disability. Although the terms 'child' and 'children' seldom cause confusion, it is worth bearing in mind that not all legislation and policy guidance rely on a common definition. For the purposes of the National Service Framework, for example, children are defined as under 19 years of age. But section 105 of the "Children Act 1989" (like the "Children Act 2004") defines a child as 'a person under the age of eighteen'. This definition accords with that set out in the UN Convention on the Rights of the Child, which states that 'every human being below the age of eighteen' is a child. Nor do all statutory services rely on the same definition. For the purposes of the "Education Act 2002", 'children' means 'persons under the age of 19', while the "Crime and Disorder Act 1998" defines a child as a person under the age of 14 and a young person as someone aged 15 to 17 (this same distinction between 'child' and 'young person' is also in the "Children and Young Persons Acts of 1933, 1963 and 1969"). There are other definitions: health and safety regulations relating to the workplace, for example, define a child as someone who is not over the minimum school leaving age, and a young person as anyone under 18. Over the years, these variations have led to the use of the term 'children and young people' (as used in the Green Paper, Every Child Matters, for example) as a 'catch-all' phrase that covers all (or most) definitions under the law. Another compelling reason that the term 'children and young people' is often preferred is that many teenagers under 18 strongly dislike being referred to as children.

Glossary	
Term	Definition
Children in need	Although all children have needs, the term 'child in need' has a specific meaning defined by the "Children Act 1989". The Act (which came into force in 1991) placed a statutory duty on local authorities to 'safeguard and promote the welfare of children within their area who are in need'. Under section 17 of the Act, a child is said to be in need if: 'he [or she] is unlikely to achieve or maintain, or have the opportunity of achieving or maintaining, a reasonable standard of health or development without the provision of services by a local authority'; 'his [or her] health or development is likely to be significantly impaired, or further impaired, without the provision of such services'; or 'he [or she] is disabled.' The Act, imposes a 'general duty' on local authorities to provide 'a range and level of services appropriate' to meet those children's needs. The critical factor to be taken into account in deciding whether or not a child is in need is what would happen to that child's health and development without the provision of services. While children's services have the lead responsibility for assessments of children in need and ensuring the provision of appropriate services, the Act also places a duty on other agencies – including local authorities, health authorities, NHS trusts and housing departments – to co-operate with social services in fulfilling these functions. Part 5 of the "Children Act 2004" places a new duty on local authorities, before determining what if any services to provide under section 17 of the "Children Act 1989", to ascertain the child's wishes regarding those services, and to give due consideration to them.

Glossary	
Term	Definition
Child protection	The "Children Act 1989" places a general duty on social services to safeguard and promote the welfare of children and also to make enquiries when there is concern that a child may be suffering or is suffering harm. Child protection is the general term commonly used to describe work with children who have been identified as suffering or at risk of suffering significant harm – in other words, children requiring protection from harm. Social services have lead responsibility for safeguarding and promoting the welfare of children, but safeguarding and promoting the welfare of children is everybody's business. Under section 11 of the "Children Act 2004", key people and organisations have a responsibility to make arrangements to safeguard and promote the welfare of children when carrying out their functions. All agencies are required to comply with local child protection procedures.
Child protection plan	This is a detailed inter-agency plan for a child whose name has been placed on the child protection register. The plan is based on current findings from the assessment and information held from any previous involvement with the child and family. It sets out what needs to change in order to safeguard the child from harm. A key worker from social services is appointed, the core group members are identified, and decisions are made about what further assessments are required to inform the outline plan. An outline of the child protection plan is drawn up at the initial child protection conference, and is further developed by the core group members; it is reviewed at each subsequent child protection review conference.

Glossary	
Term	**Definition**
Common Assessment Framework	The Common Assessment Framework (CAF) was introduced in April 2006. The CAF can be used as an assessment tool by the whole children's workforce to assess the additional needs of children and young people at the first signs of difficulties. The framework provides a mechanism that any practitioner working with children can use (or have access to) to identify unmet needs, so as to prevent a child's needs becoming more serious. It is intended to provide a simple non-bureaucratic process for a holistic assessment of children's needs, taking account of the individual, family and community. Information will follow the child so that a picture builds up over time. It will encourage greater sharing of information between practitioners (where consent is given) and reduce the number and duration of different assessment processes.
Common Core	The Common Core describes those areas of expertise that everyone who works with children, young people and their families (including those who work as volunteers) should be able to demonstrate. It defines skills and knowledge across six areas of expertise: effective communication and engagement with children, young people, their families and carers; child and young person development; safeguarding and promoting the welfare of the child; supporting transitions; multi-agency working; and sharing information.
Early intervention	This describes the process or act of intervening when a child or young person, of whatever age, first shows signs of having difficulties. Early intervention aims to ensure that individuals receive the help they need as soon as possible, thereby preventing a problem escalating and becoming more difficult to deal with. It is often used when referring to action in relation to a child in their 'early years' but it is not exclusively confined to that age group. It can refer to prompt action at any point designed to address emerging difficulties.

Glossary	
Term	Definition
Framework for the Assessment of Children in Need and their Families	The Framework for the Assessment of Children in Need and their Families (often referred to simply as the Assessment Framework) was issued jointly by the Department of Health, the Department for Education and Employment (as it then was) and the Home Office in 2000. It provides guidance to local authorities, children's services and other agencies on the assessment of children in need under the "Children Act 1989". The framework provides a systematic way of analysing and recording what is happening to children and young people within their families and the wider community in which they live, so that sound professional judgements can be made on children's needs. It describes a systematic approach to information gathering across three domains of a child's life: the child's developmental needs, parenting capacity, and family and environmental factors.
Integrated children's system	This is a systematised approach for gathering and recording the information needed for the case management of social services for individual children. It includes key processes of identification, assessment, planning and review. It is based on a conceptual framework that examines a child's developmental needs, the parenting capacity available, and environmental factors.
Intervention	Services and resources provided for looked-after children to meet the assessed needs, desired outcomes and plan for the child.

Glossary	
Term	Definition
Looked after	This is the term used to describe any child who is in the care of the local authority or who is provided with accommodation by the local authority children's services for a continuous period of more than 24 hours. The term is not restricted to children in respect of whom a compulsory care order or other court order has been made. For example, it also covers children subject to accommodation under a voluntarily agreed series of short-term placements like short breaks, family link placements or respite care. The term was introduced by the "Children Act 1989", which sets out a local authority's responsibilities towards children who are looked after. At any one time, approximately 60,000 children are being looked after in England; around two-thirds of these children are the subject of care orders and a broadly similar proportion are in foster placements. In any year, approximately 90,000 children will have been looked after at some time.
ONSET	ONSET (not an acronym) is an assessment tool designed for use in early intervention crime prevention programmes to help target resources for young people who may become involved in offending behaviour. For each young person, ONSET identifies risk factors that need to be reduced and positive factors that can be strengthened. It is currently being piloted in a number of Youth Inclusion and Support Panels. Once validated, it will also be relevant to a range of other initiatives, such as Youth Inclusion Programmes.

Glossary	
Term	Definition
Outcomes	Outcomes is a familiar term that has been used by children's practitioners and researchers for many years to refer to the identifiable impact (positive or negative) of interventions, programmes or services – or of the failure to implement appropriate interventions, programmes or services. Outcomes may be client- or child-specific, such as the improved learning attainments of a particular child; or they may be more systemic, for example reducing rates of teenage pregnancy across a defined population. However, outcomes also now refer to a crucial element of government policy for children. The Green Paper, Every Child Matters, identified five key outcomes (or universal ambitions) that underpin the government's programme to improve the lives of all children. The aim is to narrow the gap between those children who do well and those who do not. The five outcomes have been incorporated in the "Children Act 2004" (section 10), which places a duty on agencies to co-operate to promote the well-being of children relating to all five outcomes. Every child, whatever their background or circumstances, should have the support they need to: • Be healthy. • Stay safe. • Enjoy and achieve. • Make a positive contribution to society. • Achieve economic well-being. The five outcomes were drawn up following consultation with children, young people and their families. They are defined in section 10 of the Act as: 'physical and mental health and emotional well-being'; 'protection from harm and neglect'; 'education, training and recreation'; 'the contribution made by them [children] to society'; and 'social and economic well-being'. The government has also drawn up an Outcomes Framework which sets out what the five outcomes will mean in practice.

Glossary	
Term	Definition
Preventive	'Preventive' and 'preventative' are both used to describe services or strategies that are intended to prevent problems arising; as such, the terms are generally accepted to be synonymous, although preventive is probably used more often. The terms 'prevention strategy' and 'prevention service' are also sometimes used, but imply no conceptual difference from preventive or preventative measures.
Safeguarding	Safeguarding is the term used to describe the process of identifying children and young people who have suffered or who are likely to suffer significant harm, and taking the appropriate action to keep them safe. Section 11 of the "Children Act 2004" places a duty on local authorities and other agencies to have regard to the need to safeguard and promote the welfare of children when exercising their normal duties. In addition to local authorities, those agencies covered by section 11 are: district councils, the police, the probation service, health authorities, NHS trusts, Connexions, youth offending teams, the prison service and Secure Training Centres.
Section 47 enquiries	Section 47 of the "Children Act 1989" places a duty on every local authority to make enquiries when it has 'reasonable cause to suspect that a child who lives, or is found, in their area is suffering, or is likely to suffer, significant harm'. These are known as 'Section 47' enquiries. Social services have lead responsibility for undertaking these enquiries with other agencies, in particular the police, health bodies and schools.
Significant harm	The "Children Act 1989" introduced the concept of 'significant harm' as the threshold that justifies compulsory intervention in family life in the best interests of a child. Significant harm can be indicated by a single traumatic event (for example, a violent assault, suffocation, shaking or poisoning). However, significant harm is more commonly attributed to an accumulation of significant events that damage a child's physical or psychological development. 'Harm' is defined in section 31 of the Act as 'ill-treatment or the impairment of health and development'.

Glossary	
Term	Definition
Supervision	Supervision is a method of professional and management accountability that is used by a number of different agencies. For social workers, for example, supervision operates across all levels of children's services and applies to everyone. Supervision is generally carried out through a series of regular planned meetings between a practitioner and their immediate line manager, but may also sometimes take place as a team or group activity. Monitoring performance is one of the purposes of supervision, but that is by no means its only role; supervision is also intended to promote problem solving, professional development, and to facilitate the sharing of information by providing a structured format in which practitioners can raise matters of concern that arise in everyday practice.
Universal services	Universal services are those services (sometimes also referred to as mainstream services) that are provided to, or are routinely available to, all children and their families. Universal services are designed to meet the sorts of needs that all children have; they include early years provision, mainstream schools and Connexions, for example, as well as health services provided by GPs, midwives, and health visitors. Government policy, as set out in the Green Paper, Every Child Matters, is that targeted support (ie. services aimed at particular groups of children and their families) should wherever possible be embedded within universal settings: 'Embedding targeted services within universal settings can ensure more rapid support without the delay of formal referral, and enable frontline practitioners to seek help and advice. Developing networks across universal and specialist professionals can strengthen inter-professional relationships and trust.' (Every Child Matters, p63.)

Glossary	
Term	Definition
Welfare	Welfare is a word that has been used to refer to children's well-being ('child welfare') for many years, indeed for most of the last century. It has been used in this sense in legislation, including the "Children Act 1989" (although the Act did not define 'welfare'). Over recent years, however, 'child welfare' has come to be used rather less as synonymous with children's well-being as a whole, and instead rather more narrowly associated with child safety issues and child protection (although it is by no means used exclusively in this sense by everyone). As the "Children Act 2004" includes a definition of children's 'well-being', (defined across five outcomes or universal aims for all children), that is now likely to become the generally accepted holistic term. 'Child welfare', on the other hand, is likely to become ever more narrowly associated with children's safety. Section 11 of the "Children Act 2004" places a duty on local authorities and other agencies to have regard 'to the need to safeguard and promote the welfare of children' when exercising their normal duties.
Young person	There is no longer any conclusive definition under the law of a young person. Over the years, the terms 'young person' and 'young people' have come to be used fairly generally in everyday speech, to the extent that they may now lack precise meaning. In the "Children and Young Persons Acts of 1933, 1963 and 1969", a young person was defined as someone aged from 14 to 17 years; anyone under 14 was a child. However, the "Children Act 1989" defined a child as anyone under age 18; it made no mention of young person. Both the UN Convention on the Rights of the Child (which came into force in the UK in 1992) and the "Children Act 2004" (for most purposes), also define a child as any person under the age of 18.

Glossary	
Term	Definition
Young person (continued)	The term 'young person' is used in other statutes, but not always with the same definition as that set out in the "Children and Young Persons Act 1933" (which still provides the main regulatory framework for children in the workplace). Health and safety regulations, for example, define a child as someone who is not over the minimum school leaving age, and a young person as anyone under 18. Nevertheless, services, policy documents and practitioner guidelines now commonly refer to 'children and young people'; but rather than imply any definitive demarcation between the two, the intention is more often to use a 'catch-all' term that includes all (or most) definitions under the law. And, just as importantly, the preference for the term 'children and young people' also reflects the fact that many teenagers under age 18 strongly dislike being referred to as children. The term 'young people' is also often used (by some advice and information services, for example) to include young adults aged 18-25. Care should be taken when using 'young person' in a specific (rather than generic or catch-all) sense to make any intended age limits absolutely clear.

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Or write to CWDC, 2nd Floor, City Exchange
11 Albion Street, Leeds LS1 5ES
email epd@cwdcouncil.org.uk
or fax us on 0113 390 7744

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