



Outcome statements and guidance

Newly Qualified Social Worker Programme
2011-2012 edition

Foreword

We first launched our Newly Qualified Social Worker (NQSW) programme in 2008. Since then, a lot has changed in the world of social work and 2011-12 promises to be no different. Earlier this year, the Social Work Reform Board proposed that an Assessed and Supported Year in Employment (ASYE) should succeed NQSW. ASYE is due to commence from September 2012 and build upon learning from these programmes. As we travel towards the ASYE, however, one thing remains the same: a clear commitment to supporting social workers at the very start of their careers.

We developed the NQSW programme with employers and social workers. They told us that a structured package of supervision and training and development opportunities was key to helping new social workers become effective professionals. Since then, over 5,000 NQSWs have benefited from the programme. Last year over 150 statutory and voluntary sector employers took part - more than ever before.

This year we are drawing on what we have learned so far, along with employer and practitioner feedback. We are working in partnership with Skills for Care to support the Reform Board in developing the ASYE. We are working with employers to develop recommendations for a sector-wide approach to assessment. Work on outcome statements is being undertaken as part of the development of a new Professional Capabilities Framework. The Reform Board will advise Government on how the ASYE could most effectively be delivered.

The fundamentals of the NQSW programme remain constant in 2011-12. This comprises outcome statements covering key areas of social work practice, supervision, managed workloads and training and development. Other aspects continue to evolve in response to feedback from employers and NQSWs and to developments in national policy. For instance, this year employers and NQSWs will be supported by a team of trained peer support advisors. This is in line with moves to equip the sector increasingly to support itself.

The final report of the Munro review was published in May 2011. In its response, the government set a goal for a system which places greater trust in professional judgment; where risk and uncertainty are managed more smartly; where continuous learning and improvement are the norm; and where children and young people's wishes, feelings and experiences are placed at the centre. The NQSW programme and its partner programme of Early Professional Development help social workers to develop the capabilities that can contribute to this goal.

By April 2012, our social work programme will move into the DfE. We continue to welcome your feedback as we discuss with DfE how the sector should best be supported in future.



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Introduction

Welcome to the outcome statements and guidance handbook for the NQSW programme. This handbook sets out what you are expected to know, understand and be able to do by the end of your first year in employment as a qualified social worker. It explains the 11 outcome statements you will be working towards, and what evidence of your achievements you will need to have. It provides a Record of Achievement for you to record your progress and the evidence you have identified.

You will need to read this handbook alongside the handbook for employers and social workers (CWDC 2011), which explains the NQSW programme and the responsibilities you and your colleagues have in making it happen.

Taking part in the NQSW programme means you are entitled to a managed caseload, tailored development opportunities and access to support, guidance, and supervision to help review and develop your skills, knowledge and confidence. Over time, this will help you to work at increasing levels of complexity. Your employer will also receive support and guidance to help you meet the NQSW outcome statements.

Working as a newly qualified social worker in children's services can be challenging. You will need to develop the skills to critically analyse a child or young person's strengths and difficulties, and conflicting perceptions and views that may surround them. You will learn to make professional judgements based on sound research and evidence and learn how to communicate and justify these decisions to children, young people, their families or carers and other professionals in ways they can understand.

The outcome statements and guidance will help you. They set out the progression and characteristics expected of you as you start to build on your initial social work training and begin to work more confidently and independently as a social worker.

The outcome statements

The outcome statements cover three key social work responsibilities:

- Working directly with children, young people, their parents, families and carers at differing levels of complexity and need.
- Working with others to provide co-ordinated services for children, young people, their parents, families and carers.
- Developing your professional competence.

Their scope is set out in detail in this handbook and they focus on:

- | | |
|--------------------|------------------------------|
| 1) referral | 7) communication |
| 2) assessment | 8) relationships |
| 3) planning | 9) multi-agency working |
| 4) review | 10) disadvantaged groups |
| 5) formal meetings | 11) professional development |
| 6) recording | and accountability |

The final report of the Munro review was published in May 2011. In its response, the government set a goal for a system which, among other things, places greater trust in professional judgment; where risk and uncertainty are managed more smartly; where continuous learning and improvement are the norm; and where children and young people's wishes, feelings and experiences are placed at the centre. The NQSW Outcome Statements very much support this desire for a system characterised by:

- children and young people's wishes, feelings and experiences placed at the centre;
- a relentless focus on the timeliness, quality and effectiveness of help given to children, young people and their families;
- the availability of a range of help and services to match the variety of needs of children, young people and their families;
- recognising that risk and uncertainty are features of the system where risk can never be eliminated but where it can be managed more smartly;
- trusting professionals and giving them the scope to exercise their professional judgment in deciding how to help children, young people and their families;
- the development of professional expertise to work effectively with children, young people and their families;
- truly valuing and acting on feedback from children, young people and families; and
- continuous learning and improvement, by reflecting critically on practice to identify problems and opportunities for a more effective system.

Each statement reflects relevant statutory, practice and other relevant guidance and it is essential that you read and understand this material. Your employer has policies and procedures based on this legislation. As an NQSW you need to demonstrate that you have understood the implications of these policies and procedures as well as any methods and theories of practice that your employer specifies for your work.

By the end of your first year in employment as a qualified social worker you will need to demonstrate that you have achieved the 10 core NQSW outcome statements and two of the options within NQSW outcome statement three. The options you focus on within NQSW outcome statement three will depend on the area/team you work in, your previous experience and knowledge and the requirements set by law and your employer. When you join the NQSW programme you and your employer will identify which outcomes from statement three best fit with your job role.

Recording and evidencing your progress – the Record of Achievement

To complete the NQSW programme successfully you will need to demonstrate that you have achieved all 11 outcome statements. You can use the Record of Achievement to do this. Your Record of Achievement needs to be supported by evidence that demonstrates your achievement against each outcome statement.

Through your supervision sessions over the course of the year you will

identify and discuss with your supervisor evidence that shows you are progressing towards and have achieved each outcome statement. To help you work out what evidence you need, we have set out evidence requirements. These are set out in the Record of Achievement that forms part of this handbook and relate to:

- a) Legislation and procedures
- b) Information and assessment
- c) Different levels of complexity and collaboration
- d) Communicating with children and young people regarding their needs, wishes and feelings
- e) Adults' and parents' views and needs
- f) Representation and advocacy
- g) Accountability
- h) Relating to children and young people from disadvantaged groups
- i) Reviews
- j) Recording and information sharing
- k) Work with partner agencies, colleagues and community groups
- l) Professional development

The evidence that you use to demonstrate you have met the evidence requirements for each outcome statement will include your training and development plan, records of supervision and your own records of your activity, experience and training. You will also work with your supervisor to identify other evidence that helps to demonstrate progress towards, and achievement of, the outcome statements.

This may include case records, reports or other documents you have prepared as part of your day-to-day professional activities. You may also want to include feedback from colleagues or service users. You will need to note the nature of the supporting evidence (e.g. the case record number) in the handbook. For more detailed guidance on supervision, please refer to the roles and responsibilities in Appendix 1 of the Handbook for Employers and Social Workers – NQSW (CWDC 2011).

The NQSW programme is at postgraduate level and it is important that you do not feel you have to meet the outcome statements in a mechanistic way. Although it may be helpful to record more than would be normal in the course of your role, most of the evidence will be gathered in the course of your day-to-day work. Your supervisor will help you in identifying the most appropriate evidence for your achievements.

You should collect and store the documents that provide evidence of your achievements in a way which is useful to you and which is in line with your employer's approach to professional development. This may mean keeping paper copies with your handbook, or storing them electronically.

Your employer will decide how achievement of the outcome statements will be agreed and signed off within your organisation, in line with its approach to the professional development process.

Training and Development Plan (TDP)

Each NQSW is also required to have a training and development plan. Your plan should be reviewed every three months to reflect your progress in achieving the outcome statements. Employers may use their own format, or the template CWDC provides at www.cwdcouncil.org.uk/nqsw/handbooks.

The initial plan should build on the plan that you bring with you from your initial training, and reflect your work and life experiences prior to employment. It should be based on a training needs analysis outlining strengths and areas for improvement. During the year, the plan should be updated regularly and include a full record of the training (usually formal courses and attendance at events) and the development (more informal opportunities to improve practice) that you need to complete in order to demonstrate achievement of the outcome statements. The plan should be reviewed at the end of the NQSW programme and used to inform a plan for your future development.

The learning from activities in the training and development plan can be used to provide evidence for the General Social Care Council's (GSCC¹) Post Registration Training and Learning (PRTL) requirements.

Training and development funding is provided through the programme to enable you to benefit from opportunities over and above that which would normally be offered to NQSWs by their employer. Funding can be used for any training package that will help you fulfil your role. The NQSW programme co-ordinator in your organisation will ensure that the training and development needs of NQSWs are integrated into the organisation's workforce development strategy.

Supervision record

A supervision record will be completed for each of your supervision sessions and can be part of the evidence you use to demonstrate your achievements. A supervision record template is available at www.cwdcouncil.org.uk/nqsw/handbooks .

NQSW notepad

To help you keep a regular record of your activity, experience and training, CWDC has provided an NQSW notepad. The notepad can be used to help show how you have demonstrated achievement of the outcome statements. When you use the notepad, you will want to ensure that any information about cases you are working on is anonymised, by using the case record number rather than names. The notepad can be downloaded from www.cwdcouncil.org.uk/nqsw/handbooks .

Completing the Record of Achievement

The matrix on page 35 shows how the evidence requirements relate to the outcome statements. You will see that you do not need every type of evidence for each outcome statement. It is likely that you will be able to use the evidence from a relatively small number of cases to meet all the evidence requirements. The Record of Achievement sets out what is expected for each evidence requirement and suggests potential sources for this evidence.

¹ At time of writing the GSCC's responsibilities for registering social workers are due to pass to the Health Professions Council (HPC) from July 2012

When you have completed all the evidence requirements in relation to an outcome statement, your supervisor will be able to sign it off.

NQSW outcome statements

Outcome statement 1: Referral

Collect, accurately record and critically analyse all relevant information at the point when a referral is received or you assume responsibility for an existing case within your organisation, and take appropriate actions that fulfil statutory responsibilities to safeguard and promote the welfare of specific children, young people, their families and carers.

Snapshot

This NQSW outcome statement is about:

- Working with a case for the first time.
- Assessing information.
- Identifying gaps.
- Deciding what additional information you require.
- Planning how to work in partnership.
- Making an initial judgement based on information available.

Scope

This statement relates to the point at which you, not your organisation, first become professionally involved with a child or young person. You may be the first point of contact, responsible for receiving a referral to your organisation from the child or young person themselves, members of their family, or from members of the public or other professionals. Alternatively, you may be allocated a case where the child or young person is already receiving a service from your organisation. In both of these situations you are expected to review and critically analyse the information you receive.

Where you are the first point of contact for a child, young person or their family, the way you respond can influence how they relate to you and your organisation in the future. Responding appropriately can improve children and young people's life chances by opening up access to services in your organisation and other agencies and can offer you and your organisation the opportunity to fully identify the needs of the child.

You will collect information from a variety of sources, including through direct work with the child or young person, the family or carers, and from the referrer and other professionals. If you work as a social worker in a local authority setting, providing services to "children in need" as defined in the Children Act 1989, you should structure this information within the three domains of the Framework for the Assessment of Children in Need and their Families (DH et al, 2000). These will help you identify the range of information you need to gather and provide a structure to assess the needs of the child or young person.

The three domains focus on assessing the developmental needs of the child or young person, the parent or carer's capacity to meet their needs and the wider family and environmental factors that may impact upon the child and their parents or carers.

If you work as a social worker in other settings (including the voluntary and community sectors) you may use the Common Assessment Framework for Children and Young People (CAF) to gather record and assess information. The CAF is aimed at assessing needs at an early stage and is built around the same three domains as in the Framework for the Assessment of Children in Need and their Families (DH et al, 2000).

As a social worker in a local authority “children in need” setting you may receive a completed CAF assessment from other agencies or voluntary organisations as part of a referral.

As a social worker in a youth justice setting you will use “Onset” or “Asset” assessment tools. In all circumstances where the information is from people or agencies external to your organisation, you will identify and secure any additional information required to make an initial assessment about the child or young person’s needs.

You will arrive at a balanced, unbiased and substantiated understanding of the needs of the child or young person, identifying what is working well for them, where there are any unmet needs and whether there are any safeguarding issues that require further enquiries. You will ensure that the necessary consent from the child, young person or family members has been obtained and, where there are concerns about the child’s welfare, work within your agency’s guidelines and procedures in line with Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children (HM Government, 2010). You will also make sure you work to the timelines set out in the relevant guidance. Where you have been allocated this case from another worker or team within your own organisation, you will confirm that you have all the necessary information and take steps to address any information gaps.

Another key task is providing feedback within appropriate timescales to the person or agency making the referral. Where this is the child, young person or carer, this should be done in a way that they can understand, taking into account any specific communication needs they may have. This should also be compliant with multi-agency procedures and confidentiality requirements. Providing feedback in an appropriate format is crucial to maintaining positive relationships and for effective multi-agency working.

Evidence that demonstrates that you have met the statement

To demonstrate you have achieved this outcome statement you will need to complete evidence requirements:

- (a): Legislation and procedures
- (b): Information and assessment
- (c): Different levels of complexity and collaboration
- (d): Communicating with children and young people regarding their needs, wishes and feelings
- (e): Adults’ and parents’ views and needs
- (f): Representation and advocacy
- (g): Accountability

Outcome statement 2: Assessment

Obtain and critically analyse all necessary information to complete assessments that comply with statutory, organisational and local multi-agency requirements, and that respond to the needs of specific children and young people and any current or emerging safeguarding issues.

Snapshot

This NQSW outcome statement is about:

- Direct work with children and families.
- Understanding the information you have gathered.
- Organising the information in line with your employer's procedures and guidance.
- Critically analysing the information.
- Forming a judgement and making decisions.

Scope

Assessment is a key task of the social worker and is central to discharging the local authority's duty to 'safeguard and promote the welfare of children in their area who are in need' (Children Act 1989). You will undertake assessments that address the child or young person's developmental needs, the parents', family's and carers' capacity to meet the child or young person's needs and the wider family or environmental factors that may impact upon the child and their parents or carers. It is a complex task and you need to think critically about how you will obtain and make sense of all the available information so that you are able to arrive at a balanced, unbiased and substantiated understanding of the needs of the child or young person.

Any concerns or issues that arise about the child's safety should be discussed immediately with your line manager or supervisor in case the focus of the assessment needs to move from the broader scope of "a child in need" to the more focused "child in need of protection".

As a social worker in a local authority, or a social worker in the voluntary sector contributing to a local authority assessment, you will use the Framework for the Assessment of Children in Need and their Families (DH et al, 2000) which provides you with a structured and standardised holistic approach to conducting an assessment of a child's needs and deciding how they should be met. This addresses three dimensions of the child or young person's developmental needs:

- Child or young person's developmental needs: the current state of the child's health and development; whether he or she is meeting developmental milestones, taking account of disabilities or impairment; and progress in learning.
- Parental capacity: how well parents are able to meet and respond to their child's developmental needs.
- Family and environmental factors: the impact of wider family and environmental factors on the child's development and their parents' capacity to meet their child's needs.

You will work to the timescales set out in the Framework for the Assessment of Children in Need and their Families (DH et al, 2000) and in Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children (HM Government, 2010). If you work as a social worker in other settings (including the voluntary and community sectors) you may use the Common Assessment Framework for Children and Young People (CAF) as your assessment tool. This is built around the same three domains as in the Framework for the Assessment of Children in Need and their Families (DH et al, 2000). As a social worker in a youth justice setting you will use “Onset” or “Asset” assessment tools.

Evidence that demonstrates that you have met the statement

To demonstrate you have achieved this outcome statement you will need to complete evidence requirements:

- (a): Legislation and procedures
- (b): Information and assessment
- (c): Different levels of complexity and collaboration
- (d): Communicating with children and young people regarding their needs, wishes and feelings
- (e): Adults' and parents' views and needs
- (f): Representation and advocacy
- (g): Accountability

Outcome statement 3: Planning

Based on a critical analysis of all the evidence, plan and co-ordinate the support and types of intervention required for children and young people and their families in two of the following contexts. Work with others and within statutory, organisational and multi-agency systems to put develop and agree plans that ensure:

- a) Children and young people living in their families can have their needs addressed while being brought up by their parents, families and carers.
- b) Children and young people who are in need of protection from abuse, neglect or exploitation are kept safe from harm.
- c) Personalised support is provided that results in improved outcomes for individual children and young people where they are being looked after by the local authority or on remand.
- d) There are sustained and improved outcomes for children and young people who have been looked after by the local authority or reunited with their families.
- e) The needs of care leavers are supported when they move into independent living.
- f) There are improved outcomes for disabled children and young people.
- g) There are improved outcomes for children and young people who are the subject of court proceedings.

Snapshot

This NQSW outcome statement is about:

- Developing a plan of action (based on findings from assessment) to address the identified needs of children and young people and, where appropriate, their family members.
- Working within a specialist context.
- Working with others (including the child, young person, their parents and other professionals) to develop and agree the plan.

Scope

The information you gather and analyse during an assessment provides you with the basis for planning the support and types of intervention required to improve outcomes for children and young people. It is important that these plans have clear objectives, based on planned outcomes for the child or young person, that they are agreed by the various parties involved, the process for their implementation is clear and that they have regular review points and are amended as necessary. As in all other aspects of your work, you will need to ascertain the wishes and feelings of individual children and young people. They should be consulted about actions and decisions because these will fundamentally affect their lives. The way you consult with them will be dependent on their age and understanding. Children and young people with disabilities may need additional support to ensure that their wishes and feelings are fully understood and taken into account.

You should work with parents in an open and collaborative way whenever possible.

When parents have disabilities, appropriate communication methods should be used, ensuring personalised support that maximises their opportunity to parent their children.

You will also need to recognise the different ways to work with parents and children and young people, taking account of diversity and cultural differences. However, no culture sanctions abusive parenting or care giving.

There may be circumstances where it is not possible to work collaboratively with parents or carers, in which case your decision to work in other ways should be justified and recorded. You will need to prepare plans in a range of circumstances and it is important that you are aware of the specific issues that these raise. Further guidance is provided below.

3a) children and young people living in their families can have their needs addressed while being brought up by their parents, families and carers

A number of factors may impact on parental capacity, such as domestic violence, substance misuse, mental ill health, living in workless families, in poverty or temporary accommodation. Additional stresses on parents are also known to arise when a child or parent is disabled, when the family are seeking asylum or the parent is a teenager. Risk factors can potentially be addressed if the family receives appropriate support at an early stage so that problems can be prevented from escalating to crises.

Early intervention can prevent developmental difficulties becoming serious problems for a child or young person. Early intervention must be personalised so that it addresses the specific areas of concern, complementing and supplementing the strengths of the child or young person, their families and support networks. Appropriate support at an early stage can increase resilience for the child or young person and also their parents or carers.

There are various stages of early intervention, however, and as a social worker in a local authority it is likely that your organisation's involvement means that the child or young person is already defined as being "in need" (Children Act 1989). In all circumstances, in order to inform the plan, there should have been a thorough multi-agency assessment of the child or young person's needs using the Framework for the Assessment of Children in Need and their Families (DH et al, 2000) where you work for a local authority in a statutory setting, and the Common Assessment Framework for Children and Young People where you work in a voluntary setting and the child is not "in need" as defined by the Children Act 1989.

3b) children and young people who are in need of protection from abuse, neglect or exploitation are kept safe from harm

The Children Act 1989 sets out the statutory framework for safeguarding and promoting the welfare of children and young people.

The local authority has a statutory duty to make enquiries under section 47 if they are informed that a child who lives or is found in their area is:

- Subject to an emergency protection order;
- In police protection; or
- If they have reasonable cause to suspect that a child who lives or is found in their area is suffering or is likely to suffer significant harm.

There are detailed procedures (produced by your Local Safeguarding Children Board) setting out how to undertake these section 47 enquiries and you must follow these and ensure that the safety and welfare of the child or young person are safeguarded and promoted.

You will be combining your views with those of social work colleagues and other professionals in reaching a judgment about whether support could make parenting safe, competent and capable of meeting the child or young person's developmental needs or whether legal action is necessary to ensure the child is protected from harm.

The objective of your work and that of colleagues in your organisation and in other agencies is to objectively assess the risk factors relevant to potential or actual harm to the child or young person or that impairs his/her health or development. You will use the Framework for the Assessment of Children in Need and their Families (DH et al, 2000) and Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children (HM Government, 2010).

3c) personalised support is provided that results in improved outcomes for individual children and young people where they are being looked after by the local authority or on remand

The Children Act 1989 and accompanying guidance makes provision for circumstances where parents are unable to meet the needs of their child and alternative carers are required to undertake some or all of the parenting tasks. We know that these already disadvantaged children and young people struggle to achieve the outcomes we would want for them. Care Matters: Time for Change (DfES, 2007) includes an expectation that as their social worker, supporting the local authority's responsibilities as a corporate parent, you will have reasonable, but aspirational, expectations of the individual children and young people you work with. Low expectations reduce their chance to have fulfilled lives and overcome the difficulties they have experienced. You will be expected to take this into account in your assessment, planning and reviewing of the needs of each child or young person, advocating on their behalf and ensuring that their wishes and feelings are ascertained and taken into account.

You will help to build their resilience by working to ensure stability and security in their placement. You will organise appropriate contact with their families, wherever possible maintaining links with other significant people in their lives.

You will need to be honest and respectful in your dealings with children and young people, helping them to build a trusting, professional relationship that will encourage them to share their concerns with you. You will use the Framework for the Assessment of Children in Need and their Families (DH et al, 2000) to undertake the assessment, and follow the legislative requirements of the Children Act 1989 and accompanying regulations and guidance; in particular, the Arrangements for the Placement of Children (General) Regulations 1991 and the Care Planning, Placement and Case Review (England) Regulations 2010 which came into force on 1 April 2011.

3d) there are sustained and improved outcomes for children and young people who have been looked after by the local authority or reunited with their families

You will need to identify how continuity between the child/young person's previous placement(s) and their reunifications can be maintained. Some children and young people will have had a high level and frequency of contact with their families and others will have developed significant relationships with their previous carers, their children and relatives. Where a change of school is necessary the child or young person will lose significant relationships with peers and teaching staff. Developing new relationships in school at the same time as establishing a place for themselves with their parents or carers, families and friends can be demanding for most children and young people and particularly for those who find change and transitions difficult.

Your ability to identify and respond to early signs of difficulties and to recognise success is crucial and there should be an effective system for identifying and responding to emerging difficulties. This will have to be one that those involved feel comfortable with. Everyone will need to know who can be contacted for support in a crisis. You will be responsible for careful planning, taking all the factors into account when implementing the transition from care to living with parents, family or friends, managing the timescales and responding when these need to be lengthened or shortened.

As well as the legislation within Appendix 1, you will need to refer to the following: Placement of Children with Parents etc. Regulations 1991 Children Act 1989 Guidance and Regulations Volume 3.

3e) the needs of care leavers are supported when they move into independent living

All young people leaving care will require you to address their needs for housing or accommodation, for employment, education and training, recreation and leisure. You will need to understand relevant provisions of the Children Act 1989 (sections 23A to 24D), inserted by the Children (Leaving Care) Act (2000) and the Children and Young Persons Act 2008, the Children (Leaving Care) (England) Regulations 2001 and the statutory guidance and use this appropriately. The point at which a young person makes the transition to independent living will depend on their needs.

The young people you work with will include those who have complex emotional and psychological needs, disabled young people, unaccompanied asylum seekers and young people in the criminal justice system. They all have special needs when moving into adulthood and you will need to work in partnership with adult services, and Primary Care Trust services where relevant, to ensure that there is as much continuity of appropriate support as possible. You may need to access advocacy services for them to ensure that the leaving care plan is personalised to meet the needs of a specific young person.

When you are supporting a young person who is moving towards independence you will need to work within protocols developed with key services such as housing, education and training, health, youth justice, leisure and transport. Some young people will move to live in another local authority. A National Protocol on Inter-Authority Arrangements for Care Leavers (DfES & DH, 2004) has been developed that you will use in these circumstances.

As well as the legislation within Appendix 1, you will need to refer to the following:

- Parts 3, 4 and 5 of the Children Act 1989 and accompanying schedules, particularly sections 20 - 24 and Schedule 2 paragraphs 19A - 19C
- Children (Leaving Care) (England) Regulations 2001
- Guidance to the Leaving Care Act 2000 (DH, 2001)
- Standard 9 (The mental health and psychological wellbeing of children and young people) of the National Service Framework for Children, Young People and Maternity Services (DH and DfES, 2004)

3f) there are improved outcomes for disabled children and young people, their parents, families and carers

Aiming High for Disabled Children: Better Support for Families (2007) was a joint DfES/HM Treasury report about the steps to be taken to improve services for disabled children and young people. The report recognises that to improve outcomes for disabled children and young people you will need to work with them, their parents, families, carers, other agencies and professionals to ensure that their specific needs are met. Each child or young person's disability is unique; it may result from physical impairments, learning disabilities or mental health problems. Often he/she has a number of interacting disabilities. Additional needs may include communication difficulties, physiotherapy, personal safety skills and social and psychological support.

Disabled children and young people, their parents, families and carers have the same rights to involvement and participation as their peers.

To achieve this you may need to ensure that there are arrangements, for example, for communication, personal support, advocacy and independent representation or group support to share experiences. You must contribute to thinking that will influence and shape policies, support and services.

You will also need to explore with disabled children and young people, their parents, families and carers whether they wish to use direct payments and independent budgets.

When working with disabled children and young people who are at transition points you will need to ensure that their additional needs are met. Transitions need to be planned for over a period of time. Planning for any child with a statement of special educational needs must begin when that child is in Year 9. Statutory guidance on transition planning is provided in the Special Educational Needs Code of Practice (England) (2001). Transition planning should be provided for other young people with special educational needs where appropriate. Guidance for education, health and social care is set out in A Transition Guide for all Services (DCSF & DH, 2007).

A Personal Advisor must be appointed for an “eligible child” who is aged 16 and 17 and for all care leavers (“relevant children” and “former relevant children”) who are entitled to receive services under paragraphs 19A – 19C of Schedule 2, and sections 23A to 23C of the Children Act 1989. These young people should also have a pathway plan which must be reviewed at intervals of no more than six months.

As well as the legislation within Appendix 1, you will need to refer to the following:

- Education Act 1996 Part IV
- Special Educational Needs Code of Practice (England) (2001)
- A Transition Guide for all Services (DCSF & DH, 2007)
- Moving on Well (DH & DCSF, 2008)
- Children Act 1989 sections 23A – 23C and Schedule 2 paragraphs 19A - 19C
- Children (Leaving Care) (England) Regulations 2001

3g) there are improved outcomes for children and young people who are the subject of court proceedings

Decisions that affect various aspects of the lives of children and young people are made in a variety of court settings, including criminal, family and civil proceedings. The social work roles and responsibilities will be different in each setting, and you will need to understand the ethos and procedures of the different court settings. Much of the core knowledge, skills, behaviour, attitudes and values will however be the same.

The youth court, and adult courts for those aged 17 or over, have to determine whether those charged with offences are guilty. Only if there are findings of guilt will the court need professional advice on options. As a social worker, working in the context of the National Standards for Youth Justice Services (2009), and using the assessment tools “Onset” and “Asset” you will have obligations to the child, the family, your organisation and the court, and may need to manage tensions between them.

So far as the court is concerned, you will need to function as part of the team with prosecution and defence lawyers, court officials and other professionals, but you will have particular responsibility for ensuring the needs of the child or young person are addressed and given proper weight in court. You will also need to prepare clear, well-informed and evidenced reports for court, and help the child and their family prepare for the court process.

Care proceedings within the family court will be guided by the Children Act 1989 principle that the welfare of the child is paramount. As an NQSW, using the Framework for the Assessment of Children in Need and their Families (DH et al, 2000), the Children Act 1989 Regulations and Guidance Volume 1 (Court Orders) (DCSF 2008) and the Public Law Outline (Ministry of Justice, 2008), you may be required to contribute to applications to the family court made by your local authority for section 31 care or supervision orders. Alternatively, where private law proceedings take place, you may be required to contribute to section 7 welfare reports ordered by the court to undertake investigations, under section 37, of the Children Act 1989.

As well as the legislation within Appendix 1 you will need to refer to the following:

- The Public Law Outline (Ministry of Justice 2008)
- National Standards for Youth Justice Services (2009)
- “Onset” and “Asset” Youth Justice assessment tools

Evidence that demonstrates that you have met the statement

To demonstrate you have achieved this outcome statement you will need to complete evidence requirements:

- (a): Legislation and procedures
- (b): Information and assessment
- (c): Different levels of complexity and collaboration
- (d): Communicating with children and young people regarding their needs, wishes and feelings
- (e): Adults’ and parents’ views and needs
- (f): Representation and advocacy
- (g): Accountability
- (i): Reviews
- (j): Recording and information sharing

Outcome statement 4: Review

Critically review all information against planned outcomes for the child in order to evaluate achievements and outcomes and identify required changes in accordance with statutory, organisational and local multi-agency requirements.

Snapshot

This outcome statement is about:

- Working within your organisation's policies and procedures to review plans, ensuring that changes in circumstances are identified and planned outcomes for children and young people are achieved.
- Gathering additional information and undertaking further or an updated assessment and analysis.
- Making amendments to the plan to make sure that it is still relevant and addresses the needs of the child or young person.

Scope

Reviewing care plans is the way to find out what progress has been made in achieving the planned outcomes for the child or young person in implementing the agreed plan and identifying why any aspects have not been taken forward. Knowing this, you can identify what actions and services many need to be ended, changed and/or continued and agree a revised plan. Reviews should take place in partnership, as far as possible, with the child/young person who is the subject of the plan, their parents, families and carers and other agencies and professionals involved. The aim of the revised plan is to enable the child or young person to realise their developmental potential.

A formal review requires you to work within statutory requirements and timescales. Different timescales apply in different settings (for instance looked after children) and circumstances (for instance child protection plans). You and your line manager/supervisor you will need to identify which requirements relate to individual children and young people.

Reviewing plans will often involve many people including children and young people, their parents, families and carers and other professionals. This is a complex task and you will need to think critically about all the available information so that you are able to provide an up to date, balanced, unbiased and substantiated judgement about whether the child or young person's needs are being met, and whether any changes are needed to improve outcomes.

In undertaking a review you will need to identify any emerging concerns about a child's wellbeing where further action may be necessary. You will need to work with the child/young person, their parents, families and carers and others professionals involved to identify any steps that need to be taken to plan for the child or young person's future to respond to the full range of their needs so that they are supported to achieve their potential.

When you contribute to reviews of “children in need” under the Children Act 1989, including those who are in “need of protection,” you will use the three domains set out in the Framework for the Assessment of Children in Need and their Families (DH et al, 2000), to assess achievement against the objectives in the original plan. The review will identify areas where planned outcomes for the child have been achieved, where changes need to be addressed or where there has been a drift from the original plan. Where a child is “in need of protection” the Local Safeguarding Children Board safeguarding children procedures will prescribe the processes and timescales you must adhere to. Where actions agreed at the previous review have not, without good reason, been carried out, urgent decisions will be taken and monitoring systems put in place to prevent further drift. Where a child is looked after by the local authority you will be working with Independent Reviewing Officers and in line with Review of Children’s Cases Regulations (1991) and Care Planning, Placement and Case Review (England) Regulations, when they come into force as well as your line manager and other professionals involved. Those of you who work in youth justice settings will use the “Onset” and “Asset” systems.

When there are differing views about progress or new or emerging concerns you will need to work with others to handle these conflicts, ensuring that an appropriate decision-making process is implemented in order that progress can be made. Differing views must always be recorded, alongside the basis for decisions that are made.

Conflicts of opinion and view should always be treated seriously and, as far as possible, you should work with others to resolve differences. When this is not possible you will need to ensure that parents, families and carers and, where appropriate, children and young people know of their right to complain, or to advocacy and how to do this. Where there are differences of view between your organisation and other professionals you will work with others using your organisation’s protocols.

Evidence that demonstrates that you have met the statement

To demonstrate you have achieved this outcome statement you will need to complete evidence requirements:

- (a): Legislation and procedures
- (b): Information and assessment
- (d): Communicating with children and young people regarding their needs, wishes and feelings
- (e): Adults’ and parents’ views and needs
- (f): Representation and advocacy
- (g): Accountability
- (i): Reviews

Outcome statement 5: Formal meetings

Work with children, young people, families and other professionals to develop a plan to respond to the assessed needs of specific children or young people; take part in statutory and other reviews and decision making forums, providing information, based on the plan, about children's and families' needs. This may include representing their views.

Snapshot

This outcome statement is about:

- Preparing yourself and others for formal meetings, conferences and reviews where the decisions made will have significant effects on the child or young person.
- Making sure that you are clear about the outcomes that you want from the meeting and that they are in the best interests of the child or young person.
- Preparing the child or young person and speaking on their behalf if necessary.
- Preparing the parents or carers and making sure that their views are made clear to the meeting.

Scope

Decisions are made affecting the needs and welfare of children and young people at a variety of points, including case conferences and reviews, family group conferences, panels and complaints hearings. The child will sometimes be present, as will the parents or other carers. As a social worker you will contribute, through effective planning, preparation and representation, and working with other professionals involved, to ensuring that the decisions made meet the best interests of the child or young person.

There will be different interests represented at some of these forums, and the child, if attending, may not find it easy to express their views without support and advocacy. Formality of proceedings, the presence of adults with expertise, and awareness of conflicting interests that may include differences of view with parents, may be inhibiting factors. Parents may also need help to ensure their point of view is understood and taken into account.

By assessing the needs of the child or young person in relation to the three domains of the assessment triangle, using the Framework for the Assessment of Children in Need and their Families (DH et al, 2000) if you work for a local authority, or the Common Assessment Framework for Children and Young People (CAF) if you work in the voluntary sector, you will have an agreed plan which addresses the needs of the child or young person. If you work in a youth justice setting you will use "Onset" or "Asset". In all circumstances it is important that the plan is thorough and agreed by all parties (where this is not possible the reasons should be recorded) as this provides the base from which you will approach other decision making forums.

As a social worker you will need to work with others to prepare the child or young person and their parents or carers so they have as good an understanding as possible of the process of the meeting, how best they can contribute, and the range of possible outcomes.

You will also have to gather evidence, produce reports, address meetings, explain options and their implications, take part in arriving at the best outcomes, and be able to communicate them, if necessary more than once, to the child and parents. If the forum is responsible for allocating resources and deciding between competing claims, the child or young person is entitled to expect that you will make the best case you can on their behalf.

There may be conflicts between what the child, young person and/or family wants and what is judged to be in the child's best interests. As a social worker you will need to manage this conflict, explain the outcome honestly, and aim to ensure the child feels their views were understood whatever the outcome.

For the child, and often the family, the stakes can be high at these meetings and forums. They can have life-changing implications, determining where the child will live and who with, separating them from parents and family or removing them from an abusive situation. Even a beneficial change can be accompanied by a sense of loss, regret, mourning and disorientation.

As a social worker you will need to understand the tensions, reactions and effects on behaviour and emotional state arising from the process and outcome of decision-making, and help the child and family manage the experience.

Evidence that demonstrates that you have met the statement

To demonstrate you have achieved this outcome statement you will need to complete evidence requirements:

- (a): Legislation and procedures
- (b): Information and assessment
- (c): Different levels of complexity and collaboration
- (d): Communicating with children and young people regarding their needs, wishes and feelings
- (e): Adults' and parents' views and needs
- (f): Representation and advocacy
- (g): Accountability

Outcome statement 6: Recording

Record, report and communicate using accurate, up-to-date, evidence based information that differentiates between fact, views of those involved and professional judgements, ensuring that the information is expressed in plain English, and taking account of requirements to respect service user confidentiality and statutory, organisational and local multi-agency requirements.

Snapshot

This outcome statement is about:

- Recording written information in a way that is consistent with your organisation's policy and procedures.
- Writing in a way that can be understood by others.
- Separating fact or comment from professional judgement.
- Sharing information in a way that is consistent with legal requirements and the policies and procedures of your organisation.

Scope

Recording, reporting and sharing information will be at the heart of social work practice and require skilled use of detailed and complex information. You will need to critically analyse all sources of information and differentiate between fact, professional opinion, the views of those involved and substantiated judgements in ways that are ethical, understandable, accessible and comply with statutory, organisational and multi-agency requirements. You will also need to ensure that records, reports and communication do not compromise any information that may be used within legal proceedings.

The conceptual practice model is provided by the Framework for the Assessment of Children in Need and their Families (DH et al, 2000). Your authority will have an Integrated Children's System (ICS) or social care case management system which provides the electronic recording and data management system for all the core processes of assessment, planning, intervention and the review of children in need. This supports social workers in local authorities to record, collate, analyse and output relevant information and you will need to become proficient in using this. In the near future those of you using the Common Assessment Framework (CAF) may use the electronic Common Assessment Framework (eCAF) tool to create, store and share CAF information. Those of you who work in youth justice settings may also have access to eCAF where you work as part of the team around the child (TAC). CAF and eCAF do not replace your existing procedures and you will continue to use the "Onset" and "Asset" systems for recording and storing information for their specific purposes.

Information sharing: Guidance for practitioners and managers (HM Government 2008) considers information sharing 'vital for early intervention' and to 'protect children and young people from abuse or neglect and prevent them from offending'.

The decision to share or not share information about a child or young person should be based on professional judgement, grounded within information sharing protocols and agreements.

When sharing information you will need to take account of the six key points highlighted in the Practitioners' guide.

Evidence that demonstrates that you have met the statement

To demonstrate you have achieved this outcome statement you will need to complete evidence requirements:

- (a): Legislation and procedures
- (b): Information and assessment
- (c): Different levels of complexity and collaboration
- (d): Communicating with children and young people regarding their needs, wishes and feelings
- (e): Adults' and parents' views and needs
- (f): Representation and advocacy
- (g): Accountability
- (j): Recording and information sharing

Outcome statement 7: Communication

Identify the communication needs of children, young people, their parents, families and carers, and use appropriate communication methods and techniques to engage them, ensuring the wishes and feelings of the child or young person are ascertained and taken into consideration before decisions are taken.

Snapshot

This outcome statement is about:

- Being clear about why you are communicating with children and young people, their parents, families or carers.
- Using your interpersonal skills to help them communicate their wishes and feelings.
- Identifying any additional communication support that may be needed to help them understand you and you to understand them.

Scope

Good communication is crucial. It can highlight issues that lead to earlier intervention. It can make for more effective safeguarding and protection of children and young people and avoid the need for crisis intervention. In making plans to respond to children and young people's needs, social workers are ascertaining and taking account of their wishes and feelings about services (Children Act 1989). It is essential that you are able to listen, question, understand and respond to what is being said by children, young people, their parents, families and carers. You will need to select communication styles and methods that are suitable for children's and young people's ages and levels of understanding.

Any information should be given in good time and in appropriate and accessible formats, jargon free and culturally appropriate, and provided in the context of the need to maintain appropriate levels of confidentiality.

Advocacy is important in ensuring that children and young people's wishes and feelings are understood and their rights protected, especially when they wish to compliment, make a representation or complain.

Any expression of concern about the quality of service should always be treated seriously and whenever possible you should try to reach a resolution to any concerns. When this is not possible, you will need to ensure that parents, families, carers and children and young people know of their right to make a formal complaint and how to do it.

The local authority has a duty to provide information relating to the provision of child care, service facilities and publications that may be of benefit to parents, prospective parents, children or young people in their area under section 12 of the Childcare Act 2006 and The Childcare Act 2006 (Provision of Information to Parents) (England) Regulations 2007. Statutory guidance on fulfilling this obligation is provided in Duty to provide information, advice and assistance: Guidance for local authorities childcare 2006.

As a social worker, the first time you meet a child, young person, their families or carers may be to give them information. Often the circumstances around this may be stressful for them and it is important that you provide the information in a way that is appropriate to the family's level of understanding and in their preferred languages.

Many children and young people you will work with will need specific forms of communication because of age, disability, disadvantage or traumatic experiences. Using appropriate language and communication methods, media and skills will ensure that each child/young person has the information they need to make and be involved in decisions that affect his/her life. Parents, families and carers are crucial to this process but it is imperative that you are able to balance the views and rights of children and young people with responsibilities to their parents, families and carers. This can sometimes lead to conflict which you will need to work with others to resolve, whilst keeping the child/young person's views and needs at the centre of your work.

Evidence that demonstrates that you have met the statement

To demonstrate you have achieved this outcome statement you will need to complete evidence requirements:

- (a): Legislation and procedures
- (b): Information and assessment
- (c): Different levels of complexity and collaboration
- (d): Communicating with children and young people regarding their needs, wishes and feelings
- (e): Adults' and parents' views and needs
- (f): Representation and advocacy
- (g): Accountability
- (j): Recording and information sharing

Outcome statement 8: Relationships

Create and maintain effective relationships with children, young people, their parents, families and carers that comply with statutory, organisational and local multi-agency requirements, using information about their life experiences, needs and expectations.

Snapshot

This outcome statement is about:

- Using your interpersonal skills to build, maintain and end relationships with children, young people, their parents, family or carers.
- Building relationships in order to understand the child or young person's circumstances.
- Engaging with the child or young person and their parents, family or carers in order to support them and bring about change.
- Being proactive in overcoming obstacles to building relationships.

Scope

Developing effective and trusting relationships with children, young people, their parents, families and carers will help create an environment where everyone involved has the confidence to highlight their difficulties and needs. This can lead to early intervention and prevent crises.

You will work with some of the most excluded and hardest to reach children and young people. Some of the people with whom you are required to engage will be wary of your involvement and may fear its consequences.

When you form relationships it is essential that you review and use the information from previous records about life experiences, their needs and expectations and those of their families and carers. You need the skills and abilities to create effective, honest and trusting relationships and be sensitive to the needs of those who are disengaged, disadvantaged and who have previous negative experiences.

Engaging with a child or young person and their families or carers is central to all of the processes and frameworks with which you will work, eg Framework for the Assessment of Children in Need and their Families (DH et al, 2000), Common Assessment Framework for Children and Young People (CAF), Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children (HM Government, 2010) "Onset" and "Asset".

You will also need to use your skills and abilities, in discussion with your line manager/supervisor, to monitor relationships in order to identify increasing tensions that might lead to conflict which you will need to work with others to resolve.

Evidence that demonstrates that you have met the statement

To demonstrate you have achieved this outcome statement you will need to complete evidence requirements:

- (a): Legislation and procedures
- (b): Information and assessment
- (c): Different levels of complexity and collaboration
- (d): Communicating with children and young people regarding their needs, wishes and feelings
- (e): Adults' and parents' views and needs
- (f): Representation and advocacy
- (g): Accountability
- (h): Relating to children and young people from disadvantaged groups

Outcome statement 9: Multi-agency working

When contributing to the work of multi-agency teams, apply your skills, knowledge and professional judgement within statutory, organisational and local multi-agency requirements, seeking appropriate direction from line managers/supervisors in situations of uncertainty.

Snapshot

This outcome statement is about:

- Working with other professionals to identify, assess and plan to meet the unmet needs of children and young people.
- Understanding the work of other professionals and how they can support children and young people.
- Understanding your role and how social work can make a positive contribution to a multi-agency working.
- Being proactive in developing relationships with other professionals that enable you to work together.

Scope

Many children, young people and their families have needs that require support in more than one area of their lives and demand responses from more than one professional discipline. Meeting their needs requires you to work in multi-agency teams.

Multi-agency working may take place in formal joint teams such as children's centres, child safeguarding teams or youth offending teams. Alternatively, it may happen on an ad hoc basis, forming a team around the needs of an individual child or family: for example, children's services staff working collaboratively with adult mental health professionals to support a family with parental mental health problems.

The Children Act 2004 establishes a duty on local authorities to promote cooperation between agencies in order to improve outcomes for children and provides the policy context in which you will work together. Depending on your work setting, you will use the Framework for the Assessment of Children in Need and their Families (DH et al, 2000), your Local Safeguarding Children Board Safeguarding Children Procedures or the Common Assessment Framework for children and young people, or if you work in a youth justice setting, "Onset" or "Asset", all of which focus very clearly on the multi-agency aspects of the work.

It is important for you as a NQSW to be clear and confident about the contribution made by social work knowledge, skills and judgement to improved outcomes for children and young people, and to the work of the team. This includes an appreciation of the needs, circumstances and outcomes to which social work has particular things to offer, including acting as a link for children, families and the team to other social work teams, services and agencies.

Throughout your career as a social worker you will need to develop and maintain capabilities in multi-disciplinary working: for example, understanding the roles of other professions, team-working, managing boundaries flexibly, sharing knowledge and mentoring other team members. Statutory, organisational and local multi-agency requirements should help you to understand and deal with tensions between the culture and working methods of the team and those of the agencies from which team members are drawn.

You will need to ensure you access appropriate professional supervision and support from within or outside the team. You should also develop your understanding of the extent and limits of your own knowledge and that of the team, know when to look more widely for expertise, and recognise opportunities to innovate.

Evidence that demonstrates that you have met the statement

To demonstrate you have achieved this outcome statement you will need to complete evidence requirements:

- (a): Legislation and procedures
- (b): Information and assessment
- (c): Different levels of complexity and collaboration
- (d): Communicating with children and young people regarding their needs, wishes and feelings
- (e): Adults' and parents' views and needs
- (f): Representation and advocacy
- (g): Accountability
- (k): Work with partner agencies, colleagues and community groups

Outcome statement 10: Disadvantaged groups

Identify and work with others to review the needs of and the support for specific children and young people from diverse and disadvantaged communities to improve their life chances, in accordance with statutory, organisational and local multi-agency requirements.

Snapshot

This outcome statement is about:

- Understanding that some children and young people are disadvantaged by virtue of environmental or societal influences as well as their individual family circumstances.
- Applying this understanding to your assessment of need, including gaining access to specialist knowledge or support.
- Being clear about all three domains of the assessment triangle, how they relate and how they affect the child or young person's development.
- Keeping the welfare of the child or young person as your priority while being sensitive to their culture, faith or other circumstances.

Scope

Children, young people, their parents, families and carers face barriers to achieving positive outcomes when they are living in poverty, in impoverished environments or experience discrimination because of their ethnicity or because they are asylum seekers.

You will need to ensure that you understand the specific needs and the barriers that may prevent children and young people achieving positive outcomes and the additional support that they and their parents may require. Not all of the children living in these circumstances will be "children in need" as defined by the Children Act 1989. You may contribute to identifying and addressing less complex needs using the Common Assessment Framework for Children and Young People (CAF), particularly if you work in or make referrals to the voluntary sector.

Where the child or young person's needs are more complex and you work in a local authority, you will use the Framework for the Assessment of Children in Need and their Families (DH et al, 2000). Where there are safeguarding issues you will also use the Local Safeguarding Children Board Child Protection Procedures. In all cases you will use the three domains of the Framework for the Assessment of Children in Need and their Families (DH et al, 2000) to identify the needs of individual children and young people. As a social worker in a youth justice setting you will use "Onset" or "Asset" assessment tools.

You may need to pay particular attention to identifying, understanding and addressing the environmental factors that affect the individual child or young person. In order to help you do this, you may need to identify and access specialised resources in community, voluntary and religious organisations, utilising them in ways appropriate to their specific functions.

You will be required to work in close collaboration with health, education, housing, employment, income support services and to be able to represent and advocate for the needs of children and young people from disadvantaged communities and diverse groups.

Evidence that demonstrates that you have met the statement

To demonstrate you have achieved this outcome statement you will need to complete evidence requirements:

- (a): Legislation and procedures
- (b): Information and assessment
- (c): Different levels of complexity and collaboration
- (d): Communicating with children and young people regarding their needs, wishes and feelings
- (e): Adults' and parents' views and needs
- (f): Representation and advocacy
- (g): Accountability
- (h): Relating to children and young people from disadvantaged groups
- (k): Work with partner agencies, colleagues and community groups

Outcome statement 11: Professional development and accountability

Use self-reflection, supervision and development activities to improve your social work skills and knowledge. Be accountable for your behaviour and the quality of your work ensuring that you comply with the GSCC² Codes of Practice and your employer's requirements for conduct, performance and behaviour.

Snapshot – Professional development

This outcome statement is about:

- Understanding the importance of continuing professional development.
- Taking responsibility for your professional development.
- Maintaining your post registration and learning requirements.
- Engaging in appropriate training and development opportunities.

Snapshot – Professional accountability

This outcome statement is about:

- Being accountable for your professional behaviour, ensuring that it is consistent with the General Social Care Council (GSCC) registration requirements.
- Being able to respect these differences of opinion and wherever possible work towards an agreed way forward.
- Where there are differences of opinion, being able to assert your professional judgement (based on substantiated assessment and analysis) if this is in the best interests of the child or young person.
- Adhering to your organisation's policies and procedures.

Scope

This statement is about you and your development as a professional social worker. It falls into two areas: professional development and professional accountability.

Professional development

Continuing professional development (CPD) is a cyclical process that increases your knowledge, experience and understanding and builds your professional confidence and competence. As an NQSW you will experience a range of activities from shadowing or co-working with colleagues, through to formal training courses. It is important that you reflect on learning from these activities and apply this in your practice.

Maintaining your professional development in line with the requirements of the GSCC for Post Registration Training and Learning (PRTL) for registered social workers is your responsibility. As an NQSW your employer also has a responsibility and commitment to support your development as part of this pilot programme and to comply with the GSCC Codes of Practice for Social Care Workers and Employers.

At time of writing the GSCC's responsibilities for registering social workers are due to pass to the Health Professions Council (HPC) from July 2012

Each organisation will meet these requirements differently to fit with their specific needs but you should have your personal development needs identified and a plan developed to address these. You should also have regular sessions with your line manager/supervisor where you will account for your work and receive the support and space to reflect critically on your work experiences to deepen and broaden your knowledge and skills.

Professional accountability

As a registered social worker you are accountable for your behaviour and practice to a range of people including:

- Your employer.
- The GSCC as your registration and regulatory body.
- The children and families using your services.
- Colleagues and professionals in partner agencies.

Uncertainty will be a constant in your professional life and you will be required to make professional decisions where you are faced with conflict and ethical dilemmas. The Children Act 1989 requires you to take into account the child or young person's wishes and feelings. These may differ from those of their parents or carers and other professionals. Some of the people you work with may hold very different values and ethical stances to yours and you may work in situations that challenge your emotions.

You should use supervision and the support of your colleagues to ensure that you are able to manage the conflicts and dilemmas this creates. Critically analysing different perspectives and managing the conflicts and ethical dilemmas will be important when you make, sometimes unwelcome, professional judgements to manage risk, safeguard and improve outcomes for children and young people.

Conflicts of views should always be treated seriously and whenever possible you should try to resolve differences. When this is not possible you will need to ensure that parents, families and carers, and where appropriate children and young people know of their right to complain and how to do this.

The GSCC Codes of Practice for Social Care Workers and Employers sets standards of conduct for all social workers and define the responsibilities of employers for providing the conditions in which high standards and good quality work can be achieved. Many employers also have their own codes of conduct for staff and some have incorporated the GSCC Codes of Practice into their terms and conditions of employment.

The GSCC Codes of Practice for Social Care Workers and Employers also require you to identify actions and behaviour on the part of your colleagues which 'may be unsafe or adversely affect standards of care'. You will also need to work with your employer to safeguard yourself and others by following your employer's health and safety procedures and undertaking risk assessments to keep yourself and others safe.

Evidence that demonstrates that you have met the statement

To demonstrate you have achieved this outcome statement you will need to complete evidence requirements:

- (l): Professional development

For professional accountability this should include as a minimum evidence that you have:

- (a): Legislation and procedures
- (d): Communicating with children and young people regarding their needs, wishes and feelings
- (e): Adults' and parents' views and needs
- (f): Representation and advocacy
- (g): Accountability
- (j): Recording and information sharing
- (k): Work with partner agencies, colleagues and community groups
- (l): Professional development

NQSW Evidence Requirements

Figure 1 Evidence requirements matrix

Outcome statements											
	(a) Legislation & procedures	(b) Information & Assessments	(c) Different levels of complexity & collaboration	(d) Communication with children & young people about their needs, wishes and feelings	(e) Adults' & parents' views & needs	(f) Representation and advocacy	(g) Accountability	(h) Relating to children & young people from disadvantaged groups	(i) Reviews	(j) Recording and information sharing	(k) Working with partner agencies, colleagues & community groups
1. Referral	✓	✓									
2. Assessment	✓	✓	✓	✓	✓	✓	✓	✓			
3. Planning	✓	✓	✓	✓	✓	✓	✓	✓	✓		
4. Review	✓	✓		✓	✓	✓	✓	✓		✓	
5. Formal meetings	✓	✓	✓	✓	✓	✓	✓	✓			
6. Recording	✓	✓	✓	✓	✓	✓	✓	✓		✓	
7. Communication	✓	✓	✓	✓	✓	✓	✓	✓		✓	
8. Relationships	✓	✓	✓	✓	✓	✓	✓	✓			
9. Multi-agency working	✓	✓	✓	✓	✓	✓	✓				✓
10. Disadvantaged groups	✓	✓	✓	✓	✓	✓	✓	✓			✓
11. Professional development & accountability	✓			✓	✓	✓	✓			✓	✓

Figure 2 Evidence requirements record sheet

	Evidence requirement											
	(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)	(i)	(j)	(k)	(l)
Outcome statements	1. Referral											
	2. Assessment											
	3. Planning											
	4. Review											
	5. Formal meetings											
	6. Recording											
	7. Communication											
	8. Relationships											
	9. Multi-agency working											
	10. Disadvantaged groups											
	11. Professional development & accountability											

Evidence requirement (a): Legislation and procedures

Scope

Each NQSW outcome statement outlines the relevant legislative and statutory guidance of which you must have a good working knowledge. You also need to demonstrate that you have understood and can apply your organisation's policies, procedures and protocols that will guide your work. These derive from the legislation and regulatory requirements and specify how your organisation complies with the law. You must understand the implications of these policies and procedures in working with partner agencies and be able to apply the relevant protocols. You also need to know when to seek additional expert help in applying the legislation. Your organisation may also specify methods and theories of practice that should be used to inform your work.

Sources of evidence

Case records, reports, documents, statements from other professionals, reflections in supervision, training courses.

Minimum requirements of the NQSW

- Understand which legislation, statutory guidance and local procedures to use in a particular case.
- Demonstrate application of the above in a minimum of three cases.
- Understand when and how to access professional expertise and advice and demonstrate the use made of this in at least one case.

Understand which legislation, statutory guidance and local procedures to use in a particular case.

Evidence: _____

Comments: _____

Signed NQSW: _____

Signed Supervisor: _____

Date: _____

Demonstrate application of the above in a minimum of three cases.

Evidence (case 1): _____

Evidence (case 2): _____

Evidence (case 3): _____

Comments: _____

Signed NQSW: _____

Signed Supervisor: _____

Date: _____

Understand when and how to access professional expertise and advice and demonstrate the use made of this in at least one case.

Evidence: _____

Comments: _____

Signed NQSW: _____

Signed Supervisor: _____

Date: _____

Evidence requirement (b): Information and assessment

Scope

You may be the first point of contact for receiving a referral to your organisation, or you may be allocated a case where a child or young person is already receiving a service. In either of these situations you are expected to review and critically analyse the information you receive. If you work as a social worker in a local authority setting, you will use the three domains in the Framework for the Assessment of Children in Need and their Families to structure your information or review the situation. If you work as a social worker in other settings, including the voluntary sector, you may use the CAF. As a worker in a youth justice setting, you will use “Onset” or “Asset” tools. In all circumstances, you will identify any gaps in the information and seek to fill them. You will produce a balanced, unbiased and substantiated judgement about the needs of the child.

Levels of progress

- i)** Collect and record relevant information, making an initial analysis and provisional judgment for discussion with and decision by a co-worker, supervisor or manager; or familiarise yourself thoroughly with the available information about a case transferred to you and demonstrate to your supervisor that you understand the current situation and have suggestions for how to proceed.
- ii)** Effectively complete the Framework for the Assessment of Children in Need and their Families or the CAF or “Onset” or “Asset”; undertake a reassessment of the case; or complete a chronology that includes an analysis of the current situation.
- iii)** Collect and record or review relevant information, analyse the information and make judgments about required actions for consultation with and authorisation by your supervisor or a manager.

Sources of evidence

Case records, reports, documents, statements from other professionals, reflections in supervision, training courses.

Minimum requirements of the NQSW

- Evidence of progression against the three levels over the 12-month period.
- The ability to deal with an increasing number of cases in that same period.

Collect and record relevant information, making an initial analysis and provisional judgment for discussion with and decision by a co-worker, supervisor or manager; or familiarise yourself thoroughly with the available information about a case transferred to you and demonstrate to your supervisor that you understand the current situation and have suggestions for how to proceed.

Evidence: _____

Comments: _____

Signed NQSW: _____

Signed Supervisor: _____

Date: _____

Effectively complete the Framework for the Assessment of Children in Need and their Families or “Onset” or “Asset”; undertake a reassessment of the case or complete a chronology that includes an analysis of the current situation.

Evidence: _____

Comments: _____

Signed NQSW: _____

Signed Supervisor: _____

Date: _____

Collect and record or review relevant information, analyse the information and make judgments about required actions for consultation with and authorisation by your supervisor or a manager.

Evidence: _____

Comments: _____

Signed NQSW: _____

Signed Supervisor: _____

Date: _____

The ability to deal with an increasing number of cases in a 12 month period.

Evidence: _____

Comments: _____

Signed NQSW: _____

Signed Supervisor: _____

Date: _____

Evidence requirement (c): Different levels of complexity and collaboration

Scope

During your first year in practice, you must show that you are able to take on progressively more complex cases at different levels of risk management, whether this involves responding to a referral from another agency or a case that is transferred to you from another worker within your organisation. It includes demonstrating, where appropriate, the ability to work in collaboration with others. This may involve professionals from another external organisation or colleagues within your own organisation, whether social workers who fulfil a different role (for example, a family placement social worker) or staff in other types of posts (for example, family support staff). You must also demonstrate that you understand the assessed needs of the child or young person and can provide interventions that respond effectively to those identified needs.

Levels of progress

- i) Manage a low risk case involving only your agency.
- ii) Manage a low risk case that involves working with another agency, or a medium risk case involving only your agency.
- iii) Work with another more experienced social worker to manage a high risk case (for example, where a child is alleged to be at risk of serious harm) that involves a number of other agencies.

Sources of evidence

Case records, reports, documents, statements from other professionals (including other managers), reflections in supervision, observations, review reports.

Minimum requirements of the NQSW

- Evidence of progression against the three levels over the 12-month period.
- Evidence of effective collaboration with others.
- Evidence of responding effectively to the assessed needs of the child or young person.

Managed a low risk case involving only your agency.

Evidence: _____

Comments: _____

Signed NQSW: _____

Signed Supervisor: _____

Date: _____

Managed a low risk case that involves working with another agency, or a medium risk case involving only your agency.

Evidence: _____

Comments: _____

Signed NQSW: _____

Signed Supervisor: _____

Date: _____

Worked with another more experienced social worker to manage a high risk case (for example, where a child is alleged to be at risk of serious harm) that involves a number of other agencies.

Evidence: _____

Comments: _____

Signed NQSW: _____

Signed Supervisor: _____

Date: _____

Evidence of effective collaboration with others.

Evidence: _____

Comments: _____

Signed NQSW: _____

Signed Supervisor: _____

Date: _____

Evidence of responding effectively to the assessed needs of the child or young person.

Evidence: _____

Comments: _____

Signed NQSW: _____

Signed Supervisor: _____

Date: _____

Evidence requirement (d): Communicating with children and young people regarding their needs, wishes and feelings

Scope

You will want to build a trusting relationship with the children and young people with whom you work as a crucial element in being able to help them. This relies upon effective communication, part of which is the ability to listen, question, understand and respond to what is being said by the child or young person. You are, in any event, required to have regard to their wishes and feelings about services (Children Act 1989).

However, some children and young people will find it hard to communicate and so may not easily be able to convey their wishes and feelings. They may not trust adults following a traumatic episode, or find it difficult to reveal feelings where this has not been part of the family culture. It may be as a result of a disability, or where the child is very young or does not speak English. It is important in such instances that you explore other ways of eliciting wishes and feelings (for example, through the medium of art or play) or use assistive technology or the use of interpretation. For children and young people who struggle to express themselves verbally, it is possible to observe their non-verbal behaviour and use this as part of your recorded evidence of their feelings.

It is important that you treat what children and young people communicate to you in a serious manner by making them a part of the relevant records and reports. You may encourage them where possible to record their own views in a medium that suits their capabilities.

Levels of progress

- i)** Understand and record the wishes and feelings of the child or young person when these are presented in an explicit manner (including non-verbal communication) and ensure they are made known to the relevant people in the child or young person's life.
- ii)** Elicit the views and feelings of the child or young person when not explicitly presented, and ensure that they are recorded and made known to the relevant people in the child or young person's life.
- iii)** In more complex situations or in the face of contradictory evidence, ensure that the wishes and feelings of the child or young person are recorded and effectively presented to the appropriate audience.

Sources of evidence

Case records, reports, documents, statements from other professionals (including other managers), reflections in supervision, observations, review reports, direct statements from the child/young person.

Minimum requirements of the NQSW

- Evidence of progression against the three levels over the 12-month period.
- Evidence of actively seeking to find out the wishes and feelings of the children and young people you work with.

- Demonstrated a range of strategies to elicit their views and to understand their behaviours.
- Ensured that their wishes and feelings are recorded.
- Ensured that their wishes and feelings have been discussed and taken into account for their benefit.

Understand and record the wishes and feelings of the child or young person when these are presented in an explicit manner (including non-verbal communication) and ensure they are made known to the relevant people in the child or young person's life.

Evidence: _____

Comments: _____

Signed NQSW: _____

Signed Supervisor: _____

Date: _____

Elicit the views and feelings of the child or young person when not explicitly presented, and ensure that they are recorded and made known to the relevant people in the child or young person's life.

Evidence: _____

Comments: _____

Signed NQSW: _____

Signed Supervisor: _____

Date: _____

In more complex situations or in the face of contradictory evidence, ensure that the wishes and feelings of the child or young person are recorded and effectively presented to the appropriate audience.

Evidence: _____

Comments: _____

Signed NQSW: _____

Signed Supervisor: _____

Date: _____

Evidence of actively seeking to find out the wishes and feelings of the children and young people you work with.

Evidence: _____

Comments: _____

Signed NQSW: _____

Signed Supervisor: _____

Date: _____

Demonstrated a range of strategies to elicit their views and to understand their behaviours.

Evidence: _____

Comments: _____

Signed NQSW: _____

Signed Supervisor: _____

Date: _____

Ensured that their wishes and feelings are recorded.

Evidence: _____

Comments: _____

Signed NQSW: _____

Signed Supervisor: _____

Date: _____

Ensured that their wishes and feelings have been discussed and taken into account for their benefit.

Evidence: _____

Comments: _____

Signed NQSW: _____

Signed Supervisor: _____

Date: _____

Evidence requirement (e): Adults' and parents' views and needs

Scope

In order to intervene effectively in the interests of the children and young people, it is essential that you take account of the views of those adults who have parental or significant caring responsibility in their lives. This will require building (or attempting to build) trusting and respectful relationships with the adults, resolving conflicts and working in partnership with them as far as possible.

You must develop skills and techniques that enable you to communicate with them effectively, including using an interpreter or non-verbal methods of communication. It also means being able to observe and interpret behaviour that contradicts what is being said. In such instances, it is important to try and clarify the validity of your observations with the adult. You must be able to record accurately the range of views and your own observations, so that you can take them into account for the benefit of the children and young people concerned.

Parents and carers will appreciate your interest in them as people with needs that you take seriously. Where it is possible to accommodate their needs, it is helpful to do so long as this does not prejudice the interests of the child or young person.

Levels of progress

- i)** Understand and record the views of the adults with parental responsibility and significant carers of the child or young person when presented in an explicit manner to the NQSW (including non-verbal communication) and where the adults are in agreement.
- ii)** Understand and record the views of the adults with parental responsibility and significant carers of the child or young person when presented to the NQSW (including non-verbal communication) and where the adults' views conflict.
- iii)** Elicit the views of the adults with parental responsibility and significant carers of the child or young person when not explicitly presented and ensure that these are recorded.
- iv)** In more complex situations or in the face of contradictory evidence, ensure that the views of the adults with parental responsibility and significant carers of the child or young person are recorded and made known to the appropriate audience.

Sources of evidence

Case records, reports, documents, statements from other professionals (including other managers), reflections in supervision, observations, review reports, direct statements from adults with parental responsibility and significant carers of child/young person.

Minimum requirements of NQSW

- Evidence of progression against the three levels.
- Demonstration of a range of strategies to elicit the views of the adults and carers, including any additional communication support they may need.
- Evidence of understanding and balancing the needs of the adults with those of the child or young person.

Understand and record the views of the adults with parental responsibility and significant carers of the child or young person when presented in an explicit manner to the NQSW (including non-verbal communication) and where the adults are in agreement.

Evidence: _____

Comments: _____

Signed NQSW: _____

Signed Supervisor: _____

Date: _____

Understand and record the views of the adults with parental responsibility and significant carers of the child or young person when presented to the NQSW (including non-verbal communication) and where the adults' views conflict.

Evidence _____

Comments: _____

Signed NQSW: _____

Signed Supervisor: _____

Date: _____

Elicit the views of the adults with parental responsibility and significant carers of the child or young person when not explicitly presented and ensure that these are recorded.

Evidence: _____

Comments: _____

Signed NQSW: _____

Signed Supervisor: _____

Date: _____

In more complex situations or in the face of contradictory evidence, ensure that the views of the adults with parental responsibility and significant carers of the child or young person are recorded and made known to the appropriate audience.

Evidence: _____

Comments: _____

Signed NQSW: _____

Signed Supervisor: _____

Date: _____

Demonstration of a range of strategies to elicit the views of the adults and carers, including any additional communication support they may need.

Evidence: _____

Comments: _____

Signed NQSW: _____

Signed Supervisor: _____

Date: _____

Evidence of understanding and balancing the needs of the adults with those of the child or young person.

Evidence: _____

Comments: _____

Signed NQSW: _____

Signed Supervisor: _____

Date: _____

Evidence requirement (f): Representation and advocacy

Scope

However positive your relationship with the child, young person or adult with whom you are working, it can be an intimidating process for them to deal with the formal proceedings of a public body such as attending a child protection conference, appearing in court or making a complaint. It is important that you remain constantly alert to their potential need for independent representation or advocacy, namely someone outside your team who is able to act on behalf of the individual in putting forward their views and to provide them with active support. It is particularly important to safeguard the interests of those in vulnerable situations: for example, young people looked after in residential units at a distance from the authority, or individuals with a disability who find it difficult to communicate.

Levels of progress

- i)** Acquires knowledge of the sources of independent representation and advocacy locally and, where necessary, nationally.
- ii)** Advises children, young people and adults/carers of their right to independent representation and/or advocacy.
- iii)** Makes relevant referrals to independent advocates or representatives.

Sources of evidence

Case records, reports, documents, reflections in supervision, observations, review reports, training courses, guidance.

Minimum requirements of NQSW

- Evidence of progression against the three levels in at least two cases involving a child and an adult.
- Evidence of the reasons why advocacy/representation was or was not required.

Acquires knowledge of the sources of independent representation and advocacy locally and, where necessary, nationally.

Evidence: _____

Comments: _____

Signed NQSW: _____

Signed Supervisor: _____

Date: _____

Advises children, young people and adults/carers of their right to independent representation and/or advocacy.

Evidence: _____

Comments: _____

Signed NQSW: _____

Signed Supervisor: _____

Date: _____

Makes relevant referrals to independent advocates or representatives.

Evidence: _____

Comments: _____

Signed NQSW: _____

Signed Supervisor: _____

Date: _____

Evidence of progression against the three levels in at least two cases involving a child and an adult.

Evidence (case 1): _____

Evidence (case 2): _____

Comments: _____

Signed NQSW: _____

Signed Supervisor: _____

Date: _____

Evidence of the reasons why advocacy/representation was or was not required.

Evidence: _____

Comments: _____

Signed NQSW: _____

Signed Supervisor: _____

Date: _____

Evidence requirement (g): Accountability

Scope

As a registered social worker, you are accountable for your behaviour and practice to a range of people, including your employer and the children, young people and families using your services. You will be constantly working with uncertainty and be required to make professional decisions where you are faced with conflict and ethical dilemmas. Some of the people you work with may hold very different values and ethical stances to yours, and you will work in situations that challenge your emotions. You must make appropriate use of the support and advice available to you from your supervisor, and recognise that he or she has to have the final say in making decisions about your work.

It will be essential to consider all aspects of a situation before coming to a view, and recognise when your own feelings are having an impact. At such times you will want to have the support of your colleagues as well as that of your supervisor.

There may be occasions when you judge that the actions of colleagues may contravene General Social Care Council Codes of Practice or your organisation's procedures to the extent that they place service users or others at risk. You have a responsibility in such circumstances to challenge such practice and there will be local arrangements to support you in these situations.

Sources of evidence

Supervision records, case records, NQSW induction log and reports, team meeting records, review meeting records.

Minimum requirements of the NQSW

- Evidence of understanding the organisational lines of accountability via the line manager or supervisor for all work undertaken.
- Evidence that the NQSW brings appropriate matters to the line manager or supervisor for discussion, confirmation and review, either at supervision meetings or on other occasions where necessary, and accepts the line manager's or supervisor's advice and decisions.
- Evidence of the action the NQSW has taken as a result of the decisions reached.
- Evidence of suitable recording of discussions with the line manager or supervisor that reflect the outcomes achieved for the children and young people.

Evidence of understanding the organisational lines of accountability via the line manager or supervisor for all work undertaken.

Evidence: _____

Comments: _____

Signed NQSW: _____

Signed Supervisor: _____

Date: _____

Evidence that the NQSW brings appropriate matters to the line manager or supervisor for discussion, confirmation and review, either at supervision meetings or on other occasions where necessary, accepts the line manager's or supervisor's advice and decisions.

Evidence: _____

Comments: _____

Signed NQSW: _____

Signed Supervisor: _____

Date: _____

Evidence of the action the NQSW has taken as a result of the decisions reached.

Evidence: _____

Comments: _____

Signed NQSW: _____

Signed Supervisor: _____

Date: _____

Evidence of suitable recording of discussions with the line manager or supervisor that reflect the outcomes achieved for the children and young people.

Evidence: _____

Comments: _____

Signed NQSW: _____

Signed Supervisor: _____

Date: _____

Evidence requirement (h): Relating to children and young people from disadvantaged groups

Scope

Many of the children, young people and families with whom you work will be contending with some form of disadvantage in addition to their individual family circumstances. They may live in poverty or an impoverished environment; they may be suffering prejudice or discrimination because they are from an ethnic minority or an asylum seeker, or because they have a disability or mental health problem. As a result, it may be even harder to gain their trust and build up a relationship that enables you to undertake effective work aimed at achieving more positive outcomes.

The ability to establish relationships with children and young people facing a range of difficulties at different levels of complexity is an essential aspect of your role. It includes knowing how to keep the relationship going whilst having a clear aim of what you want to achieve, and being able to bring the relationship to an end at an appropriate time. Creating undue dependency does a disservice to the child or young person, as you will not always be available to them.

It is important to recognise the impact of environmental and societal factors when assessing what action you take. You may need the assistance of specialist community resources (for example, voluntary and faith organisations) and will certainly have to work closely with other statutory agencies. You may well have to represent and advocate on behalf of the children and young people not only to improve their life chances but also encourage them to act for themselves.

Sources of evidence

Case notes and notepad, training courses, community links, records of supervision, testimonials from other agencies and clients, minutes of meetings.

Minimum requirements of the NQSW

- Ability to build effective relationships and overcome barriers to resistance.
- Use of relationships to bring about improved outcomes.
- Understanding the significance of environmental factors on individual children/young people.
- Effective working with local agencies and communities to support families/carers in improving the life chances of their children/young people.

Ability to build effective relationships and overcome barriers to resistance.

Evidence: _____

Comments: _____

Signed NQSW: _____

Signed Supervisor: _____

Date: _____

Use of relationships to bring about improved outcomes.

Evidence: _____

Comments: _____

Signed NQSW: _____

Signed Supervisor: _____

Date: _____

Understanding the significance of environmental factors on individual children/young people.

Evidence: _____

Comments: _____

Signed NQSW: _____

Signed Supervisor: _____

Date: _____

Effective working with local agencies and communities to support families/carers in improving the life chances of their children/young people.

Evidence: _____

Comments: _____

Signed NQSW: _____

Signed Supervisor: _____

Date: _____

Evidence requirement (i): Reviews

Scope

Reviewing aims to ascertain what progress has been made in implementing a previously agreed plan and to identify the reasons for any non-implementation of aspects of this. It aims to identify changes in the situation that indicate the need for different action, including changes in the level or type of service provided, and to agree a new plan. All the available information about the child or young person's progress should be reviewed as well as any changes, including behavioural signs or symptoms that suggest improvement or deterioration. You need to be alert to any emerging concerns where further intervention may be necessary, but also note and celebrate any positive change and achievements. Reviewing plans is likely to involve many people, including the child or young person, their parents, families and carers and other professionals. This requires you to collate a lot of information, analyse it critically and present an up to date, unbiased and substantiated judgement about whether the child or young person's needs are being met, and whether any changes are necessary to improve outcomes. When there are differing views about progress or new or emerging concerns, you will need to work with others to handle and ideally resolve any conflict, at the same time ensuring that a decision is reached in the best interests of the child or young person. Differing views must always be recorded alongside the basis for decisions that are made.

Levels of progress

- i)** Review a low risk case involving only your agency.
- ii)** Review a low risk case that involves working with another agency, or a medium risk case involving only your agency.
- iii)** Work with another more experienced social worker to review a high-risk case (for example, where a child is alleged to be at risk of serious harm) that involves a number of other agencies.

Sources of evidence

Case records, reports, documents, reflections in supervision, observations, review reports, training courses, guidance.

Minimum requirements of the NQSW

- Evidence of progress against the three levels.
- Competence in reviewing plans to ensure that changes in circumstances are identified.
- Evidence of gathering additional information and undertaking further assessment and analysis.
- Evidence of making amendments to the plan to ensure that it is still relevant and addresses the needs of the child or young person.

Review a low risk case involving only your agency.

Evidence: _____

Comments: _____

Signed NQSW: _____

Signed Supervisor: _____

Date: _____

Review a low risk case that involves working with another agency, or a medium risk case involving only your agency.

Evidence: _____

Comments: _____

Signed NQSW: _____

Signed Supervisor: _____

Date: _____

Work with another more experienced social worker to review a high-risk case (for example, where a child is alleged to be at risk of serious harm) that involves a number of other agencies.

Evidence: _____

Comments: _____

Signed NQSW: _____

Signed Supervisor: _____

Date: _____

Competence in reviewing plans to ensure that changes in circumstances are identified.

Evidence: _____

Comments: _____

Signed NQSW: _____

Signed Supervisor: _____

Date: _____

Evidence of gathering additional information and undertaking further assessment and analysis.

Evidence: _____

Comments: _____

Signed NQSW: _____

Signed Supervisor: _____

Date: _____

Evidence of making amendments to the plan to ensure that it is still relevant and addresses the needs of the child or young person.

Evidence: _____

Comments: _____

Signed NQSW: _____

Signed Supervisor: _____

Date: _____

Evidence requirement (j): Recording and information sharing

Scope

Recording, reporting and sharing information are at the heart of good practice and require skilled use of detailed and complex information. As you gather information from relevant sources and systematically record it, you begin to build up a picture of the child or young person in their context and become aware of any recurring concerns (such as missed health appointments or failure to attend a children's centre or school) or worrying gaps in the information (such as lack of information about a parent's new partner). The Framework for the Assessment of Children in Need and their Families provides the conceptual practice model for doing this.

It is often only when you share your information with others that you obtain a clearer understanding of what is happening, or realise or reassess the significance of what seemed at the time to be a minor piece of information. At the same time, you have to be mindful of the terms on which information can be shared between agencies and ensure that you act in an ethical manner that respects service user confidentiality and complies with statutory, organisational and multi-agency requirements, referring to your local protocols.

It is essential that in the course of recording, reporting or sharing information, you differentiate between fact and professional opinion as well as the potentially unsubstantiated views of others involved with the child or young person. Your judgements need to be based on sound information and be presented in a format that is understandable and accessible. You also need to make it clear where there is any conflict of views or wishes, whether between professionals, or between the professionals and parents, carers, child or young person.

Your local authority will have an Integrated Children's System (ICS) or social care case management system that provides electronic recording and data management for all the core processes of assessment, planning, intervention and the review of children in need and you will have to become proficient in its use.

Sources of evidence

Case records, assessment and review reports, letters, court reports.

Minimum requirements of NQSW

- Ability to record written information in a way that is consistent with your organisation's policy and procedures.
- Evidence of writing in a way that can be understood by others.
- Ability to separate fact or comment from professional judgement.
- Sharing information in a way that is consistent with legal requirements and the policies and procedures of your organisation.
- Evidence of competence in using your local authority's Integrated Children's System or social care case management system.

Ability to record written information in a way that is consistent with your organisation's policy and procedures.

Evidence: _____

Comments: _____

Signed NQSW: _____

Signed Supervisor: _____

Date: _____

Evidence of writing in a way that can be understood by others.

Evidence: _____

Comments: _____

Signed NQSW: _____

Signed Supervisor: _____

Date: _____

Ability to separate fact or comment from professional judgement.

Evidence: _____

Comments: _____

Signed NQSW: _____

Signed Supervisor: _____

Date: _____

Sharing information in a way that is consistent with legal requirements and the policies and procedures of your organisation.

Evidence: _____

Comments: _____

Signed NQSW: _____

Signed Supervisor: _____

Date: _____

Evidence of competence in using your local authority's Integrated Children's System or social care case management system.

Evidence: _____

Comments: _____

Signed NQSW: _____

Signed Supervisor: _____

Date: _____

Evidence requirement (k): Work with partner agencies, colleagues and community groups

Scope

Many children, young people and their families have needs that require support in more than one area of their lives and from more than one professional discipline. You should always be ready to make use of the knowledge and expertise that colleagues within your own and partner agencies have to offer, and never feel that you have to assume the responsibility of managing a case alone, including holding the dilemmas, uncertainty and emotional turmoil that it can bring. Indeed, it is potentially dangerous practice to try and handle situations without an appropriate level of support. You should tell your supervisor or manager if you are finding difficulties in managing a particular case.

You will need to be aware of what partner agencies have to offer and the different frameworks in which they operate, for example, different lines of accountability and different demands and priorities. Equally, it is important that you are clear about the contribution that you in particular, and social work in general, have to offer.

Sources of evidence

Case records, feedback from other professionals and colleagues, supervision notes.

Minimum requirements of NQSW

- Evidence of working with other professionals to identify, assess and plan to meet the additional needs of children and young people.
- Understanding of the work of other professionals and how they can support children and young people.
- Understanding your role and how social work can make a positive contribution to multi-agency working.
- Being proactive in developing relationships with other professionals that enable you to work together.

Evidence of working with other professionals to identify, assess and plan to meet the additional needs of children and young people.

Evidence: _____

Comments: _____

Signed NQSW: _____

Signed Supervisor: _____

Date: _____

Understanding of the work of other professionals and how they can support children and young people.

Evidence: _____

Comments: _____

Signed NQSW: _____

Signed Supervisor: _____

Date: _____

Understanding your role and how social work can make a positive contribution to multi-agency working.

Evidence: _____

Comments: _____

Signed NQSW: _____

Signed Supervisor: _____

Date: _____

Being proactive in developing relationships with other professionals that enable you to work together.

Evidence: _____

Comments: _____

Signed NQSW: _____

Signed Supervisor: _____

Date: _____

Evidence requirement (I): Professional development

Scope

This evidence requirement relates to your development as a professional social worker. It is up to you to take responsibility for your professional development. This is a requirement of GSCC³ registration, but also reflects your commitment to keep abreast of developments in the profession, including research and best practice, in order to provide the best level of service possible for the children, young people and families with whom you work. In order to fulfil the requirements of the NQSW programme you will need to demonstrate achievement of the outcome statements; you may wish to use the Record of Achievement for this. You are also required to record the training and development activities you have undertaken through your Training and Development Plan (TDP). Your supervision sessions are a fundamental part of this process. You should plan for them in advance and be prepared to have an open discussion of your progress, including both your strengths and areas for development.

Sources of evidence

Learning logs; training and development plan (including your initial analysis and subsequent reviews)

Minimum requirements of NQSW

- Evidence of assuming responsibility for own professional development.
- Evidence of undertaking appropriate training and development opportunities.
- Evidence of maintaining GSCC requirements for post registration and learning.

Evidence of assuming responsibility for own professional development.

Evidence: _____

Comments: _____

Signed NQSW: _____

Signed Supervisor: _____

Date: _____

Evidence of undertaking appropriate training and development opportunities.

Evidence: _____

Comments: _____

Signed NQSW: _____

Signed Supervisor: _____

Date: _____

At time of writing the GSCC's responsibilities for registering social workers are due to pass to the Health Professions Council (HPC) from July 2012

Evidence of maintaining GSAC requirements for post registration and learning.

Evidence: _____

Comments: _____

Signed NQSW: _____

Signed Supervisor: _____

Date: _____

Appendix 1: Legislation, statutory and practice guidance

- Care Planning, Placement and Case Review (England) Regulations 2010
- Children Act 1989 regulations and guidance
- Children Act 1989 and regulations (in particular the Arrangements for Placement of Children (General) Regulations 1991 (Updated 2010)
- Children Act 1989 s17(1) (b) – duty to promote upbringing of children by their families, so far as is consistent with their duty to safeguard and promote the welfare of children in need
- Children Act 1989 [Section 22(3)(a) and 22(3A) of the Children Act 1989 places a duty on local authorities to promote the educational achievement of looked after children. Section 22(3A) was inserted by section 52 of the Children Act 2004.
- Children Act 1989 and Guidance and Regulations Volume 1 – Court Orders (2008)
- Children Act 2004
- Children Act 2004 (s52 statutory guidance on the duty on local authorities to promote the educational achievement of looked after children)
- Common Assessment Framework for children and young people: Practitioners' Guide (CWDC, 2009)
- Framework for the Assessment of Children in Need and their Families (DH et al, 2000)
- Get it Sorted: Providing Effective Advocacy Services for Children and Young People Making a Complaint under the Children Act 1989 (DfES, 2004)
- GSCC Codes of Practice for social care workers and employers (GSCC, 2004, updated April 2010)
- Independent Reviewing Officer (IRO) Handbook (DCSF, 2010)
- Information sharing: case examples (HM Government, 2008)
- Information sharing: Further guidance on legal issues (HM Government, 2006)
- Information sharing: Guidance for practitioners and managers (HM Government 2008)
- Local Safeguarding Children Board Safeguarding Children Procedures
- Local Safeguarding Children Board Child Protection Procedures
- National Standards for Youth Justice Services (2009)
- “Onset” and “Asset” Youth Justice assessment tools
- Placement of Children (General) Regulations 1991 (Updated 2010)
- Promoting the educational achievement of looked after children: statutory guidance for local authorities (DCSF, 2010)
- Promoting the health and well-being of looked after children (DH et al, 2009)
- Review of Children's Cases Regulations 1991 (Updated 2010)
- Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children (HM Government, 2010)

Appendix 2: Glossary and acronyms

CAF	Common Assessment Framework for Children and Young People
CWDC	Children's Workforce Development Council
DCSF	Department for Children, Schools and Families
DfES	Department for Education and Skills
DH	Department of Health
GSCC	General Social Care Council
HPC	Health Professions Council

The Children's Workforce Development Council leads change so that the thousands of people and volunteers working with children and young people across England are able to do the best job they possibly can.

We want England's children and young people's workforce to be respected by peers and valued for the positive difference it makes to children, young people and their families.

We advise and work in partnership with lots of different organisations and people who want the lives of all children and young people to be healthy, happy and fulfilling.



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