CWDC
Children's Workforce
Development Council

Handbook for employers and social workers

Early Professional Development

Foreword

Social workers make a vital contribution to improving outcomes for some of our most vulnerable children and young people. It is important that they are supported in their careers and are clear about what they need to achieve and they and their employers are supported to do this.

The EPD programme describes in the EPD outcome statements what is required of social workers moving from their NQSW induction year and into their second and third years of practice. This handbook sets out the requirements of the programme and the package of support CWDC offers to all participating employers and EPD social workers.

It is important that we value our social workers and support them in becoming autonomous confident professionals able to make their important contribution to the integrated children's workforce.

Jane Haywood

Jane Haywood
Chief Executive
Children's Workforce Development Council

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Introduction

The Children's Workforce Development Council (CWDC) has developed the Early Professional Development (EPD) pilot programme for social workers who have completed the Newly Qualified Social Worker (NQSW) programme and are entering years two and three of employment.

It builds on the vision set out in The Children's Plan: building brighter futures (DCSF, 2008) and the Government's 2020 Children and Young People's Workforce Strategy (HM Government, 2008). Both visions place children and young people at the centre of our thinking and aims for a 2020 in which everyone who works with children and young people is: ambitious for every child and young person; excellent in their practice; committed to partnership and integrated working; and respected and valued as professionals.

At CWDC our participation in this vision is to ensure that those working with children and young people receive the best possible training and support.

The EPD programme is part of that vision. Its aims are to:

- Improve the recruitment and retention of children's social workers.

- Improve training and development opportunities for social workers working with children and families during their second and third year of employment.

- Improve the practice of social workers.

- Promote and improve effective supervision.

Building on the NQSW programme

We developed the pilot programme working in collaboration with employers across the country and with newly qualified social workers, experienced social workers, team leaders and local level managers in 45 organisations. The programme builds on the NQSW programme, so the overall structure should be familiar to you. It recognises that in years two and three of employment social workers need to further develop their skills and become more autonomous and confident professionals. Reflective practice and an increase of ownership of their own professional development should become a part of these social workers normal ways of working.

A flexible work-based programme

The pilot programme has been designed to support all employers who have participated in the NQSW pilot programme.

The programme is based on a set of six EPD outcome statements that can be found in the EPD outcome statements and guidance (CWDC, 2009). These EPD outcome statements build on the skills and expertise already developed during the NQSW programme. They will help social workers in their second and third years of practice continue to develop their professional behaviours, expertise and skills.

The programme is flexible. It is designed to fit into organisations' existing policies and procedures on supervision, assessment and appraisal. It is also designed to help social workers in years two and three meet the EPD outcome statements whilst taking on increasingly complex workloads.

It offers social workers two hours a month protected supervision focused on professional development, and 15 days learning and development opportunities, spread over the two years, to help them achieve the EPD outcome statements.

Social workers on the EPD programme might be working towards a post-qualifying award at the same time. Although this is not a requirement of the programme, the process of working towards EPD outcome statements is designed to be flexible enough to accommodate this. Taking part in EPD will contribute significantly to the General Social Care Council's (GSCC) Post Registration Training and Learning (PRTL) requirements.

Guidance for employers and managers

In developing the pilot programme, employers told us that they wanted a common framework for professional development across the different roles social workers carry out. They wanted a programme that is the same across the country and is flexible enough to meet local organisational objectives, and at the same time fit with existing policies and procedures. They told us the programme should help develop confident, highly skilled and motivated social workers able to work autonomously with less supervision. It should also help employers recruit and retain highly skilled and motivated individuals.

We hope the EPD programme delivers those benefits to you.

Choosing participants for the programme

The EPD programme is designed to flow naturally from the NQSW programme.

When you decide which social workers entering year two of their employment should be registered with CWDC to take part in EPD you will need to take account of the work that each is likely to undertake during the year. In all cases, social workers should be employed in England and:

- Have completed NQSW and work full or part time in a role as a registered social worker.

- Work in a role specifically focused on working with children, young people, their families and carers.

- Work predominantly with 'children in need' (including in need of protection as defined by the Children Act 1989), in the youth justice system or, in terms of the Common Assessment Framework continuum, on the cusp between having additional and complex needs.

The programme is designed and funded as a two-year programme. Part-time staff who meet the above criteria may be included in the programme. In these circumstances, individuals may need longer to demonstrate the EPD outcome statements. However, CWDC funding will be provided for two years only.

Structure of the pilot programme

The programme is designed to be flexible and fit in with your existing work arrangements, like supervision arrangements, performance management systems, appraisal and review, and learning and development. It sets a framework for the professional development of social workers in the early years of practice, and helps you make reflective practice the norm in your organisation.

You will receive funding from CWDC for each eligible social worker and funding to support the implementation of the programme. In return, CWDC is expecting you to:

- Nominate a programme co-ordinator to oversee the programme.

- Provide two hours per month additional protected supervision for each social worker on the programme.

- Support individual social workers and supervisors in developing and reviewing training and development plans every three months.

- Support social workers in meeting their training and development needs through learning and development opportunities amounting to 15 days over two years.

- Support supervisors in continuing to improve their supervision practice.

EPD does not require social workers to have a protected caseload but you are encouraged to increase gradually the number and complexity of cases they deal with over the two years of the programme. This will give EPD social workers the necessary time to reflect on their practice while increasing their autonomy over the duration of the programme.

Appendix 1 sets out the roles and responsibilities of the employing organisation, the programme co-ordinator, the supervisor, the line manager and the EPD social worker.

Evaluation of the pilot programme

The pilot programme was developed in collaboration and we would like to continue to develop the programme in the same way. We will therefore ask programme co-ordinators, supervisors and social workers to participate in the evaluation of EPD by completing questionnaires, participating in interviews and focus groups.

EPD outcome statements

The programme is based on a set of six EPD outcome statements that reflect the skills, knowledge and behaviours that employers and managers have told us are most important for social workers in their first few years after qualifying.

The EPD outcome statements cover:

- Information gathering.

- Analysing information and making recommendations.

- Planning, implementation and review.

- Working directly with children, young people and their families and carers.

- Safeguarding, child protection and promoting the welfare of children and young people.

- Professional development.

Managers of social workers on EPD should be familiar with the EPD outcome statements and the approach that underpins them. Supervisors of social workers on EPD will work with them to review how far their practice and behaviours are meeting the EPD outcome statements. This will be recorded in the EPD outcome statements evidence form (see Appendix 9).

We will be providing supervisors with training and resources to help them support and improve the EPD social workers practice. You will find this in the EPD guide for supervisors.

Supporting and improving supervision

The additional protected time for professional development supervision is key to ensuring both that the social workers on EPD and you as their employer get the most out of the programme. The supervision should be carried out by someone with suitable skills and experience who may or may not be the social worker's line manager. The supervisor should also have received training on supervising staff. Supervision does not have to take place on a one-to-one basis; it may include, for example, group supervision. This supervision should build on existing practice in your organisation, and it may even involve some new thinking about how to supervise continuing professional development.

The supervisor role is key in this programme. They should regularly discuss and review the social worker's progress against the outcome statements throughout the programme through supervision meetings, and by reviewing and agreeing the training and development plan. It is their responsibility to assess whether or not the social worker has achieved the outcome statements at the end of the EPD programme.

CWDC support for the programme

As already mentioned, we will provide funding for each social worker on the programme to assist you in providing EPD social workers with the protected time for professional development supervision and the 15 days learning and development opportunities over the two years of the programme. We will also provide funding to support the implementation of the programme in your organisation.

Every social worker on the programme will receive a bi-monthly email from us, asking them to comment on the support they are receiving and whether they feel they are making progress towards the EPD outcome statements.

We will support and train your programme co-ordinator and provide training and materials for supervisors working with social workers on EPD.

Guidance for social workers on the EPD programme

Structure of the pilot programme

The structure of the programme is designed to be flexible, suitable for the range of social work settings in which you work and to fit in with your employer's existing procedures for supervision, appraisal, learning and development.

The main source of learning and development for you over the two years will be the cases on which you work. Your caseload will not be protected as it was on NQSW and you are likely to find that the number and complexity of the cases increase over the next two years. This will help you broaden and deepen your skills and expertise. The EPD outcome statements are designed to support this development of skills, expertise and appropriate professional behaviour.

To help you develop these skills and expertise, the EPD pilot programme offers you two hours a month of protected time for supervision, on top of the normal arrangements your employer makes for case supervision.

You will also have 15 learning and development days over the two-year EPD period. You will need to plan and agree how to use them with your employer. As a developing social worker you are expected to take the lead in identifying your training needs and discussing these with your supervisor and employer. We encourage you to think quite broadly about how you can meet your learning and development needs. They may be met through for example training courses, joint visits, co-working, shadowing a more experienced social worker, attending group discussions and briefings on cases.

The EPD pilot programme is based on a set of six EPD outcome statements which set out what you should achieve by the end of the two years (this may take a little longer if you work part-time).

The EPD outcome statements are designed to take into account where and how you work. They describe the behaviours, expertise and skills that are expected of you in each of the outcome areas, as well as the evidence you need in order to show that you have achieved the outcome.
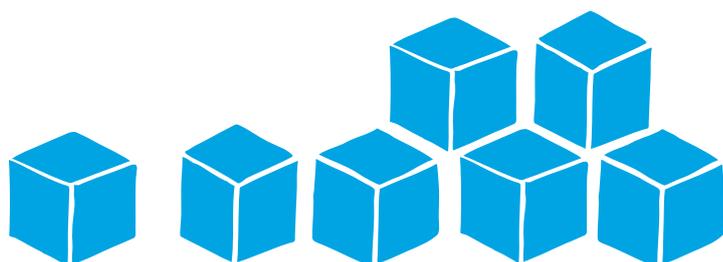
You are expected to demonstrate your achievement of all six EPD outcome statements covering:

- Information gathering.

- Analysing information and making recommendations.

- Planning, implementation and review.

- Working directly with children, young people and their families and carers.

- Safeguarding, child protection and promoting the welfare of children and young people.

- Professional development.

In addition to the support offered by your employer and supervisor, CWDC will help you reflect on your progress through bi-monthly emails asking you to comment on the support you are receiving and whether you feel you are making progress towards the EPD outcome statements.

Personal development supervision and reflective practice

This supervision will be carried out by someone with suitable skills and experience, who may not be your line manager. It will not necessarily be one-to-one supervision, but it may include, for example, group supervision. Your employer will discuss these arrangements with you.

The aim of the EPD programme is that social workers increasingly take responsibility for their own development and incorporate reflective practice into all their work. As a developing practitioner you will be expected to use supervision sessions to demonstrate the behaviours described in the EPD outcome statements and to evaluate your own work in a critical way. This means that the relationship between you and your supervisor will gradually change as you transfer from NQSW to EPD during the lifetime of the programme. Your supervisor will receive training from CWDC to support this transition.

Your supervisor is asked to:

- Agree a supervision 'contract' with you that sets out the expectations and responsibilities for the supervisory relationship.

- Help you set objectives to achieve the EPD outcome statements.

- Help you monitor and review how close you are to achieving the EPD outcome statements, by using the EPD outcome statements evidence form.

- Review how well you are doing with regards to the EPD outcome statements throughout the programme.

- Help you better understand your learning and development needs.

- Create a safe environment for you to look at your work, its impact upon you as a person and the effects this has on your practice.

- At the end of the programme, assess whether or not you have achieved the outcome statements.

Your supervisor, if a different person than your line manager, will be responsible for the allocation of appropriate cases, taking into account your experience and professional development needs. Similarly, your supervisor will arrange or negotiate with your line manager a range of opportunities where skills and techniques are modelled by more experienced colleagues as part of shadowing or co-working arrangements.

Training and development plan

You are not required to complete a portfolio though you may choose to do so. You will have agreed a training and development plan (TDP) at the end of the NQSW programme. This is the starting point for planning your development during EPD. It should make reference to the GSCC's PRTL requirements and make specific links with organisational policies and procedures for maintaining your social work registration.

During the EPD programme, your TDP should be reviewed every three months. At the end of the first year, you, your line manager and supervisor (if this person is not also your line manager) will agree an end of year TDP that identifies progress to date and areas for further development. At the end of the EPD programme, the three of you will complete an 'end of programme' TDP.

Development towards the EPD outcome statements

The EPD outcome statements help to clarify what is expected of you on the EPD programme. They let you clearly see how well you are developing the appropriate behaviours, expertise and skills.

You will chart your progress primarily through work-based activities and through evidence of reflective practice. You can use information collected from cases, reports and assessments, as each of these provides evidence of work towards the EPD outcome statements. Direct observations of your work by your supervisor or more experienced colleagues will also be rich sources of evidence. These observations might occur as part of co-working arrangements or as part of everyday work. You can also use feedback from children and young people, parents, carers and colleagues.

As you progress from NQSW to EPD, you will be expected to take more responsibility for your own professional development, like doing more reading and research to help your skills develop.

Assessment of your progress

Your progress will be monitored throughout the programme, mainly through your supervision sessions, your own reflective practice and the development and agreement of your TDP. Your supervisor will assess whether you have achieved the outcome statements at the end of the EPD.

Records you need to complete during EPD

Here is a list of some of the records you need to complete during and at the end of the programme:

Initial and subsequent TDPs
At the end of your NQSW year you will have completed your TDP, this will help inform your objectives in your initial TDP (see Appendix 5). This TDP then needs to be reviewed every 3 months, dependent on what training needs you identify and the progress you have made since your last TDP, you may wish to update the existing form or complete a new form as appropriate (see Appendix 6).

In appendices 2, 3, and 4 you will also find guidance questions that may help you review the progress you have made when transferring from the NQSW programme onto EPD, during the programme and at the end of the programme.

Bi-monthly email confirmation
An email will be sent to you automatically every other month asking a number of questions about your progress on EPD. You are required to complete and return this email. You will need to print out and retain the email confirmation that you have completed this along with your other records.

Supervision record

To be completed monthly for each of your 2-hour professional supervision sessions (see Appendix 7 for a template of the supervision record).

Outcome statement evidence form

This form should be completed on an ongoing basis throughout the two years of the programme to enable you to identify where the evidence for each of the outcomes is located. It will need to be fully completed by the end of the two years to evidence that you have achieved all of your outcomes and so your supervisor can sign it off. (see Appendix 4).

Outcome statement sign off form

This should be completed every 6 months to enable you to monitor your progress. This should fit in with the reviews you have with your supervisor. It should also be completed if your supervisor changes (see Appendix 8). At the end of your journey on the EPD programme this form should be completed by you and your supervisor as a record that you have achieved all the EPD outcome statements.

Evaluating the EPD programme

As well as assessing your own progress and completing the bi-monthly emails, CWDC will expect you to participate in the wider evaluation of the programme. This may involve completing questionnaires, participating in focus groups and interviews.

Appendix 1
Roles and responsibilities

This appendix is designed to clarify the different roles and responsibilities of the employing organisation, the programme co-ordinator, the supervisor, the line manager and the EPD social worker.
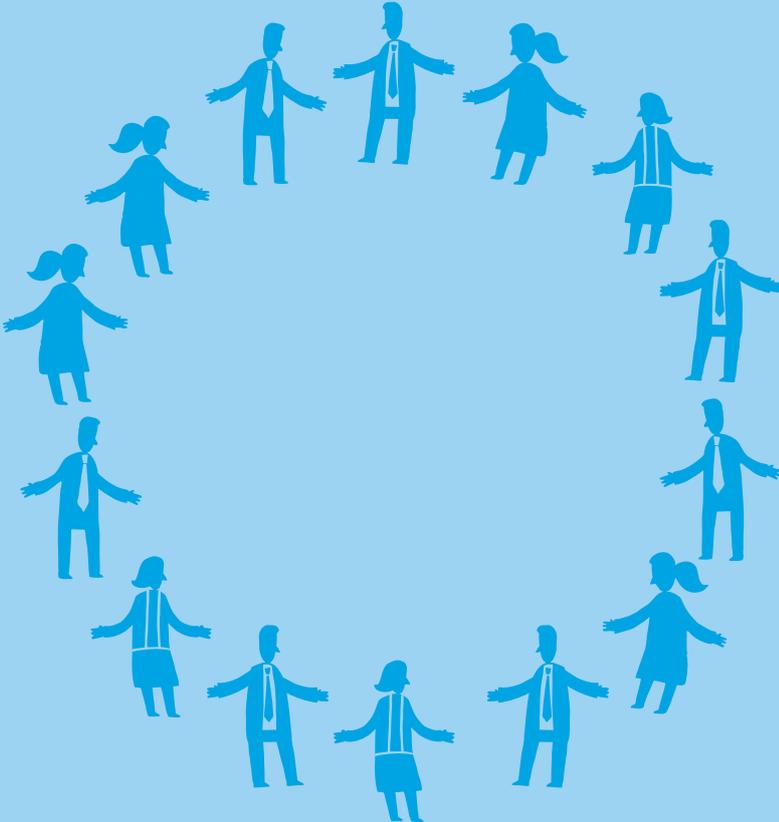
The employing organisation

The role and responsibilities of the employing organisation are as follows:

- Appoint a programme co-ordinator.

- Select eligible EPD social workers.

- Ensure that each EPD social worker has a suitable, well-supported supervisor.

- Access the funds available from CWDC for additional learning and development opportunities for the EPD social worker.

- Provide evidence to your support advisor about how you have met the programme milestones.

- Take part in the evaluation process.

If a supervisor is absent for more than one month, the organisation should provide cover arrangements so that there are no gaps in supervision and support for the EPD social worker.

Organisations need to make sure that they allow enough time for the EPD social worker to reflect upon their learning and development needs throughout the programme.

The programme co-ordinator

The organisation should select a staff member to undertake this role, taking account of the expectations of the programme. The person selected must be in a position to take overall responsibility for co-ordinating and reviewing the programme. This programme co-ordinator should attend one of the training events planned.

The programme co-ordinator has specific responsibilities to:

- Attend (or identify a suitable substitute to attend) the CWDC programme co-ordinator's training.

- Be the formal link and main point of contact between their organisation and CWDC, and the support contractor working on behalf of CWDC.

- Contribute to the EPD programme evaluation through interviews, questionnaires and focus groups.

- Receive a copy of the initial training and development plan for each EPD social worker, the 12-month review of the plan, plus any changes to individual plans that could affect the overall organisational training and development plan.

- Collate the training and development needs identified in the individual training and development plans.

- Develop an organisational training plan which will meet all of the social workers' individual needs.

- Monitor how the training and development plans are going, using the 12-month reviews.

- Liaise with colleagues on the EPD social worker's progress.

The programme co-ordinator will also want to see a copy of the EPD outcome statements evidence and sign off forms (which the EPD social worker should complete alongside the TDPs) so that they can let the operational managers know about the progress.

Supervisor

The supervisor is responsible for the professional support and development of the EPD social worker as well as monitoring their performance and should:

- Be an experienced registered social worker who has in-depth knowledge of current social work practice in children's services.

- Have received training from their current or previous organisation on supervising staff.

- Meet the requirements within their organisation's supervision policies and procedures.

- Meet the standards outlined in the EPD Guide for supervisors (CWDC, 2009).

- Be able to provide regular protected supervision for two hours per month.

- Agree the supervision contract and objectives for the EPD social worker to achieve as part of the initial training and development plan.

- Have arrangements to provide feedback on the EPD social worker's progress, and their capacity and capability to undertake further work (if the supervisor is not the line manager).

- Provide high-quality supervision focused on discussing individual pieces of work, identifying relevant legislation, policies and procedures and how these should be applied in practice to achieve better outcomes for children and young people.

- Identify how the EPD social worker will monitor progress towards achieving the EPD outcome statements and carry out formal reviews of achievement of the objectives in their plan at six and twelve months as a minimum.

- Agree what activities and development opportunities will contribute to the evidence of achievement, and then arrange for work to be allocated accordingly.

- Ensure that supervision and review records are completed.

- Send copies of records to the line manager (if different from the supervisor) and the programme co-ordinator as required. This will include at least the initial TDP and the 12-month review.

- Assess whether or not the social worker has met the EPD outcome statements at the end of the programme.

- Contribute to the EPD programme evaluation through interviews, questionnaires and focus groups.

The line manager

Where the line manager is not the supervisor, she or he will have ultimate responsibility for the quality of an EPD social worker's performance. Line managers will:

- Agree allocation of work with the supervisor.

- Monitor the overall progress and development of the EPD social worker and manage any performance issues by talking with the supervisor.

The EPD social worker

The EPD social worker is responsible for their own professional development. Within this programme, their tasks are to:

- Understand the expectations of the programme using the EPD outcome statements and supporting guidance document.

- Complete the process of professional development, record the required evidence and complete the relevant forms.

- Analyse their training needs and prepare a training and development plan (with the support of the supervisor) that includes clear objectives.

- Complete the EPD outcome statements matrix to show how they meet the EPD outcome statements.

- Agree a supervision contract and attend regular supervision sessions.

- Critically evaluate their progress towards meeting the EPD outcome statements.

- Use the opportunities for learning and development activities and training (over and above the normal training requirements of their organisation).

- Take part in the reviews of achievement every three months, based on the training and development plan (involving their line manager if different from their supervisor).

- Take opportunities for learning other than those directly related to their caseload.

- Ensure each activity, supervision session and review is recorded using the forms provided or using their own organisation's formats.

- Respond to the bi-monthly email from CWDC to comment on their progress and support.

- Contribute to the EPD programme evaluation through interviews, questionnaires and focus groups.

Appendix 2
Guidance questions at the beginning of the EPD programme

The following guidance questions are designed to help social workers make the transition from NQSW to EPD.
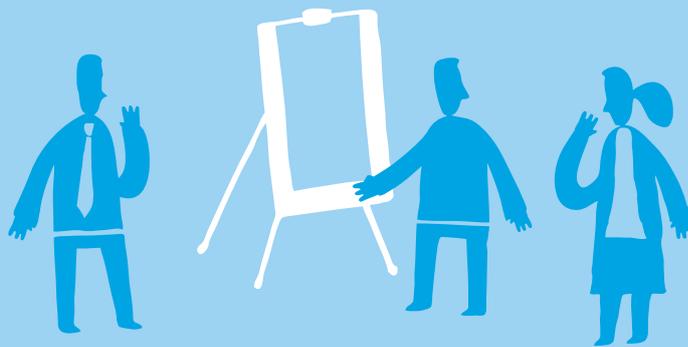
1. As you begin the EPD programme, what do you consider to be the most important professional development priorities for the next two years? Why are these issues the most important for you now? In thinking about this, please consider:

    - Your strengths and challenges from your NQSW experiences.

    - The post in which you are starting your second year of employment.

    - Any feedback you already have from your supervisor, line manager or other colleagues.

    - Your self-review against the EPD outcome statements and evidence requirements.

2. How have your priorities changed since your NQSW year? You may have new needs, challenges and areas for development related to:

    - The children, young people and families you will be supporting.

    - The context of the agency or organisation in which you are working.

    - The changing policy and legislative framework in which you are working.

    - The resources to support the children, young people and their families.

    - Taking on new responsibilities.

3. How would you prioritise your needs across your first 12 months using the EPD outcome statements?

    - What do you feel should be the short, medium or long-term priorities for your professional development?

    - What is your reasoning for prioritising in this way?

4. What preparation, support or development opportunities do you feel would help you achieve these?

5. Having looked at the EPD outcome statements, is there anything you would like to add to the content of your initial EPD TDP?

Appendix 3
Reviewing progress during the EPD programme

This appendix is designed to help social workers prepare for their review meetings.

In preparation for your review meetings, you may find it helpful to think about each of the objectives in your TDP and check the progress you have made. Some of your objectives may be partially met, some completely. The EPD outcome statements evidence and sign off forms will also help you identify this. Remember that this is a process through which you are aiming to show the progress you have made.

It is also important for you and your supervisor to evaluate the support that has been provided.

You should also make a note of any helpful development opportunities for future reference. Any perceived shortfalls should be discussed and recorded at review meetings so that your organisation can take steps to ensure that full support is put in place.

The following questions are intended to get you thinking.

1. Think about the progress you have made towards achieving your professional development objectives. How do you know you have progressed? How have you been able to make this progress?

2. Which of your professional development opportunities have had the most impact on you and your work? Why were they so helpful? Have any of your support activities been less helpful? Why do you think that was?

3. Are there any of your objectives, or aspects of your objectives, where you have made less progress than you expected? How do you know? Why do you feel this has happened?

4. What further support would you find valuable? What would help you to build on your achievements and improve progress towards your objectives?

5. What new objectives should be set for the next stage? For example, these might relate to:

   • Priorities you identified earlier in your first year of EPD, but which have not yet been addressed.

   • New or unexpected priorities.

   • Objectives that have been adapted and carried over from an earlier action plan.

6. Why are these important for you now?

Appendix 4
Guidance questions at the end of the EPD programme

This appendix is designed to help social workers prepare for their final review meeting at the end of the EPD programme.

1. Thinking back over your first three years post qualification, what do you feel have been your most significant achievements as a social worker?

   - What have been your key learning moments?

   - What prompted your learning on these occasions?

   - Which aspects of your learning and development programme have you particularly valued and why?

2. How have you built on the strengths you identified at the end of your social work undergraduate study? What evidence is there of your progress in these areas?

3. When you look back over your training and development plans, EPD outcome statements evidence form and records of review meetings over the last two years, which objectives do you feel have been achieved and why?

   - Are there any areas where you are less satisfied with your progress? If so, why?

   - What further actions will you take in these areas?

   - What further preparation or support do you feel you will need?

4. What have been the most challenging EPD outcome statements to achieve during the last two years?

   - Have any of the objectives, aspirations and goals that you outlined at the start of the EPD programme not been tackled?

   - How could you take these forward into the next stage of your career?

5. Thinking ahead to the children, young people and families with whom you will be working, and the responsibilities you will be taking on in the future, what do you feel are the priorities for your professional development?

6. What options are you currently considering for professional progression?

   - Why are you interested in extending your expertise in this way?

   - What could you do to move towards achieving these ambitions?

Check how well you have:

- Reflected on your professional development so far.

- Considered how your degree, NQSW and the EPD programmes helped you to arrive at this point in your professional development.

- Identified the evidence of your successes using the EPD outcome statements.

- Taken a balanced view of your progress during the last two years.

- Looked ahead and identified what you want to achieve in the future.

- Researched and used the continuing professional development support systems available to you.

Appendix 5
Training and development plan

Initial review

Date:	Date of follow up:

My key objectives are:

1.

2.

3.

4.

5.

6.

7.

Name: ....

Initial review				
In order to achieve my objectives, I plan the actions and activities set out below:				
Area of need / skill gap identified	**Development activity or action**	**Objective number**	**Start date**	**Date completed**

Appendix 6
Training and development plan review
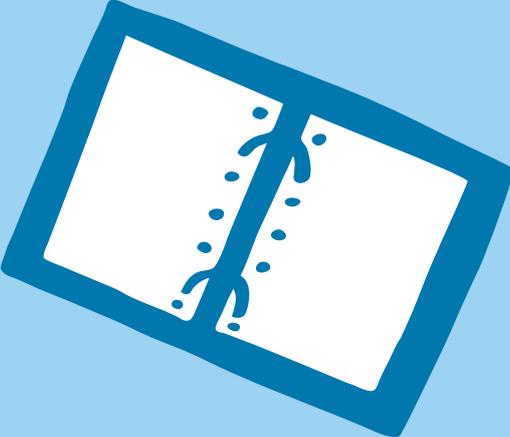
Name: ....

Review at ___ months	
Date:	**Date of follow up:**

My key objectives are:

1.

2.

3.

4.

5.

6.

7.

Name: ....

| Review at ___ months				
In order to achieve my objectives, I plan the actions and activities set out below:				
Area of need / skill gap identified	**Development activity or action**	**Objective number**	**Start date**	**Date completed**

Appendix 7
Supervision record form
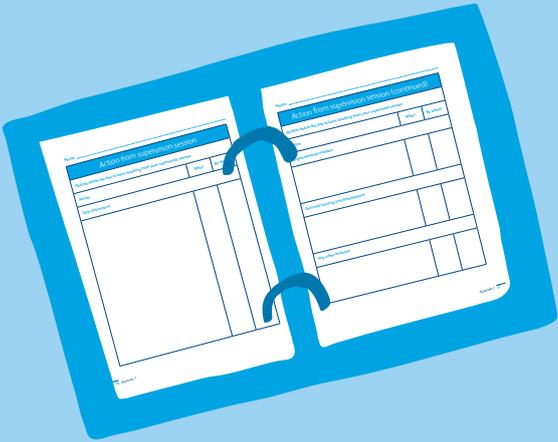
Name: ....

Name of EPD social worker	
Date and duration of supervision	
Name of supervisor	

Agreed agenda	
Case discussion	
Organisational matters	
Personal training and development	
Any other business	

Action from supervision session

Outline below the key actions resulting from your supervision session		
Action	**Who?**	**By when?**
Case discussions		

Name: ....

Action from supervision session (continued)

Outline below the key actions resulting from your supervision session

Action	Who?	By when?
Organisational matters		
Personal training and development		
Any other business		

Appendix 8
Outcome statement sign off form
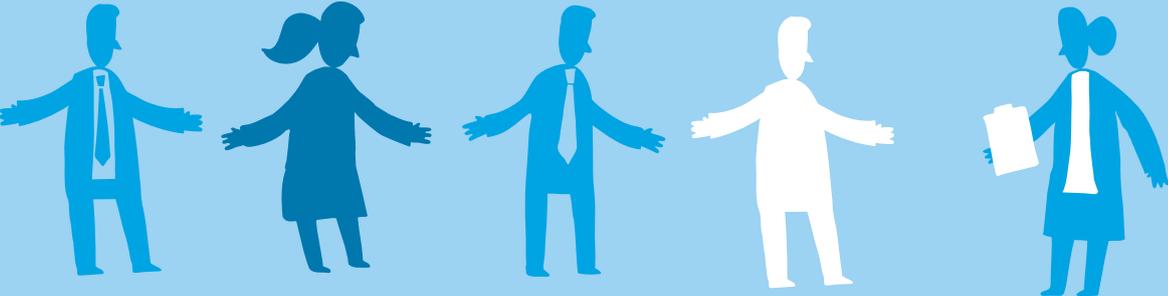
Outcome statements: Sign off form

Review at ___ (date)			
This form should be completed at six-monthly reviews with your supervisor and if there is a change of supervisor			
Statement Area One: Information gathering			
EPD outcome statement and elements	Not yet started	Partially achieved	Achieved	Comments
1.1 Establishing need for information to be gathered				
1.2 Identifying and gathering information about the family/social network to inform an assessment of the child's developmental need and/or risk of significant harm to the child or young person				
1.3 Demonstrating good interpersonal and communication skills				
1.4 Applying theoretical frameworks or models of assessment				

Statement Area Two: Analysing information and making recommendations				
EPD outcome statement and elements	Not yet started	Partially achieved	Achieved	Comments
2.1 Ensuring that analysis is presented in a clear and comprehensible style				
2.2 Identifying and challenging assumptions				
2.3 Constructing a clear, defensible argument				
2.4 Demonstrating professional insight				
2.5 Demonstrating evidence-based analysis				
2.6 Developing recommendations				
2.7 Applying theoretical frameworks or models of critical thinking or area of specialist knowledge				

Statement Area Three: Planning, implementation and review				
EPD outcome statement and elements	Not yet started	Partially achieved	Achieved	Comments
3.1 Planning skills				
3.2 Planning and intervention should be based on early intervention wherever possible to prevent drift in the case				
3.3 Ensuring plans and intervention are culturally-sensitive				
3.4 Wherever possible, ensuring that plans make the greatest use of universal services				
3.5 Demonstrating the relationship between assessment and the plan for the child or young person and their family or carers				
3.6 Demonstrating good organisational and time management skills				
3.7 Demonstrating good interpersonal and communication skills				

Statement Area Four: Working directly with the child, young person and their families or carers				
EPD outcome statement and elements	Not yet started	Partially achieved	Achieved	Comments
4.1 Demonstrating good communication and interpersonal skills				
4.2 Applying theoretical frameworks or models of practice				
4.3 Planning skills				
4.4 Being able to solve problems with the child, young person or family				

Statement Area Five: Safeguarding, child protection and promoting the welfare of children and young people				
EPD outcome statement and elements	Not yet started	Partially achieved	Achieved	Comments
5.1 Identifying and clearly articulating concerns, and taking appropriate action (including making referrals)				
5.2 Undertaking a core assessment in compliance with the Children Act 1989 (Section 47)				
5.3 Developing a plan to manage the risk of significant harm and other concerns that have been identified				
5.4 Demonstrating good critical analysis skills				
5.5 Applying theoretical frameworks or models of assessment				
5.6 Demonstrating accountability and ownership				
5.7 Being able to make decisions				

Statement Area Six: Professional development				
EPD outcome statement and elements	Not yet started	Partially achieved	Achieved	Comments
6.1 Identifying learning needs				
6.2 Being reflective and self-critical				
6.3 Planning skills				
6.4 Organisational skills				
6.5 Applying theoretical knowledge				
6.6 Demonstrating problem solving skills to identify cost- and time-effective means to develop professionally				
6.7 Developing a professional identity				

Appendix 9
Outcome statement evidence form

	Statement Area One: Information gathering Elements comprising the scope		
Element	**Description**	**Behaviours/expertise/skills**	**Location of evidence**
1.1	**Establishing need for information to be gathered**	• Assessing need from the referral document, and matching against agency thresholds for assessment or service. • Identifying the level of need. • Understanding the timescale for any relevant assessment and the key activity and tasks required. • Gaining and working with consent. • Planning the engagement of the child, young person and their family or carers in the information-gathering process. • Planning other agency involvement and ways to seek peer support/supervision. • Consulting with others who are more experienced; line manager, supervisor, peers.	

Statement Area One: Information gathering Elements comprising the scope			
Element	Description	Behaviours/expertise/skills	Location of evidence
1.2	**Identifying and gathering information about the family/social network to inform an assessment of the child's developmental need and/or risk of significant harm to the child or young person**	• Using tools such as genograms, chronologies and ecomaps to assist assessment. • Developing comprehensive case chronologies. • Involving all known adults in the assessment, including absent parents and non-relatives living in the family home. • Identifying gaps in case knowledge. • Assessing need(s) of the child or young person. • Assessing family needs and capacity. • Involving the child or young person in the assessment. • Involving immediate and extended family in the assessment. • Assessing broader community support and networks available. • Respecting confidentiality, understanding when it is necessary to share concerns and when it is unsafe to share concerns with parents/carers.	

Statement Area One: Information gathering
Elements comprising the scope

Element	Description	Behaviours/expertise/skills	Location of evidence
1.3	**Demonstrating good interpersonal and communication skills**	• Using active listening and questioning skills to probe when gathering information and clarify areas of the assessment. • Working in partnership with the client/client family to understand needs and possible solutions. • Identifying where communication challenges may impede the information gathering and assessment processes, and planning ways to overcome these.	
1.4	**Applying theoretical frameworks or models of assessment**	• Undertaking appropriate training/professional development and applying new knowledge to practice. • Including application of frameworks, risk assessment models and theory as applicable to the development of specialist knowledge identified above. • Using assessment tools such as The Family Pack of Questionnaire and Scales (DoH, Cox and Bentovim, 2000) which accompany the Framework for the Assessment of Children in Need and their Families.	

Statement Area Two: Analysing information and making recommendations Elements comprising the scope			
Element	Description	Behaviours/expertise/skills	Location of evidence
2.1	**Ensuring that analysis is presented in a clear and comprehensible style**	• Writing in a style that considers what the reader needs from the analysis. • Ensuring analysis is organised and has a logical structure. • Clearly following through from analysis to recommendations. • Using simple, clear language that can be understood by the service user as well as the professionals involved.	
2.2	**Identifying and challenging assumptions**	• Investigating claims made by others and, if appropriate, questioning the information presented to ensure the analysis is based on evidence and not assumption. • Ensuring that the analytical process has clearly considered the assumptions of the case, and sought to challenge these to identify evidence to support or dispute the assumptions.	

Statement Area Two: Analysing information and making recommendations
Elements comprising the scope

Element	Description	Behaviours/expertise/skills	Location of evidence
2.3	**Constructing a clear, defensible argument**	• Ensuring the argument gives reasons; examines or anticipate consequences. • Developing the argument, based on information gathered and collated. • Triangulating information to ensure that conclusions are robust and defendable from different perspectives.	
2.4	**Demonstrating professional insight**	• Understanding the skills, values and knowledge a social worker brings to working with children and young people, and those who care for them. • Applying professional knowledge to the analytical process.	
2.5	**Demonstrating evidence-based analysis**	• Understanding the difference between description/narrative and analysis. • Using both qualitative and quantitative information as part of the analytical process.	

Statement Area Two: Analysing information and making recommendations Elements comprising the scope			
Element	Description	Behaviours/expertise/skills	Location of evidence
2.6	**Developing recommendations**	• Developing recommendations based on the assessment. • Exploring recommendations with the child, young person and their family and carers, actively seeking their engagement with the identification of solutions and recommendations. • Consulting with others to develop a wide range of recommendations that draw on different professional experience and input. • Developing recommendations that consider both the outcomes for the individual child and the agency responsibility for all children and young people they work with.	
2.7	**Applying theoretical frameworks or models of critical thinking or area of specialist knowledge**	• Undertaking appropriate training/professional development and applying new knowledge to practice. • Including application of frameworks, risk assessment models and theory as applicable to the development of specialist knowledge identified above. • Using assessment tools such as The Family Pack of Questionnaire and Scales (DoH, Cox and Bentovim, 2000) which accompany the Framework for the Assessment of Children in Need and their Families.	

Statement Area Three: Planning, implementation and review
Elements comprising the scope

Element	Description	Behaviours/expertise/skills	Location of evidence
3.1	**Planning skills**	• Understanding how to present genuine choices to young people and how to obtain consent to sharing information. • Planning how and when to engage with children and young people in a way that does not stigmatise them or disrupt their daily lives. • Consulting the child, young person, parent or carer from the beginning of the process. • Informing, involving and helping the child or young person to assess different courses of action, understand the consequences of each and, where appropriate, agree next steps. • Knowing when and how to refer to sources of information, advice or support.	
3.2	**Planning and intervention should be based on early intervention wherever possible to prevent drift in the case**	• Planning and intervention commences as early as possible. • Ensuring case plans are regularly reviewed, and action taken to support a child, young person or family as soon as possible to avoid issues escalating once identified.	

	Statement Area Three: Planning, implementation and review		
	Elements comprising the scope		
Element	Description	Behaviours/expertise/skills	Location of evidence
3.3	**Ensuring plans and intervention are culturally-sensitive**	• Planning, implementation and review processes recognise cultural difference and respond appropriately, maintaining the focus on the best interests of the child or young person. This includes ensuring that plans and evidence-based interventions address all aspects of racism or discrimination that may be experienced by the child or young person and their family or carers. • Demonstrating an awareness of self. • Understanding and application of anti-discriminatory practice concepts. • Ensuring social work practice is culturally sensitive and appropriate.	
3.4	**Wherever possible, ensuring that plans make the greatest use of universal services**	• Ensuring that wherever possible a child, young person or family receive services within a universal services agency. • Ensuring that plans recognise the universal services that are already supporting a child or young person, or are in regular contact with them (eg. schools, health visitors, school health nurses). • Knowing about the Common Assessment Framework (CAF) and its contribution to the assessment process as well as service provision. Where appropriate, knowing how to use the CAF.	

Statement Area Three: Planning, implementation and review
Elements comprising the scope

Element	Description	Behaviours/expertise/skills	Location of evidence
3.5	**Demonstrating the relationship between assessment and the plan for the child or young person and their family or carers**	• Developing plans that are based on the findings of the assessment, and linking actions with recommendations. • Developing plans in conjunction or consultation with agencies involved in the assessment process. • Basing plans on the assessment, and identifying the types of services that can deliver improved outcomes. The services must be suitable for the child and their family; they must be viable and allow sustainability of improved outcomes for the child or young person and their families or carers.	
3.6	**Demonstrating good organisational and time management skills**	• Managing workload to ensure that plans and their implementation are developed and enacted within the required timeframes. • Ensuring review processes are completed within correct timeframes, including preparation and distribution of reports. • Undertaking direct work with children, young people and families as part of the implementation of the plan, with time being managed to allow for this.	

Statement Area Three: Planning, implementation and review Elements comprising the scope			
Element	Description	Behaviours/expertise/skills	Location of evidence
3.7	**Demonstrating good interpersonal and communication skills**	• Using active listening and open questioning skills to probe and clarify issues. • Working in partnership with the client/client family to understand needs and possible solutions. • Identifying where communication challenges may impede the process and planning ways to overcome this.	

	Statement Area Four: Working directly with the child, young person and their families or carers		
	Elements comprising the scope		
Element	Description	Behaviours/expertise/skills	Location of evidence
4.1	**Demonstrating good communication and interpersonal skills**	• Demonstrating listening skills, questioning, probing and seeking to understand issues and the developmental needs of the child or young person. • Responding to what is being communicated by children, young people and families and/or carers. • Demonstrating an awareness and application of appropriate non-verbal body language. • Engaging with children and young people, and their families/carers, and ensuring their voice is included in the work undertaken. • Establishing rapport and respectful, trusting relationships with children, young people, their families and/or carers. • Being self-aware: knowing how to demonstrate a commitment to treating all people fairly; being respectful and avoiding assumptions.	

Statement Area Four: Working directly with the child, young person and their families or carers Elements comprising the scope			
Element	Description	Behaviours/expertise/skills	Location of evidence
4.2	**Applying theoretical frameworks or models of practice**	• Understanding the role and value of families and carers as partners in supporting their children to achieve positive outcomes. • Undertaking appropriate training/professional development and applying new knowledge to practice. • Including the application of frameworks, assessment models for the risk of significant harm, and theory as applicable to the development of specialist knowledge identified above. • Using a variety of intervention models to target work with individual members of the family and the family as a collective group, recognising that needs of mothers, fathers and children will change for different developmental stages. • Using group work, and family work intervention skills and models to achieve outcomes for the child or young person and their family.	

		Statement Area Four: Working directly with the child, young person and their families or carers	
		Elements comprising the scope	
Element	**Description**	**Behaviours/expertise/skills**	**Location of evidence**
4.3	**Planning skills**	• Understanding how to present genuine choices to young people and how to obtain consent to sharing information. • Planning how and when to engage with children and young people in a way that promotes positive engagement with the child, young person and family, and does not disrupt their daily lives. • Consulting the child, young person, parent or carer from the beginning of the process. • Informing, involving and helping the child or young person to evaluate different courses of action, understanding the consequences of each and, where appropriate, agreeing next steps. • Knowing how to report and record information formally and informally in the appropriate way for the audience concerned, including how the CAF interplays with the social work role and helps communication between professionals from other teams or agencies. • Knowing when and how to refer to sources of information, advice or support from different agencies or professionals.	

Statement Area Four: Working directly with the child, young person and their families or carers Elements comprising the scope			
Element	Description	Behaviours/expertise/skills	Location of evidence
4.4	**Being able to solve problems with the child or family**	• Supporting children, young people, families and carers with issues of grief, loss and transition. • Exploring the identified problem in an open and honest manner, identifying both risks and strengths. • Seeking and valuing the contribution of the child or young person. • Recognising and valuing the different contributions of different family members and challenging power imbalances as they emerge. • Encouraging and valuing the contribution of everyone associated with the problem or issue. • Involving other practitioners in developing solutions as appropriate. • Sharing reasons for action with the child or young person and those caring for them. • Understanding the legal position regarding information sharing, consent and confidentiality and how to apply it in practice.	

Statement Area Five: Safeguarding, child protection and promoting welfare of children and young peoples Elements comprising the scope			
Element	Description	Behaviours/expertise/skills	Location of evidence
5.1	**Identifying and clearly articulating concerns, and taking appropriate action (including making referrals)**	• Understanding what is meant by safeguarding and child protection, and the different ways in which children and young people can be harmed (including by other children and young people and through the internet). • Making considered judgments about how to act to safeguard and promote a child or young person's welfare, where appropriate consulting with the child, young person, parent or carer to inform your thinking. • Knowing when it is inappropriate to consult with a child, young person, parent or carer. • Understanding the key role of parents and carers in safeguarding and promoting children's and young people's welfare and involve them accordingly, while recognising factors that can affect parenting and increase the risk of abuse to a child or young person (for example, domestic violence). • Being able to recognise when a child or young person is in danger or at risk of harm, and take action to protect them, including immediate referral to the correct agency or team. • Giving regard to and recording the child or young person's wishes and feelings, unless they are not able to do so by virtue of age or understanding.	

Statement Area Five: Safeguarding, child protection and promoting welfare of children and young peoples				
Elements comprising the scope				

Element	Description	Behaviours/expertise/skills	Location of evidence
5.1	*Continued* **Identifying and clearly articulating concerns, and taking appropriate action (including making referrals)**	• Having the confidence to represent actively the child or young person and her/his rights. • Having the confidence to challenge your own and others' practice. • Having awareness and basic knowledge of the most current legislation regarding the safeguarding and promotion of welfare of children and young people.	
5.2	**Undertaking a core assessment in compliance with the Children Act 1989 (Section 47)**	• Using the genogram and ecomap, and other professionals involved in the case (current or historic) to inform the analysis. • Recognising the legal component of the case and any implications arising from this. • Undertaking enquiries and research where risk of significant harm is raised but it is not sufficiently understood to accurately assess the level of concern. • Recognising the social worker's responsibilities in terms of power and authority to ensure that families are both supported and challenged, particularly in cases of deceptive, resistant, passive or criminal parents and/or carers.	

	Statement Area Five: Safeguarding, child protection and promoting welfare of children and young peoples Elements comprising the scope		
Element	Description	Behaviours/expertise/skills	Location of evidence
5.3	**Developing a plan to manage the risk of significant harm and other concerns that have been identified**	• Understanding and evidencing the difference between risk analysis and risk management. • Consulting with all relevant agencies in developing a comprehensive plan to manage the risk of harm. • Relating any plan to manage risk to guidance in Working Together to Safeguard Children, with particular reference to child protection plans. • Acknowledging in the analysis the level of risk present in a case, why some risk might be manageable and, if so, how that risk will be confidently managed.	
5.4	**Demonstrating good critical analysis skills**	• Understanding the difference between description/narrative styles of writing and analysis. • Ensuring that the difference between risk analysis and management of identified risk is clearly understood and reflected in the analysis. • Understanding the difference between safeguarding and child protection and reflecting this in the analysis, with particular reference to the specific identified needs of the child or young person. • Using both qualitative and quantitative data as part of the analytical process. • Analysis is organised and has a logical structure.	

Statement Area Five: Safeguarding, child protection and promoting welfare of children and young people Elements comprising the scope			
Element	Description	Behaviours/expertise/skills	Location of evidence
5.5	**Applying theoretical frameworks or models of assessment**	• Undertaking appropriate training/professional development and applying new knowledge to practice. • Including the application of frameworks, assessment models and theory appropriate to the development of specialist knowledge identified above.	
5.6	**Demonstrating accountability and ownership**	• Being aware of government guidance, local procedures, and your own role and responsibilities within these for safeguarding and promoting children and young people's welfare. • Knowing the boundaries of personal competence and responsibility, knowing when to involve others, and where to get advice and support. • Appreciating the personal affect of witnessing upsetting situations and knowing how to get support for yourself. • Understanding the necessity of information sharing within the context of children and young people's welfare and safety. • Knowing about data protection legislation in the context of your role. • Understanding how to apply confidentiality principles.	

	Statement Area 5: Safeguarding, child protection and promoting welfare of children and young people Elements comprising the scope		
Element	**Description**	**Behaviours/expertise/skills**	**Location of evidence**
5.7	**Being able to make decisions**	• Making considered judgments about how to act to safeguard and promote a child or young person's welfare. • Making decisions in a framework of support and knowing the boundaries of professional autonomy in decision making. • Being alert to concerns about a child or young person's safety or welfare, including unexplained changes in behaviour and signs of abuse or neglect, and being able to make decisions about these concerns. • Knowing the range of legal powers available to ensure the protection of children and young people.	

Statement Area Six: Professional development			
Elements comprising the scope			
Element	Description	Behaviours/expertise/skills	Location of evidence
6.1	**Identifying learning needs**	• Reflecting on practice to identify gaps in knowledge and areas of less confidence. • Understanding the range of professional development opportunities available. • Using informal and ad-hoc peer supervision and/or consultation to identify gap.	
6.2	**Being reflective and self-critical**	• Taking an honest, inquiring approach to self-development. • Reflecting on casework in a timely fashion. • Being able to hear constructive feedback about performance.	
6.3	**Planning skills**	• Being able to translate own developmental needs into a plan with SMART goals. • Developing timescales for development that are appropriate to the individual and the agency.	
6.4	**Organisational skills**	• Managing workload to ensure relevant training and professional development is undertaken. • Ensuring time is made to reflect on casework and professional development.	

Statement Area Six: Professional development Elements comprising the scope			
Element	Description	Behaviours/expertise/skills	Location of evidence
6.5	**Applying theoretical knowledge**	• Undertaking appropriate training/professional development and applying new knowledge to practice. • Including application of frameworks, risk assessment models and theory as applicable to the development of specialist knowledge identified above. • Using assessment tools such as The Family Pack of Questionnaire and Scales (DoH, Cox and Bentovim, 2000) which accompany the Framework for the Assessment of Children in Need and their Families.	
6.6	**Demonstrating problem solving skills to identify cost- and time-effective means to develop professionally**	• Considering the full range of training and professional development opportunities available to them. • Ensuring the cost and benefit of each option is explored by the social worker in consultation with their line manager.	
6.7	**Developing a professional identity**	• Promoting professional social work practice across a range of settings or contexts. • Formally or informally mentoring junior social workers, and/or being a practice teacher for a social worker student.	

Notes

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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