The role of Professional Capabilities Framework (PCF) in Planning and Supporting Permanence :

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The big picture

- CPD guide
- Capability Statements
- Training (RIP)
Rationale

• Adoption Reform Program
• Improving Fostering Services
• PCF / CPD requirements
Curriculum framework for continuing professional development

Gillian Schofield (UEA) and John Simmonds (BAAF)
The goal of permanence

- The objective of planning for permanence is to ensure that children have a secure, stable and loving family to support them through childhood and beyond.

- Permanence provides an underpinning framework for all social work with children and families from family support through to adoption.

(Care Planning, Placement and Case Review Guidance and Regulations 2010 Para 2.3)
Permanence options – all with significant developments

- Reunification e.g. concern about outcomes
- Family and friends care e.g. assessment and financing
- Long-term foster care e.g. professionalisation of foster care / delegated authority; new DfE proposals to formalise LTFC arrangements
- Special guardianship e.g. foster carers and relative carers with varied needs
- Adoption e.g. tackling delay; the recruitment challenge
Continuing professional development

• The Professional Capability Framework – The College of Social Work

• Standards of Education (SETs) and Standards of Proficiency (SOPs) – Health and Care Professions Council
Planning CPD

• Taking account of the needs of individuals and diverse groups of social work staff e.g. child protection; looked after children; adopter recruitment and support; foster carer recruitment; supervising social workers; independent reviewing officers; children’s guardians (Cafcass).

• Taking account of core content e.g. child development AND new and specific areas of practice e.g. fostering for adoption

• The role of supervision and professional development
Curriculum framework for planning and supporting permanence

- Values, ethics, diversity and rights
- Knowledge
- Critical reflection and analysis
- Skills and interventions
- Contexts, organisation and leadership
- Learning outcomes and the PCF
- Delivery
- Resources
Values, ethics, diversity and rights

- Child centred approach – rights and needs

- Commitment to respect and collaborative working with all families and family members

- Valuing diversity

- Professionalism
Knowledge

- Policy context of child placement
- Law, regulation and guidance
- Family placement theory and research for practice
- Child development theory and research
  - LAC dimensions
  - Caregiving /parenting
Critical reflection and analysis

- Open minded/ capacity to be curious about behaviour, thoughts and feelings of children and caregivers

- Using research evidence, knowledge, direct work with the child

- Professional judgement and decision making /analytical assessments
Skills and interventions

- Assessment and care planning for children

- Assessment of families – birth, family and friends carers, foster, special guardianship, adoptive.

- Matching children and new families

- Supporting and working with children

- Supporting birth families, family foster carers, special guardians, adoptive parents
Contexts, organisation and leadership

- Multi-agency working
- Team around the child
- Working with agencies in the statutory and independent sector to recruit and support caregivers and children in placement
- Strategic roles
Learning outcomes and the PCF

Across the curriculum and across levels i.e.

- ASYE
- Social worker
- Experienced social worker
- Advanced level
- Strategic level
Delivery

NB often a partnership between the University / training organisation and the local authority / independent agency

- Lectures – large group teaching
- Seminars – small group / topic based
- Case discussions – case material brought by participants
- Workshops with agency mentors
- Online exercises / blogs
Resources

- Legislation and guidance
- Research books and articles
- Practice guidance
- Websites
CPD curriculum in a changing policy and practice environment

• Importance of keeping a curriculum framework up to date in a rapidly changing field

• Integrating qualifying programmes and CPD

• Ensuring agencies give CPD appropriate resources
HCPC requirements

Will start to audit Social workers and therefore you will need to be gathering evidence of how you are maintaining your CPD
Specialist Capability Statements

Vijay Patel
PCF

- A professional development framework not an occupational framework.
- Progression between levels characterised by ability to manage complexity, risk and autonomous decision making.
- A generic framework that applies to all social workers in all work settings.
Understanding the PCF

• PCF articulates and exemplifies complexity and interdependency of skills, knowledge and values needed for effective social work practice

• The nine domains should be seen as interdependent, not separate: they interact in professional practice, so there are overlaps between the capabilities

• Many issues from practice will be relevant to more than one capability

• Understanding what a social worker does can only be gained by taking into account all nine capabilities.
Process

• Held workshops in Leeds and London
• Involved Social workers from LA / Private, independent and voluntary sectors
• Considered which statements need to be kept / rewritten
Points in developing

- Is it required
- What might be different for fostering or adoption
- Is it reasonable
- How does it demonstrate progression?
- Relevance to the job
- How easy is it to evidence
- Linkage with cpd curriculum
The following statements are in draft form and therefore open to change
ASYE: Knowledge

Consolidate, develop and demonstrate comprehensive understanding and application of the knowledge gained in your initial training, and knowledge related to your specialist area of practice, including critical awareness of current issues and new evidence-based practice research.

Awareness of relevant legislation, regulations, statutory guidance and national minimum standards.
ASYE – Rights, Justice & Economic Wellbeing

• Understand the impact of social exclusion, inequality and lack of social justice within a fostering/adoption setting. Begin to integrate principles of and entitlements to social justice, social inclusion and equality in your analysis and practice.
Interventions - experienced

• Communicate skilfully and confidently **with authority in complex or high risk situations.** Model and help others to develop communication skills

• Develop a range of interventions, **including supervisory skills with carers; use them effectively and evaluate them in practice**
Progression - leadership

- **asye**
  - Show the capacity for leading practice through the manner in which you conduct your professional role, your contribution to supervision and to team meetings

- **social worker**
  - Contribute to and promote the development of practice, taking the initiative to test new approaches

- **experienced social worker**
  - Play leading role in practice development for foster carers and adopters in the team and help sustain a learning culture.

- **advanced**
  - Promote and develop professional leadership within your area of responsibility, recognising your role in the development of supervised foster carers.

- **strategic**
  - Model professional social work leadership, and provide opportunities to support development of staff, foster carers and adopters.
Progression - Professionalism

**ASYE**
- Demonstrate professionalism in terms of presentation, demeanour, reliability, honesty and respectfulness

**Social Worker**
- Maintain professionalism in the face of more challenging circumstances within a range of contexts, including prospective adopters and foster carers, parents, children and IROs.

**Experienced**
- to enable and facilitate solutions

**Advanced**
- Model and demonstrate professionalism, ensure professional social work standards are maintained throughout your area of responsibility.
Beyond the first year, social workers will exercise higher quality judgments in situations of increasing complexity, risk, uncertainty and challenge.

They should develop a more detailed and sophisticated knowledge-base (of child development, parenting problems, the legal processes and intervention strategies), and an ability to anticipate but not pre-judge child placement situations.

They will build confidence and independence (whilst accessing support when needed) and use their initiative to broaden their repertoire of responses.

They should have a thorough understanding of the roles of other professionals and of mechanisms for collaboration.
Experienced Social worker

- Experienced social workers in fostering and adoption will be able to manage complex cases where there are higher levels of identified risk, work more autonomously and demonstrate expert and effective practice.
- They will manage their own complex caseload and be able to offer expert opinion within the organisation and to others. This includes modelling good practice and setting expectations for others.
- They will offer support and mentoring to others (e.g. NQSWs and less experienced staff).
- They will have well developed expertise in child placement and be a source of reliable knowledge and advice for others, using CPD to revisit topics where the knowledge base has developed.
Questions emerging

• Debate about whether ASYE should be working in this area?
• Need for Social workers to make transition from Children and Families to Fostering and Adoption - (different perspectives, skills and knowledge)
• Skills in needs analysis at senior levels (understanding community as well as child in need demographics)
Next steps

- 2 more workshops
- Consultation with the participants

Aim to complete for the New Year.
Questions