



Gofal Cymdeithasol **Cymru**
Social Care **Wales**

**Continuing Professional
Education and Learning: A
Framework for social workers
in Wales**

Requirements for the
Consolidation Programme for
Newly Qualified Social Workers

November 2018



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Other formats:

This document is also available in Welsh. Copies of this document are available in large print or other formats, if required.

1. Introduction

The Continuing Professional Education and Learning (CPEL) framework describes the minimum arrangements for the ongoing education and learning of social workers in Wales. It is designed to support social workers as they progress, and take on new roles and responsibilities, through their career as social work professionals.

Each programme in the overall framework has been designed to help social workers develop their professional practice.

The Consolidation Programme is the first part of the CPEL framework. It also forms part of *The First Three Years in Practice* framework, which aims to support social workers as they make the transition from graduate to competent practitioner.

The Consolidation Programme provides opportunities for newly qualified social workers to consolidate and further develop their knowledge and skills in three core areas of social work practice:

- applying analysis during assessments to inform interventions
- working collaboratively with people in need of care and support, their carers and other professionals
- intervening and applying professional judgement in increasingly complex situations.

Link to social worker registration

All learners on the Consolidation Programme must be social workers currently registered with Social Care Wales or one of the other social work regulatory bodies in the UK.

Social workers who qualified on or after 1 April 2016 must, within the first three-year registration period in which they are practising as a social worker, complete an approved Consolidation Programme.

Programme requirements

- The Consolidation Programme is a Specified Named Course as defined in the Approval and Inspection of Post Qualifying Courses for Social Workers (Wales) Rules 2018. Therefore programmes must meet the general rules for post qualifying awards as well as these specific requirements.
- Programmes will be subject to the quality assurance requirements of Social Care Wales.
- Programmes must be approved by Social Care Wales.
- Learning will attract a minimum of 30 credits at level 6 (graduate level) of the *Credit and Qualification Framework for Wales*.
- Programme providers must demonstrate the involvement of people using social care services and their carers in the programme assessment strategy.
- There must be flexible methods of delivery and opportunities for learning e.g. through the use of online learning.
 - whose role includes supporting the learning and development of other professional staff; or
 - holds an appropriate qualification in assessment.
- The assessment of learners will meet specified assessment requirements and will draw on a range of evidence including the direct observation of practice competence with people with care and support needs by a professionally qualified person(s).
- Recognised bodies¹ offering the accredited learning must provide learners with a transcript of their progress on the programme.
- Recognised bodies will have arrangements in place to recognise credit gained towards the Consolidation Programme through other approved Consolidation Programmes in line with the *Credit and Qualification Framework*.

Applying for approval

The *Code of Practice for Social Care Employers* places a responsibility on employers to: “Provide and support learning and development opportunities to enable social care workers to develop their knowledge and skills”.

In recognition of this it is expected that social work employers will lead the development of the Consolidation Programme. Details of how to apply for a programme to be approved are in the general rules. In order to be approved all programmes must meet the published programme requirements and learning outcomes. Social Care Wales will provide information and guidance for employers and their chosen partners developing their programmes

Quality assurance

Social Care Wales will regulate, and quality assure all Consolidation Programmes as described in the general rules for post qualifying education and training.

Social Care Wales’s role is to ensure compliance with the general rules for post qualifying training and the specific rules set out in this document to promote consistent and high standards across programmes.

Social Care Wales will exercise its regulatory function through the approval and regular monitoring and periodic review of programmes to ensure they continue to meet requirements for approval. Quality assurance activity will include the provision of statistical information on candidates and those completing the programme.

Footnote:

1. A recognised body is defined in the general rules for post qualifying training as meaning:

- Higher Education Institutions;
- DfES recognised Awarding Organisations; and
- Organisations recognised to assign and/or award Quality Assured Lifelong Learning credit under the *Credit and Qualification Framework for Wales*.

Consolidation Programme for Newly Qualified Social Workers Learning Outcomes

Title	1. Applying analysis in assessment to inform interventions
Learning outcomes The learner will:	Assessment criteria The learner can:
1.1 Understand how legislative frameworks, theoretical perspectives, standards and guidance are used to inform assessment practice	<p>1.1.1. Outline the legislative frameworks, theoretical perspectives, standards and guidance that underpin assessment practice in social work</p> <p>1.1.2. Evaluate the relationship between assessment practice and:</p> <ul style="list-style-type: none"> • legislative frameworks • theoretical perspectives • standards • guidance and protocols <p>1.1.3. Analyse how citizen centred approaches influence assessment practice and processes</p> <p>1.1.4. Analyse how their assessment practice supports outcomes based social work.</p>
1.2 Be able to use a citizen centred, outcome focused approach to carry out a range of assessments to promote and support well-being	<p>1.2.1. Work holistically and in partnership with people to enable them to identify, clarify and express their strengths, needs and desired outcomes</p> <p>1.2.2. Whilst undertaking assessment, demonstrate the integration of social work values, the <i>Code of Professional Practice for Social Care</i> and Practice Guidance for social workers</p> <p>1.2.3. Include cultural and language sensitivity into their practice including the active offer in relation to the Welsh language</p> <p>1.2.4. Work in partnership with others to undertake a multi-disciplinary assessment using citizen centred and outcome focused approaches</p> <p>1.2.5. Use a citizen centred, outcome focused approach to undertake an assessment of:</p> <ul style="list-style-type: none"> • an individual’s strengths; • a individual’s needs; • a carer’s needs; • their circumstances; • risk and its potential management. <p>1.2.6. Support people to participate in finding creative ways to:</p> <ul style="list-style-type: none"> • identify outcomes; • build on strengths, abilities and achievements; • reach solutions; • achieve change; • promote well-being.
1.3 Be able to record assessment information to inform decision making.	<p>1.3.1. Explain how recorded information is used to support analysis and decision making</p> <p>1.3.2. Maintain written and electronic records which comply with current legislation, policies and procedures</p> <p>1.3.3. Demonstrate the completion of accurate, cogent, coherent and analytical assessment records</p> <p>1.3.4. Analyse the potential consequences where recording is not accurate, cogent, coherent and analytical.</p>

Title	1. Applying analysis in assessment to inform interventions
Learning outcomes The learner will:	Assessment criteria The learner can:
1.4 Be able to make professional judgements based on assessment information	1.4.1. Analyse a range of assessment information to inform professional judgements 1.4.2. Exercise professional judgements about an individual's views and preferences, their needs, strengths, risks and protective factors 1.4.3. Explain how ethical considerations shape own judgements 1.4.4. Explain the rationale for own professional judgements 1.4.5. Justify own professional judgements, that take account of: <ul style="list-style-type: none"> • the views and preferences of an individual with care and support needs; • a citizen centred approach; • an outcomes focused approach. 1.4.6. Modify own professional judgement where new evidence is presented 1.4.7. Use research evidence in forming professional judgements.
1.5 Be able to use critical reflection to evaluate own analysis in social work assessments	1.5.1. Use critical reflection to evaluate personal practice of analysis in social work assessments to include: <ul style="list-style-type: none"> • making the voice of the individual central to assessment; • value based practice; • a focus on impact and outcomes for the individual; • ethical practice including the management of ethical dilemmas; • promoting equality and diversity; • supporting language choice; • supporting communication; • the legislative framework, policies and procedures in social work; • knowledge contextualised to people with care and support needs in an area of work; • the use of relevant research evidence in the assessment • use of Supervision and mentoring to identify further development needs; • risk assessment; • other skills used in assessment. 1.5.2. Use evaluation of personal practice of analysis in social work assessments to identify own strengths and areas for learning and development 1.5.3. Produce own professional learning and development plan.
NOS ref	NOS Social Work 2011 standards 2 - Develop social work practice through supervision and reflection 4 - Exercise professional judgement in social work 5 - Manage ethical issues, dilemmas and conflicts 7 - Prepare professional reports and records relating to people 12 - Assess needs, risks and circumstances in partnership with those involved 15 - Agree risk management plans to promote independence and responsibility.
Definition of terms	<ul style="list-style-type: none"> - Legislative frameworks include the legislation and guidance that together define the responsibilities and accountabilities of social workers in relation to an area of practice. - Standards should include the <i>Codes of Professional Practice for Social Care</i>. - Guidance includes <i>The Social Worker – Practice Guidance for social workers registered with Social Care Wales</i>. - Personal practice means the practice of the candidate.

Title	2. Working collaboratively with people in need of care and support, their carers other professionals
Learning outcomes The learner will:	Assessment criteria The learner can:
2.1 Be able to communicate effectively with people in need of care and support and their carers	2.1.1 Prepare fully for social work involvement 2.1.2 Establish co-production and partnership as the basis for effective communication in a range of different circumstances 2.1.3 Demonstrate use of verbal and non verbal methods of communication to engage with people with care and support needs and their carers 2.1.4 Seek support where the preferred method of communication is outside the ability of the worker 2.1.5 Demonstrate communication skills that take account of language preference and culture 2.1.6 Demonstrate communication skills that shows due respect for age, ethnicity, culture, sexual orientation, gender identity, religion or belief, understanding and needs 2.1.7 Use communication skills to help manage situations of distress, hostility or resistance 2.1.8 Use communication skills to confirm that individuals' and carers' wishes and preferences have been understood 2.1.9 Reflect the well-being outcomes, views, preferences and feelings of individuals and carers in records, correspondence and plans 2.1.10 Describe how their communication practices have changed and developed since qualifying.
2.2 Be able to work in partnership with individuals and other professionals	2.2.1 Explain the roles, responsibilities and professional accountabilities of other professionals 2.2.2 Communicate in a manner that supports and respects legal, ethical, organisational and professional boundaries in a multi-disciplinary context 2.2.3 Demonstrate the ability to work in partnership with people with care and support needs, their carers and communities 2.2.4 Demonstrate respect for the skills, expertise and contributions of colleagues within own organisation and with other professionals 2.2.5 Uphold the role and function of social work and exercise independent judgement. 2.2.6 Apply the protocols that determine information sharing: <ul style="list-style-type: none"> • within own organisation; • between agencies in the context of multi-agency work.
2.3 Critically reflect on own collaborative working	2.3.1 Critically reflect on own performance in collaborative working, identifying areas of good practice and those to be developed, during work with: <ul style="list-style-type: none"> • people with care and support needs; • carers; • advocates; • colleagues and other professionals.

Title	2. Working collaboratively with people in need of care and support, their carers other professionals
NOS ref	NOS Social Work 2011 standards 6 - Practise social work in multi-disciplinary contexts 8 - Prepare for social work involvement 9 - Engage people in social work practice 10 - Support people to participate in decision-making processes 11 - Advocate on behalf of people 12 - Assess needs, risks and circumstances in partnership with those involved 15 - Agree risk management plans to promote independence and responsibility.
Definition of terms	<p>Methods of communication include:</p> <ul style="list-style-type: none"> • verbal; • non verbal; • different languages; • use of symbols; • written communications. <p>Communities can include: Community groups or organisations and others considered important by the person using social care services</p> <p>Other professionals can include: Medical, nursing and allied health professionals, police, teachers, lawyers, housing staff, advocates, other social care workers or social workers.</p>

Title	3. Intervention and application of professional judgement in increasingly complex situations
Learning outcomes The learner will:	Assessment criteria The learner can:
3.1. Understand the relationship between social policy, legislative frameworks and guidance with social services provision in Wales	<p>3.1.1 Evaluate how social policy, legislative frameworks and guidance underpin the provision of social services in Wales to include:</p> <ul style="list-style-type: none"> • current legislation relevant to an area of social services; • safeguarding children, young people and adults; • data protection and information sharing; • consent and disclosure. <p>3.1.2 Outline the interface between social services provision in Wales with social services provision in:</p> <ul style="list-style-type: none"> • other countries of the United Kingdom; • the European Union; • outside the EU.

Title	3. Intervention and application of professional judgement in increasingly complex situations
Learning outcomes The learner will:	Assessment criteria The learner can:
3.2. Be able to manage your role as a social worker in increasingly complex situations	<p>3.2.1. Identify the factors that may increase complexity in social work</p> <p>3.2.2. Evaluate how legislative frameworks, theoretical perspectives, research evidence, models for intervention, standards and guidance are used to inform own practice when dealing with increasingly complex situations</p> <p>3.2.3. Practise as a social worker within professional, legal and organisational boundaries in a complex situation</p> <p>3.2.4. Demonstrate persistence and assertiveness in interventions in a complex situation</p> <p>3.2.5. Negotiate with others to reach decisions in complex situations</p> <p>3.2.6. Make recommendations and timely decisions in accordance with own level of responsibility in a complex situation</p> <p>3.2.7. Make contingency plans to anticipate and respond to changing circumstances in complex situations</p> <p>3.2.8. Use supervision and mentoring to consider and manage interventions and professional judgements in complex situations</p> <p>3.2.9. Critically reflect on own performance within complex situations to:</p> <ul style="list-style-type: none"> • identify areas of good practice • identify practice areas that need to be developed • develop and strengthen personal resilience.
3.3. Understand the professional social work role in relation to safeguarding adults at risk.	<p>3.3.1 Explain national, local and organisational policies and procedures in relation to safeguarding adults</p> <p>3.3.2 Understands the legal framework relating to the safeguarding of adults</p> <p>3.3.3 Analyse the factors that might identify an adult as at risk of harm, neglect or abuse</p> <p>3.3.4 Describe indicators of harm, neglect or abuse to adults</p> <p>3.3.5 Explain the importance of establishing the preferred outcomes of the safeguarding intervention for:</p> <ul style="list-style-type: none"> • people with care and support needs; • carers.
3.4. Understand the professional social work role in relation to safeguarding children at risk	<p>3.4.1. Explain national, local and organisational policies and procedures in relation to safeguarding children at risk</p> <p>3.4.2. Understands the legal framework relating to safeguarding of children at risk</p> <p>3.4.3. Analyse the factors that might identify a child as at risk of harm, neglect or abuse</p> <p>3.4.4. Describe indicators of harm, neglect or abuse to children</p> <p>3.4.5. Explain the importance of establishing the preferred outcomes of the safeguarding intervention for children, families and carers with support needs.</p>
3.5. Be able to exercise the professional social work role in safeguarding interventions	<p>3.5.1. Undertake, with others, an assessment concerning the safeguarding of either an adult or a child. In doing so they:</p> <ul style="list-style-type: none"> • act within legal, organisational and professional requirements • maintain a focus on the person who is at risk • exercise professional assertiveness in making professional decisions <p>3.5.2. Contribute to a plan of support and intervention of an adult or a child</p> <p>3.5.3. Contribute to the evaluation of safeguarding interventions.</p>

Title	3. Intervention and application of professional judgement in increasingly complex situations
Learning outcomes The learner will:	Assessment criteria The learner can:
3.6. Be able to contribute to legal processes within the remit of professional social work	<p>3.6.1. Explain the role and remit of legal processes in social work with children and adults at risk</p> <p>3.6.2. Analyse the role of the social worker within legal processes in relation to:</p> <ul style="list-style-type: none"> • children; • adults. <p>3.6.3. Contribute a professional opinion to an assessment in a case where there may be legal processes</p> <p>3.6.4. Contribute a professional opinion to a report prepared for legal processes.</p>
3.7. Be able to exercise professional accountability in increasingly complex situations	<p>3.7.1. Summarise the requirements of professional accountability for social workers</p> <p>3.7.2. Apply the <i>Code of Professional Practice for Social Care</i> and Practice Guidance in increasingly complex situations</p> <p>3.7.3. Use supervision and guidance to critically reflect on:</p> <ul style="list-style-type: none"> • professional accountability; • professional development. <p>3.7.4. Complete accurate, cogent, coherent and analytical records and reports of social work interventions that comply with legal and organisational requirements</p> <p>3.7.5. Follow organisational procedures to ensure personal safety in the professional role.</p>
NOS ref	<p>NOS Social Work 2011 standards</p> <p>2 - Develop social work practice through supervision and reflection</p> <p>3 - Manage your role as a professional social worker</p> <p>4 - Exercise professional judgement in social work</p> <p>5 - Manage ethical issues, dilemmas and conflicts</p> <p>6 - Practise social work in multi-disciplinary contexts</p> <p>7 - Prepare professional reports and records relating to people</p> <p>8 - Prepare for social work involvement</p> <p>9 - Engage people in social work practice</p> <p>10 - Support people to participate in decision-making processes</p> <p>11 - Advocate on behalf of people</p> <p>12 - Assess needs, risks and circumstances in partnership with those involved</p> <p>13 - Investigate harm or abuse</p> <p>14 - Plan in partnership to address short and longer term issues</p> <p>15 - Agree risk management plans to promote independence and responsibility</p> <p>16 - Agree plans where there is risk of harm or abuse</p> <p>17 - Apply methods and models of social work intervention to promote change</p> <p>18 - Access resources to support citizen centred solutions</p> <p>19 - Evaluate outcomes of social work practice.</p>

Definition of terms	<p>Legislative frameworks must include:</p> <ul style="list-style-type: none"> • Legislation regarding the provision of social services relating to mental capacity, adults, children and families; • Human Rights Act; • UN Convention on the Rights of the Child; • Equalities Legislation; • Health and Safety. <p>Provision of social services to include:</p> <ul style="list-style-type: none"> • a specific area of social work; • safeguarding children, young people and adults; • data protection and information sharing; • consent and disclosure. <p>Standards should include the <i>Code of Professional Practice for Social Care</i> and Practice Guidance for social workers</p> <p>National, local and organizational policies and procedures will include:</p> <ul style="list-style-type: none"> • national guidance • safeguarding policies and procedures; • confidentiality; • multi agency working; • recording; • freedom of information and data protection. <p>With Others means other professionals that would include social workers or others involved in assessments concerning safeguarding.</p> <p>Legal Processes include:</p> <ul style="list-style-type: none"> • processes that may lead to court or other legal proceedings; • investigations or interventions that are conducted within a defined legal process (e.g. safeguarding or mental health aftercare services). <p>Professional accountability is to:</p> <ul style="list-style-type: none"> • the employer; • regulatory Body; • people with care and support needs and their carers • multi-disciplinary Team • social work as a profession.
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