

Social Work Reform Board

**Building a safe
and confident
future:**

**Maintaining
Momentum**

**Progress report from the
Social Work Reform Board**

June 2012

Foreword



Dame Moira Gibb

Chair, Social Work Reform Board

This progress report marks two years of work by the Social Work Reform Board implementing the recommendations of the Social Work Task Force as laid out in its report "Building a Safe, Confident Future".

It is likely to be our last significant report as we hand on the baton of reform to others in the social work sector over the next few months. Many of the tools or products for driving improvement that the Reform Board has delivered have already been passed on to the College of Social Work, itself a recommendation from the Task Force.

The recruitment of the first Chief Social Worker for England, a recommendation of the Munro Review, is now underway. We anticipate that the new post will have a crucial role in supporting the development and improvement of the profession of social work in the future.

Local Government too has embraced the reform agenda and is starting to connect the work of the Reform Board with sector led improvement through both the Children's Improvement Board and the Towards Excellence in Adult Social Care Programme Board. Both Improvement Boards are aiming to engage and support employers in and beyond councils to make their contribution to deliver the social work reform agenda. The Local Government Association has taken ownership of the Employers' Standard on behalf of all employers.

The College of Social Work is, of course, very new and will require the participation of, and support from many individuals to be effective. The Chief Social Worker likewise will need to work with all of the stakeholders across the social work system to be effective. The spirit of collaboration, which the Reform Board has enjoyed, will need to be continued if the value of these important opportunities is to be maximised.

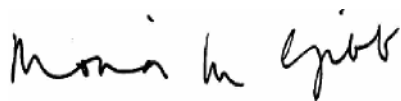
This Report also highlights that September will see the introduction of the Assessed and Supported Year in Employment (ASYE) for newly qualified social workers (NQSWs). The ASYE is underpinned by the Professional Capabilities Framework developed by the Reform Board and builds on the earlier NQSW programmes it will replace. While it does not change the point of formal qualification as a social worker, as

the Task Force had envisaged, it represents a much stronger base for building a professional career in social work. It provides employers with the opportunity to review their important contribution to the education and training of the next generation of social workers and raise overall standards.

New social work degree programmes are being developed for introduction by 2013 that will build on the partnership principles endorsed by the Reform Board and include Higher Education Institutions, employers, practice educators and well as service users and carers. The Professional Capabilities Framework is already being embedded in the initial education of social workers.

The commitment of the members of the Reform Board has continued unabated this year and we have been very grateful for the ongoing support and enthusiasm of Ministers, particularly Tim Loughton and Paul Burstow. The very small team of civil servants who support our work deserve a special thank you too. I am exceedingly grateful for this level of energy and commitment without which progress would not have been made.

Nevertheless, the rate of progress on the ground is slower than all of us would have hoped. The significant reduction of resources is inevitably having a profound impact at national and local level and it is, consequently, more difficult to spread messages about success and examples of good practice in these harsher financial times. It takes considerable energy and effort to reduce the costs of services at any time. To transform and improve them while reducing their cost and staying focused on improving outcomes for the most vulnerable requires effort, energy, and a clear vision of what the future can be. We believe our work helps to clarify that vision for the future and is predicated on using public money better in the future not on having more of it. We hope this report, as a working tool, will assist the sector and employers in particular undertake this challenging task.



Dame Moira Gibb

Section 1: Introduction

1.1 Established to take forward the recommendations of the Social Work Task Force, the Social Work Reform Board includes representatives from Higher Education, employers, service users and carers, the profession itself and many others who have a part to play in delivering the reform programme. A list of membership organisations of the Social Work Reform Board is given at annex A. The Board has worked collaboratively and engaged with others where appropriate to turn the Task Force recommendations into practical reality. Implementation of social work reform requires the whole sector to work together to deliver these important improvements. The Board's work over the last year has been to develop the necessary tools and frameworks to make that implementation and collaboration easier.

1.2 This report reiterates the necessity of reform, celebrates the progress that has been made and outlines what still needs to be done. It also charts the changing context for the work since the Task Force reported. This includes how the reform programme sits with, and relates to, a number of important developments in the field e.g. the Munro Review, the Family Justice Review, the Action Plan for Adoption, "Vision for Adult Social Care", expected changes in legislation following the Law Commission's consultation on law reform for adult social care in England and Wales, and the planned Care and Support White Paper.

The structure of this report

Section 2 explains the case for social work reform set out by the Social Work Task Force and what the reforms mean for individual social workers.

Section 3 considers the environment in which the reforms are taking place, what the reforms mean for the sector and the wider context of social work reform.

Section 4 updates, in brief, on the progress of the reforms and reminds us how they fit together.

Section 5 concludes with what is next for the Board and our reforms.

Section 2: The case for social work reform

2.1 The Social Work Task Force recognised that although there was much good practice, too often the system fell short of providing the conditions needed to support social workers to provide effective help to children, adults and families. The Task Force made fifteen recommendations to tackle the education and training, development, regulation and working conditions of social workers that together amounted to a comprehensive programme of reform. Specifically the profession needed to be:

- confident about its values, purpose and identity;
- working in partnership with people who use its services, so that they can take control of their situation and improve the outcome;
- working jointly with other professions and agencies in the best interests of people in need of support;
- demonstrating its impact and effectiveness and, therefore, its value to the public;
- committed to continuous improvement, with training and resources needed to be effective and a vigorous culture of professional development;
- understood and supported by employers, educators, Government, other professionals and the wider public; and
- well led at every level: in frontline practice; in influencing the shape and priorities of local services; in setting and maintaining the highest possible standards within the profession; and in influencing policy developments and priorities at national and political level.

2.2 We, like the Task Force, believe in the value of good social work and its importance to society.

“When people are made vulnerable – by poverty, bereavement, addiction, isolation, mental distress, disability, neglect, abuse, or other circumstances – what happens next matters hugely. If outcomes are poor, if dependency becomes ingrained or harm goes unchecked, individuals, families, communities and the economy can pay a heavy price. Good social workers can and do make a huge difference in these situations.”¹

As the Task Force noted, social work calls for a particular mix of analytical skills, insight, common sense, confidence, resilience, empathy and use of authority. Social workers are unlikely to develop these skills unless provided with high quality education and training that continues throughout their careers; access to research and its practical applications; high quality working conditions with appropriate coaching, mentoring and supervision, and respect. **Figure 1** below shows what the reforms will mean for social workers.

¹ *Facing Up to the Task: the interim report of the Social Work Task Force* (July 2009).

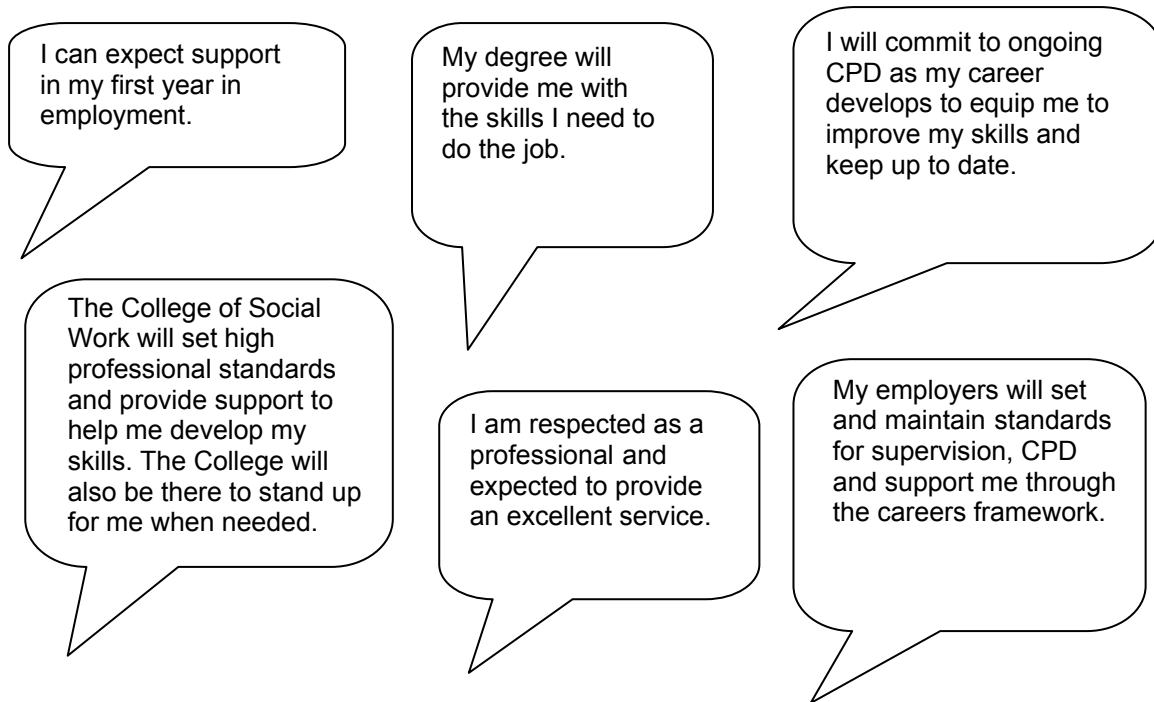


Figure 1 – What social workers can expect from the reforms and what will be expected of them.

More information about each of the reforms, and their development from the Task Force recommendations, can be found in our One Year On detailed proposals paper, along with the Task Force’s specific recommendations at: www.education.gov.uk/swrb

2.4 Our task as the Reform Board was to develop the tools and frameworks that, over time, would achieve better outcomes for those who use social work services through fundamental changes in the ways that social workers were educated, trained and supported. When implemented, social workers will be better equipped and supported to undertake the difficult tasks expected of them and the public will have greater confidence in them.

Section 3: The wider context of social work reform

3.1 The essential findings of the Task Force report in late 2009 remain the same. Social workers continue to have a significant role to play in protecting the children, adults and families they work with and empowering them to make positive changes in their lives. To be effective they need to be carefully selected, well trained and given good support and supervision as they develop their professional skills.

3.2 Constraints on public spending will continue to affect many services including social work. Local authorities, who employ around two thirds of all social workers, continue to have to make significant savings and very difficult decisions about the priorities and shape of their services. Nonetheless, they recognise the need to continue to invest in their staff through the social work reforms for the benefit of everyone involved in the system. The same is true of the private, voluntary and independent sectors. Our reforms aim to achieve financial savings in the medium and longer term through greater stability in the workforce and greater effectiveness. It may be possible for local authorities to gain efficiencies through wider reforms including the redesign of children's services as recommended by Professor Munro and in the adult sector through the Vision for Adult Social Care, and Think Local, Act Personal, which we refer to again below.

3.3 From 2012, the funding system for higher education and student support will also change. Government block grants for teaching will in the main be replaced by funding from student contributions. The Government will provide long term loans for both full and part time students to cover the costs of their degrees. The Government is consulting on reforming the social work bursary with the aim of improving the quality of graduates from social work qualifying courses and reducing and controlling expenditure. The organisations represented on the Social Work Reform Board will be responding to the consultation individually and you can find more information about the consultation on the Department of Health website. The College of Social Work will work with the administrators of the Social Work Education Grant to improve practice placements for social work students.

A Sector Led approach

3.4 The Board started its work under the previous Government but has been vigorously supported by the current administration with Ministers in the Department of Health, the Department for Education and the Department for Business, Innovation and Skills being particularly supportive. The Board's objectives fit well with the current Government's aim to put trust in professionals to do the job they trained to do and take pride in doing.

3.5 The Reform Board's objectives and products are also being taken into account by the sector led improvement programmes that are being rolled out across Councils'

children's and adults' services (known as "Towards Excellence For Children" and "Towards Excellence in Adult Social Care" respectively²). The Reform Board itself, the Boards that oversee the sector led programmes and other key stakeholders, such as The College of Social Work, are working together to identify the opportunities for driving further the implementation of social work reforms through an integrated and coordinated sector led approach.

3.6 The sector led programmes have arisen in the context of a reduction in the prescription from central Government through reducing central bureaucracy and ensuring proportionate regulation. They provide a clear opportunity for driving self-sustaining reform in the future. It is absolutely vital that children, families and adults, employers and managers of social workers have confidence in the skills and abilities of social workers and central prescription can no longer be the primary, let alone sole, source of such confidence.

3.7 The social work profession is beginning to establish a voice for itself and work with employers to create the conditions social workers need to give their best. Employers will always seek to recruit and retain the very best individuals to deliver a high quality service. The Professional Capabilities Framework, improved professional development opportunities and our Standards for Employers help employers and managers understand how to get the best from their social workers. They also provide a shared understanding of the expectations of a social worker's capabilities at different career stages. The same shared understanding also applies to the support social workers can expect from their employers. **Figure 2** below shows what the sector can expect from the reforms and also what the reforms expect from them.

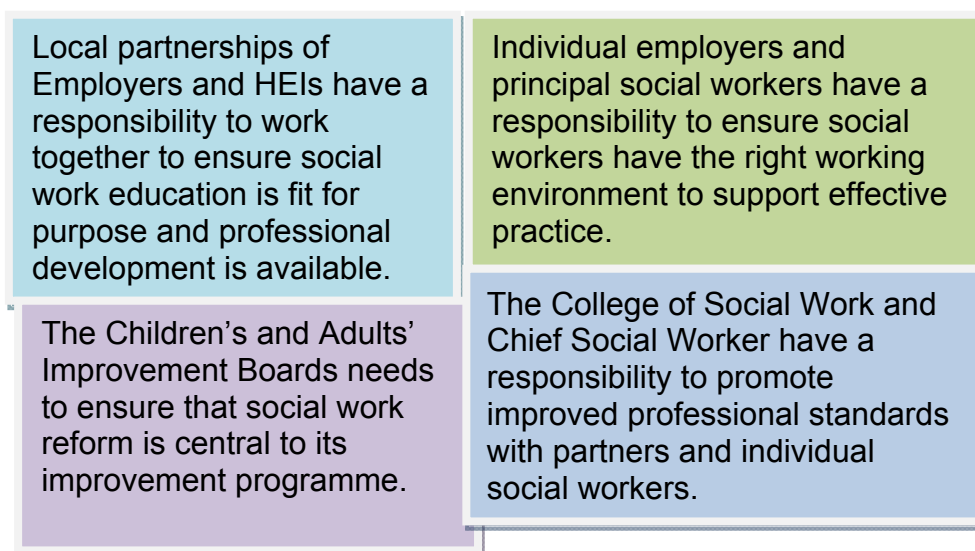


Figure 2 – What the reforms mean for the sector.

² The Children's Improvement Board (CIB) is driving the sector led improvement programme "Towards Excellence For Children" and is a partnership between the Association of Directors of Children's Services (ADCS), the Local Government Association (LGA) and the Society of Local Authority Chief Executives and Senior Managers (SOLACE). The CIB receives funding from the Department for Education to roll out its programme. The Adult Improvement Board is driving the sector led improvement programme "Towards Excellence in Adult Social Care" and is a partnership between the Association of Directors of Adult Social Services (ADASS) the Local Government Association (LGA) and the Society of Local Authority Chief Executives and Senior Managers (SOLACE).

Wider context of social work reforms: Adults

3.8 In 2010 the Government published the Vision for Adult Social Care which recognised the need to develop the confidence and competence of the profession. It also agreed to implement the recommendations of the Social Work Task Force, including the creation of a new College of Social Work. It recognised the changing role of social workers with an emphasis on personalisation and integration, and the increasing role of social workers in community development, supporting individuals and community groups to provide more care and support locally.

3.9 In 2010, 30 organisations representing the Adult Social Care Sector published “Think Local Act Personal” and committed to the need for change to some of the systems, processes, practices and cultures in social care delivery.

3.10 In 2011 the Law Commission published its review of adult social care law with a series of recommendations which are expected to lead to new legislation later in 2012.

3.11 These papers together set the foundation for the planned Care and Support White Paper which will be published shortly and will create a new context for social work practice with adults in the future. This will place social work firmly at the heart of adult social care. It will recognise the important role of social workers in promoting peoples’ independence, providing personalised services, and in upholding their human rights. It will also look at social workers’ contribution to the promotion of community development.

3.12 The move towards integrated delivery with health professionals, including mental health, and the move away from models of care management which emphasised form filling and targets above wider social work skills, creates real opportunities and challenges for social workers. Adults’ and children’s social work policy will continue to evolve, and this makes it important for social workers to be confident of their professional skills and be appropriately supported through ongoing professional development. It also makes it essential that employers and HEIs continue to work together to ensure that social work education and training properly prepares social workers for the work they are expected to undertake.

The Wider context of social work reform: Children

3.13 The Government has commissioned a number of reviews in the last two years on services affecting children and families which will have implications for social work reform. The Munro Review of Child Protection made 15 recommendations that, when taken together, will help reform the child protection system from one which is over bureaucratic to one that keeps its focus on children. Specific recommendations were made to create an environment where social workers would be able to focus on the needs of children, young people and families. Professor Munro also recommended that Government establish a new role of Chief Social Worker working across children’s and adult’s services. The Family Justice Board will be taking forward the recommendations of the Family Justice Review to reform the system to help strengthen parenting, reduce the time it takes cases to progress through the courts, and simplify the family justice system. The Department for Education recently published its Action Plan for Adoption

to speed up the adoption system in England and create a more effective and user-friendly adoption system, a system which is truly fit for purpose.

3.14 Professor Munro has recently published her update on the Government's progress on her recommendations. A copy of that report can be found at: www.education.gov.uk/childrenandyoungpeople/healthandwellbeing/safeguardingchildren/a00209245/munro-progress and other information on the Munro Review of Child Protection is available at www.education.gov.uk/munroreview/

3.15 Professor Munro's recommendations fit well with the work of the Social Work Reform Board. The work of the Board is designed to ensure that professionals have the skills and knowledge to allow the system to be more judgement based. Professor Munro called for the Professional Capabilities Framework, developed by the Reform Board, to develop specialist pathways for those working in child and family social work. She set out in her final report specific examples of how capability statements under the core framework for those working in child and family social work could be expressed. For example, under the domain for 'Knowledge' – "knowledge of child development and attachment and how to use this knowledge to assess a child's current development state". We hope that The College will consider whether, over time, specialist learning within the generic degree and pathways at post qualifying level for those working in child and family social work could be developed and that these might also be extended to other areas, including adult specialist areas. The College has already indicated that over time it will develop specific guidance on how capabilities should be expressed and evidenced for those working in specialist areas.

3.16 The national level social work workforce data Professor Munro recommended (vacancy rate, turnover rate, absence/sickness rate and percentage of posts filled by agency workers) will inform the supply and demand model, held by the Centre for Workforce Intelligence, which will in turn provide a local and national picture of social work capacity and workforce stability. Together these two things can be early indicators of factors that might affect the overall quality of service provision.

Wider context of system change

3.17 It is likely in the future that we will see the development of a wider diversity of providers of social work services, which will increase the need for strong professional accountability.

3.18 The Government has committed to having a Chief Social Worker in place by the end of 2012, as recommended by Professor Munro and recruitment is under way. The Chief Social Worker will advise Government on social work practice and the effectiveness of help being provided to children, families and adults. He/she will also promote the values and standards of professional practice with the public and the profession, and help to promote the improvement agenda.

3.19 We expect that each local authority will designate a Principal Child and Family Social Worker as recommended by the Munro review, and supported by the College of Social Work. These roles will play a key part in refocusing child and family social work. The Department of Health is also keen to explore the applicability of this model in adult services. We hope that these two groups of professionals would work together.

3.20 We hope the Chief Social Worker will work with Principal Social Workers and with The College of Social Work to take forward reform. We also recommend that the Chief Social Worker give thought to maintaining a strategic overview of social work through a stakeholder group. Such a group can build on the sector wide collaborative approach of the Reform Board.

3.21 Organisations that influence and support the delivery of social work are also changing. Some have ceased to exist, while The College of Social Work, which will play an important leadership role for the profession, has been launched. The Children's Workforce Development Council has closed with its key work transferring to either the Teaching Agency (for Early Years, Educational Psychology and Standards and Qualifications) or the Department for Education (Sector Leadership and Social Work). From 01 August 2012, the Health Professions Council (soon to be renamed the Health and Care Professions Council) will take over responsibility for the regulation of social workers in England from the General Social Care Council (GSCC).

3.22 As the Government and the sector works through how to take forward the recommendations from the Care and Support White Paper, Family Justice Review and Action Plan for Adoption there are likely to be further implications for social work. We hope that the lessons we have learned in the development of our reforms will underpin the Government's thinking.

3.23 The recent BBC documentary following social workers in Bristol in their day-to-day activities is the sort of media coverage that we would expect The College of Social Work will also encourage and support, as part of improving the public understanding of social work. We are pleased to see the "Fact files" that they recently published as introductions to different aspects of social work, aimed specifically at journalists. The "Fact files" are available from The College website at: www.collegeofsocialwork.org/media-centre/fact-files/

Section 4: Reforms in action

4.1 In December 2010, our One Year On report set out the nine tools and frameworks which the Board had developed to support the implementation of the Task Force's recommendations. Detailed information on each of the tools and frameworks covering what each one is, how it was developed, how it might be used by social workers and their employers and managers and how it fits with the other reforms are contained within annex B.

4.2 Over the last few months we have made considerable progress in developing the Assessed and Supported Year in Employment (ASYE). The ASYE has been built on the solid foundations of the preceding Newly Qualified Social Worker (NQSW) programmes. We are not, therefore, starting from scratch but carrying on with the well established principles of appropriate support, supervision and workload management with protected time for learning and development. The ASYE will provide a consistent standard (through the Professional Capabilities Framework, PCF) against which all new social workers' knowledge and capability can be objectively assessed at the end of their first year. Employers will be able to enrol their newly qualified social workers on the ASYE from September 2012. Both the Department for Education and the Department of Health will continue to monitor the development and delivery of the ASYE in its first year.

4.3 The College of Social Work will issue a certificate to social workers who successfully complete ASYE and will keep a national record of successful candidates. The College will also undertake quality assurance activity to ensure that the ASYE standards in the PCF remain fit for purpose. It will also provide feedback where necessary on suggested changes to the ASYE guidance to ensure it is also fit for purpose.

4.4 The Task Force's original intention had been that the ASYE would be linked to registration, with successful completion leading to a licence to practice. This is not how the scheme will be launched in September. Social Work graduates will continue to be eligible for registration as a social worker at the point they graduate. Registration will not be linked to successful completion of the ASYE. We chose early on in developing ASYE not to pursue the licence to practice because of the complexity of introducing new regulation but this may remain a longer term aspiration for the profession.

4.5 The ASYE will be available to graduates emerging from the present degree but it will have an even bigger impact for those who graduate from courses based on the new curriculum, which will be brought in from 2013.

4.6 The Board has also overseen the development of a training package for frontline managers. First line managers are consistently cited as vital to the development and confidence of practitioners. We have been pleased to see that the majority of those who took part in the project reported it as having a positive impact. The package offered individual training of social worker managers and aspirant managers in supervision skills and further funding to local authorities to embed good practice supervision. Early reports from the programme suggest that those participating felt more confident and proactive in their approach to supervision and would place greater emphasis on

reflection during supervision. Those participating also felt the social workers they supervise would feel better listened to and would gain greater confidence

4.7 We are also very pleased to see that Local Government Employers and the Trade Unions have now published social work job profiles and advice to local government employers on reviewing job evaluation outcomes for social workers. They also continue to support the Task Force's vision for a National Social Work Career Structure. The National Joint Council working group that produced benchmark role profiles has been reconvened to do further work on social work career development and monitor the use of the role profiles. You can find out more information about these on the Local Government Employers website www.lge.gov.uk/lge/core/page.do?pageld=15139572

The College of Social Work

4.8 At the beginning of this year, The College held its official launch and opened its doors to those wishing to become members. On 01 April, The College became fully independent from SCIE and is now a separate organisation. The College has been represented at the Reform Board throughout its development and continues to be represented as an independent organisation. The College has a key role in continuing to develop the reforms, working with the sector and in time the Chief Social Worker, to realise and embed the reforms. It has taken ownership of the Professional Capabilities Framework and the new approach to Continuing Professional Development, contributing to more than 100 conferences and events since January to promote these tools to employers and frontline social workers. It is helping to build partnerships between employers, universities and service users to maximise the impact of the reforms.

4.9 The College has had a difficult start and will face many challenges, one of which is to ensure that sufficient numbers of social workers join and participate in it. It is making good progress, having recruited nearly 10,000 prospective members. Since the start of April when The College began collecting financial details, well over 1,000 have converted to paying membership and the number continues to rise steadily. The sector must continue to work together to give the profession the single, coherent and loud voice it needs to have to ensure it delivers what the Task Force envisaged and what the profession needs. We are extremely grateful to everyone who has worked to set up the College and to those who continue to play a part in its development to become fully operational.

The reforms together

4.10 None of the reforms are meant to work in isolation. The Professional Capabilities Framework (PCF) provides the core of the reforms with self and employer-led development using the PCF at different points of a social worker's career. **Figure 3** below shows how the PCF and other tools and frameworks fit together throughout a social worker's career to illustrate the whole system approach of these reforms.

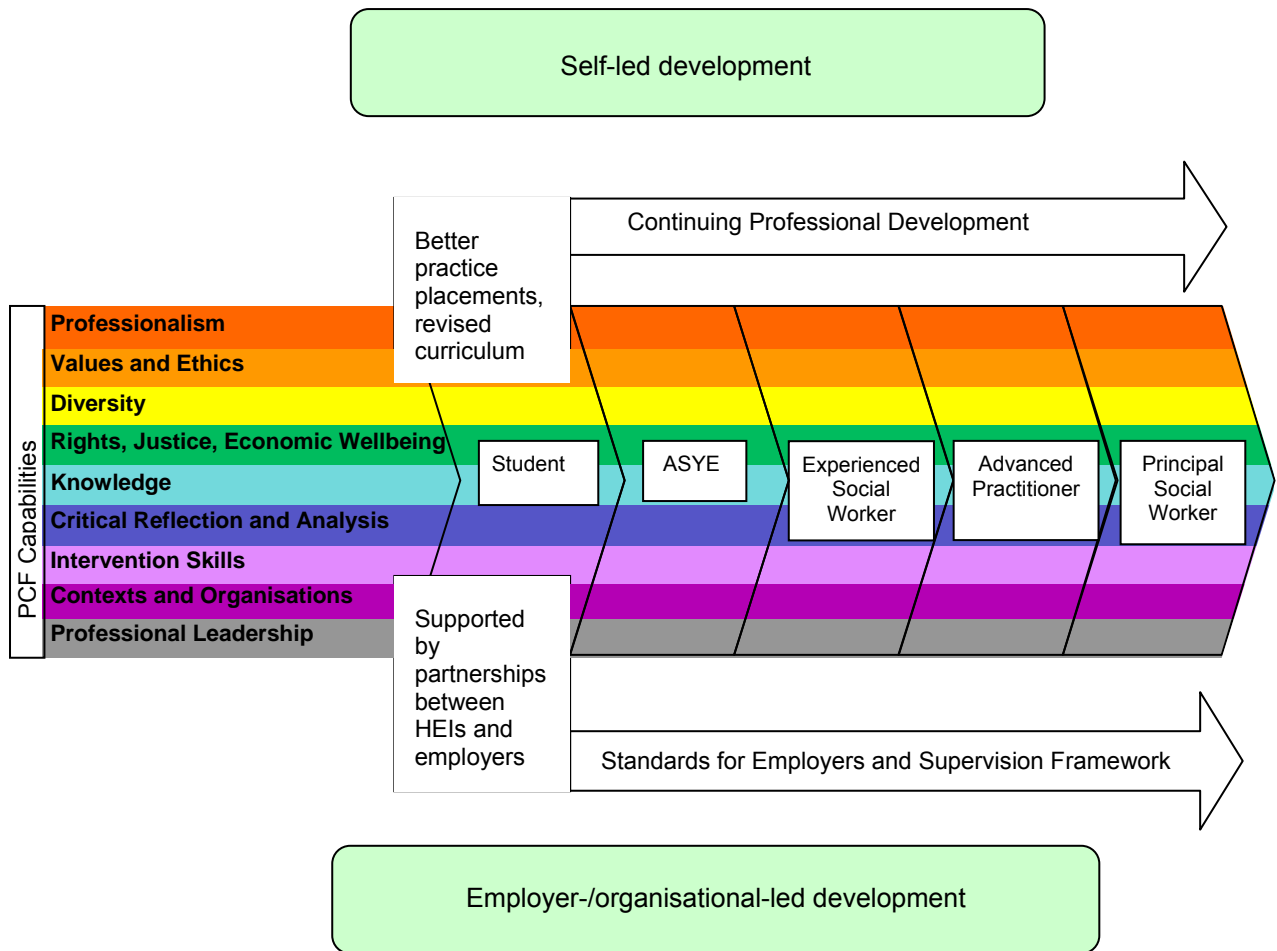


Figure 3 - How the reforms developed by the Social Work Reform Board fit together along the social worker journey.

4.11 The reforms to the social work degree will influence the way that social work students are selected, educated and prepared for joining the profession. The partnership principles between higher education and employers improve the quality and provision of practice placements and contribute to subsequent learning opportunities. The Standards for Employers and Supervision Framework sets out clearly the support and opportunities that employers and managers should offer social workers throughout their careers so that they can meet the expectations of them expressed in the overarching PCF. This includes access to continuing professional development in a range of forms, part of which takes place through regular and appropriate supervision.

What can you do now?

If you are a social worker, or you work in an organisation that employs, trains or educates social workers, some or all of the reforms will affect you. People from all parts of the social work sector were involved in the development and testing the tools and frameworks produced to improve the quality of social work. Now it is time to put them in to practice.

You can:

Find out more about each of the reforms. The main source of information for the tools and frameworks is now on websites of the new stewards:

For information on the education standards, the Professional Capabilities Framework, Partnership Principles and Continuous Professional Development go to www.collegeofsocialwork.org/ The College also offer workplace presentations and you should contact them directly for further information.

For information on the Standards for Employers and Supervision Framework go to www.local.gov.uk/home

For information on the Supply and Demand model go to the Centre for Workforce Intelligence at www.cfw.org.uk

Although still held by the Department of Health and the Department for Education, you can find information on the ASYE on the Skills for Care website at www.skillsforcare.org.uk/asye/

There are also a number of historical papers on our website, which you can access at www.education.gov.uk/swrb Our website will remain on the Department for Education's website until a point where key documents can be archived or transferred to other suitable websites.

Think about how the reforms would work in practice in your area or organisation. Use the self assessment check lists on what the reforms mean for social workers and the sector included in Annexes C and D to see how ready you are, as an employer, manager or social worker, for social work reform.

Get involved - try the tools and frameworks in your area to see how you can embed and develop the reforms locally.

Feedback on the progress of the reforms

4.12 We asked members of the Board for their thoughts on how the reforms have had an impact already in their areas and these were some of the answers we got.

What has been achieved in the first stage of social work reform is to put building blocks for the long-term viability of the social work profession in place, like The College of Social Work. The importance of these building blocks cannot be underestimated during tough times.

A focus on the whole of the social work workforce restoring some balance for adult social work.

We are using the PCF in mapping our baseline expectations of social workers and managers, our menu of development and training opportunities to practitioners and managers and in informing our leadership and management development strategy.

We have asked managers to invite their staff to self assess their capability in accordance with the PCF and for the managers to do the same. We intend to obtain a baseline of the skills within the workforce to inform the re-design of our service.

The developments of the new qualifying curriculum, recruitment and those relating to social work education have been lucid, direct and well targeted.

The Standards for Employers and supervision Framework has contributed to the drive towards sector-led improvement by providing a flexible self-assessment and development tool.

Employers Standards and Supervision case study

The West Midlands agreed to implement the standards for employers and supervision framework. Improvement and Efficiency West Midlands (IEWM) took responsibility for leading and coordinating this work through the Children's Programme, which runs through the Association of Directors of Children's Services.

What they have done so far?

They engaged local authorities in the Reform Board activity through targeted communications, starting with Chief Executives. This ensured buy in at all levels and strategic ownership of our implementation. From there they invited local authorities to participate in a working group; initially five signed up to attend but numbers grew and by the end 12 authorities out of 14 had participated in some form.

IEWM ran two meetings of the working group, developed a template for self assessment and ran a workshop looking in detail at the Standards for Employers. Participants welcomed the opportunity to work together on the standards and to share information about what they were doing to meet each standard, and what areas were proving challenging to address and evidence. As IEWM works across both Adults and Children's Services they were able to extend the offer across both service areas, and a number of Councils could confirm they were working across the full spectrum.

IEWM provided support and challenge to authorities' approaches to ensure that implementation plans were robust.

What have been the benefits so far?

There was greater collective knowledge across the region resulting from cross-fertilisation of experiences in individual authorities. The regional approach also achieved cost savings by reducing the time individual Councils took to fully understand and implement the Standards.

Section 5: Next steps for our Social Work reforms

5.1 The Reform Board has handed over the tools and frameworks it has developed to others who are now responsible for maintaining the momentum on delivery, with the exception of the Assessed and Supported Year in Employment. The table below provides a quick overview of next steps in development and/or delivery for each of the tools and frameworks.

Reform	Held by	Next steps
Professional Capabilities Framework (PCF)	The College of Social Work	<p>Development is continuing so the PCF covers all levels of social work. It is now complete from degree entry to the advanced level and is available on The College of Social Work website. Other work is taking place on developing advice to ensure there is a shared understanding of assessment, how the capabilities may be developed on different specialist areas of practice and to provide guidance on how the PCF can inform/support the careers structure. A key issue is to communicate to the sector and develop examples for specific groups and stakeholders of how the PCF can be used.</p> <p>The College has agreed to review the capabilities at the advanced and 'senior' level of the PCF to ensure they reflect the different career pathways available to social workers. The work is planned to be completed by September 2012.</p>
Standards for Employers and Supervision Framework	Local Government Association	The Standards for Employers and Supervision framework continue to be promoted to social work employers and managers through workshops and events. Work is currently underway to agree a process for evaluating the level of implementation and outcomes generated. Information will be sought from organisations in the voluntary, independent, private and statutory sectors.

<p>Continuing Professional Development (CPD)</p>	<p>The College of Social Work</p>	<p>The College of Social Work is developing an E-portfolio for members, which enables social workers to plan and record their CPD and its impact, to meet the new mandatory Health and Care Professions Council (soon to be renamed the Health and Care Professions Council) requirements for CPD. The portfolio will allow for action planning based on appraisal and supervision outcomes and may be used as a guide and support during supervision.</p> <p>The College aims to have an endorsement framework for post-qualification learning and development opportunities finalised by summer 2012. The scheme will include Masters awards as well as other flexible learning opportunities leading to higher education credits.</p> <p>Further guidance will be developed on how to link with appraisal and performance management and with corporate systems.</p>
<p>Strengthening the calibre of entrants to social work education and training. New criteria and processes for selection and admissions.</p>	<p>The College of Social Work</p>	<p>Detailed guidance on new criteria and processes for HEIs, potential students and careers staff is now available on The College of Social Work website at www.collegeofsocialwork.org/professional-development/educators/ Guidance for HE admissions tutors and partners on the new arrangements for the selection of students is also available at www.swapbox.ac.uk/1133/ HEIs will be encouraged to implement changes as soon as possible and for the 2013 intake at the latest.</p> <p>Partnerships will ensure involvement of employers, practitioners and service users in selection processes. The College are discussing ways of increasing the further involvement of young people, adults and carers in selecting students, and of addressing some of the identified challenges to participation, including further efforts to resolve payment.</p> <p>Through its endorsement scheme, the College will be monitoring the involvement of people who use services and carers in social work education and the recommendations made by the recent SCIE/TCSW document - SCIE Report 54: The involvement of users and carers in social work education: a practice benchmarking study; www.scie.org.uk/publications/reports/report54.asp</p>

<p>Education – changes to the social work degree.</p>	<p>The College of Social Work</p>	<p>From 2013, changes to social work degree curricular and practice placements will come in to effect, alongside the changes to practice learning and practice educator standards.</p> <p>The College of Social Work has recently published topic guidance on its website to inform curriculum design and delivery and the application of the Professional Capabilities Framework (PCF). This is together with guidance on partnerships between HEIs and employers for qualifying programmes. They will also publish final guidance on curriculum reform and practice learning standards in June 2012. These can be found at www.collegeofsocialwork.org/professional-development/educators/</p> <p>In addition, the Higher Education Academy in collaboration with The College will develop guidance on 'holistic assessment' against the PCF for initial education.</p> <p>The Health Professions Council (HPC) (soon to be renamed the Health and Care Professions Council) and The College will develop guidance on for the 'standards of proficiency' for social work should be understood in relation to the PCF at qualifying level.</p> <p>The College aims to have an endorsement framework for qualifying programmes piloted and finalised by summer 2013. The scheme will offer endorsement to undergraduate and Masters awards, leading to qualifications alongside HPC approval.</p>
<p>New arrangements for Practice learning Practice Learning Guidelines and Practice Educator Professional Standards</p>	<p>The College of Social Work</p>	<p>Final versions of the Practice Educator Standards and associated guidance are currently being completed and will be available on The College website by June 2012.</p>

<p>Partnership principles Role of partnerships in design and delivery, including provision of placements.</p>	<p>The College of Social Work</p>	<p>Resources to support partnerships are being developed. These will include case examples to demonstrate the range of partnership models, providing templates for written agreements and checklists of activities that may help partnerships deliver the expected outcomes. These will be available on The College of Social Work website when ready.</p>
<p>Assessed and Supported Year in Employment</p>	<p>Remains with Department for Education and Department of Health</p>	<p>From September 2012 all employers will be able to offer their newly qualified social workers the Assessed and Supported Year in Employment. For further information go to the Skills for Care website at www.skillsforcare.org.uk/asye/</p> <p>The scheme will be monitored and refined during the first year to ensure it meets the needs of both newly qualified social workers and their employers and managers. Links to the Employer Standards and the Professional Capabilities Framework will also be regularly reviewed.</p> <p>Development of assessment and quality assurance processes by the ASYE project team and The College will ensure that employers, assessors and graduates themselves are aware of the standards expected to achieve certification.</p>
<p>Careers Framework</p>	<p>Local Government Association</p>	<p>The Careers Framework is owned by the Local Government Association alongside the standards and supervision framework. Guidance will be developed that makes the links for social work professionals and employers to the other reforms and on how the framework can be used. A copy of the Careers Framework is given in Annex E.</p>
<p>Supply and Demand model</p>	<p>Centre for Workforce Intelligence</p>	<p>The Centre for Workforce Intelligence will continue to encourage more employers and partnerships to use the social work Supply and Demand model, gathering feedback from the users and updating the model as appropriate. Further information is available on the CfWI website www.cfwi.org.uk</p> <p>They will ensure that appropriate systems are put into place to collect the relevant data to feed into the model at a national and regional level.</p>

New challenges and next steps

5.2 The Reform Board has now completed the development phase of social work reform and has handed on much of its work to others in the sector. Government of course continues to have policy oversight for social work and for social work reform and will no doubt consult the Board where needed until the Chief Social Worker is in post later this year.

5.3 Many people beyond the formal Board membership have invested time and energy in developing our products and making them happen but there is so much more for the sector to do in owning and embedding reforms. It remains challenging to implement reforms in very difficult times and will be helped by all of those involved collaborating to retain a continued focus on the value of social work and the importance of a well trained profession. Sector led improvement will be more effective if it works in tandem with The College of Social Work and the Chief Social Worker and vice versa. We hope the spirit of the collaboration engendered by the Reform Board will endure.

5.4 Our website will remain on the Department for Education's website until a point where key documents can be archived or transferred to other suitable websites.

Membership of the Social Work Reform Board

The Social Work Reform Board met for the first time in January 2010 and is chaired by Dame Moira Gibb, who also chaired the Social Work Task Force. The member organisations on the Reform Board bring together representatives of social workers, employers, educators and service users to plan how, together, they can make reforms happen and report to Government on progress.

The work of the Social Work Reform Board has also been informed by the Social Workers' Reference Group, which ensured that the views and perspectives of social workers are at the forefront in developing the reform programme.

The following bodies send representatives to Social Work Reform Board meetings:

- A National Voice
- Association of Directors of Adult Social Services (ADASS)
- Association of Directors of Children's Services (ADCS)
- Association of Professionals in Education and Children's Trusts (Aspect)
- Association of Professors of Social Work (APSW)
- British Association of Social Workers (BASW)
- Children and Family Court Advisory and Support Services (CAFCASS)
- Children England
- College of Social Work
- Department for Business, Innovation and Skills (BIS)
- Department for Education (DfE)
- Department of Health (DH)
- General Social Care Council (GSCC)
- Health Professions Council (HPC) – to be renamed Health and Care Professions Council (HCPC) from 1 August 2012
- Higher Education Academy Subject Centre for Social Policy & Social Work (SWAP)
- Joint University Council – Social Work Education Committee (JUC-SWEC)
- Local Government Association (LGA)
- Local Government Employers (LGE)
- Mind

- NHS Confederation
- Shaping Our Lives
- Society of Local Authority Chief Executives (SOLACE)
- Unison
- Universities UK (UUK)

Government officials from the Devolved Administrations have observer status on the Social Work Reform Board and the following organisations also attend its meetings:

- Care Quality Commission (CQC)
- Children's Workforce Development Council (CWDC)
- Higher Education Funding Council for England (HEFCE)
- Ofsted
- Quality Assurance Agency (QAA)
- Skills for Care (SfC)
- Social Care Institute for Excellence (SCIE)

Professional Capabilities Framework– passed to The College of Social Work

Description including historical development and other links
<p>The Professional Capabilities Framework (PCF) is the framework against which social workers' plan their careers and professional development. The PCF sets out nine core capabilities, or domains of practice. At every stage of a social worker's career there is a statement of what is expected for each capability (at that point). The framework starts at student level and progresses through to advanced practitioner level.</p> <p>The framework is generic but the manner in which evidence is expressed can be specific to a particular work place or specialism. The capabilities were tested with a wide range of people, right across the social work sector, and at every level. The capabilities were developed from models used in other professions and in social work internationally, in particular the US model.</p> <p>The PCF is a 'living' framework and will develop as the profession develops. It is owned by The College of Social Work on behalf of the profession.</p> <p>The PCF applies to all social workers in England, in all roles and settings. For Social Workers in Wales, Northern Ireland and Scotland, National Occupational Standards for social work still apply.</p>
Aim and anticipated benefits of use
<p>The PCF sets out how a social worker's knowledge, skills and capacity are built over time. It will serve as a backdrop to both initial qualification and continuing professional development. It can be used by all social workers wherever they work and whatever level they work at. It is a professional, rather than occupational framework and therefore does not link to specific job titles or roles.</p> <p>The essence of the capabilities framework is to support judgements about readiness to progress in an holistic manner, but taking account of the detail of each capability rather than relying on a checklist approach which may miss or mask overarching concerns. It provides a common language to help social workers describe the capabilities they have and the support that they will need to develop and practice effectively.</p>
How might it be used and how does it fit with the other reforms
<p>Employers may choose to use the PCF, or parts of it, to support their own internal performance management processes, such as appraisal and training and development. They will be able to use the statements within the PCF to set out their expectations for social workers at each level and assess against them.</p> <p>Employers and managers will also use the Assessed and Supported Year in Employment (ASYE) capability statements within the PCF in assessing newly qualified social workers on the ASYE scheme. Students about to start on the ASYE scheme will use the ASYE competencies to prepare their personal development plan.</p>

Educators (both HE and practice) should use the PCF as the underlying framework for the curriculum in both the university and in practice settings to ensure that qualifying social workers reach the required outcomes to practice effectively and safely and to enter the ASYE year.

Social workers at all levels will use the PCF to self-assess their performance and plan their continuing professional development.

Implementing a new approach to Continuing Professional Development (CPD) – passed to The College of Social Work

Description including historical development and other links
<p>The Social Work Task Force recommended that systems to promote and support social workers to continue to develop throughout their careers were essential to maintain and improve social work practice, now and in the future.</p> <p>The new approach to CPD highlights the importance of professional development and supports social workers in meeting the new requirements of the regulator (www.hpc-uk.org/registrants/cpd). It gives priority to on-going learning and development, which social workers and their managers identified as important, and which is strongly endorsed in the Munro review. It will enable more flexibility and choice and promote organisational and personal responsibility for CPD. It emphasises that learning takes place in a range of different ways and encourages social workers and managers to decide learning objectives together and plan how to meet them. Employers are encouraged to work in partnership with other employers and HEIs to develop learning opportunities locally and to support CPD through commitment to the Standards for Employers and Supervision.</p> <p>The framework is aligned with the relevant levels of the Professional Capabilities Framework (PCF) and linked to the Careers Framework.</p>
Aim and anticipated benefits of use
<p>Raising standards of professional development and widening learning opportunities will improve social workers knowledge and practice, and should improve job satisfaction, recruitment and retention. Social workers have a professional responsibility to facilitate learning and development for themselves and others.</p> <p>The new framework will:</p> <ul style="list-style-type: none"> • provide the structure for all social workers to develop throughout their careers. It will enable gaps in knowledge to be identified and filled, and update and deepen knowledge, skills and analytical thinking to deal with increasingly complex and specialist work; • develop professional identity and confidence; • update and improve practice in line with research evidence; • improve public confidence in social work by improving practice; • support social workers to meet Health Professions Council (soon to be renamed the Health and Care Professions Council) threshold requirements for re-registration and undertake learning and development to a high professional level based on the PCF; • help to embed a learning culture within organisations and support the development of the next generation of workers through increased development of skills in mentoring, supervision and practice education; • support the development of a range of flexible learning opportunities, recognising that learning takes place in a range of different ways and circumstances,

including critical reflection, shadowing, learning from others and access to research as well as more structured training;

- encourage employers to build on the Employer Standards by working with other employers and training providers to develop joint learning opportunities; and
- encourage HEIs in partnership with employers to develop more flexible programmes and awards in line with the PCF, e.g. joint in-house courses, enabling access to Athens, library facilities, joint research activities and seminars; inviting social workers in to present and analyse their practice for students; thus meeting their own CPD.

How might it be used and how does it fit with the other reforms

Employers and social workers can jointly identify, plan and monitor learning and development needs through appraisal and supervision building on Standards for Employers and Supervision Framework.

Some employers are already using the PCF to reflect on current practice, align with improved supervision and identify learning needs and outcomes.

Social Workers will use CPD to demonstrate they are meeting the requirements for maintaining their registration. The College of Social Work has developed criteria to endorse training providers and formal CPD, as well as an online portfolio to plan, record and reflect on CPD.

Implementing SWRB reforms to improve the quality and consistency of qualifying social work education and training - passed to The College of Social Work

Description including historical development and other links

The education reforms focus on three core areas of the provision of social work qualifying education:

- strengthening the calibre of entrants to social work degree courses;
- a new curriculum framework, based on the Professional Capabilities Framework (PCF); and
- new arrangements for practice learning and placements.

Together these reforms should better prepare social work students to enter the workforce, and continue their learning through a new approach to Continuing Professional Development (CPD).

From 1 August 2012, the Health Professions Council (HPC, soon to be renamed the Health and Care Professions Council) will take over approval of social work programmes in England. Courses formerly approved by GSCC will remain approved until HPC visits have taken place between February 2013 and July 2015.

The College of Social Work will oversee development of and promote reforms to the social work degree (based on the PCF) taking account of the recommendations of the Munro Review.

The College will provide web based guidance on:

- new arrangements for admissions and selection;
- the application of the PCF in the design and delivery of the curriculum and in assessment;
- exemplars to encourage active learning and critical reflection, the development of professional decision making and the use of evidenced-based practice, and which reflect the values and ethics of social work;
- illustrative guides on key areas of the curriculum. Seven of these have already been developed on:
 - communication;
 - human growth and development (across the life-span);
 - mental distress and ill-health;
 - substance misuse;
 - neglect, violence and abuse of children and adults; and
 - behavioural/parenting problems for children and families.
- ensuring programmes are flexible and up to date, including recommendations to support the CPD of social work academics and practice educators;
- rigorous assessment processes and mechanisms to ensure suitability of students to work with vulnerable people;
- high quality placements opportunities, with new arrangements for practice learning, that include 30 days for skills development and criteria for the first (70

- day) and last (100 day) placements;
- guidance on partnerships between HEIs and employers; and
- national benchmark standards for practice educators.

Endorsement by The College of Social Work will provide the evidence that the reforms recommended by the Reform Board have actually been implemented in practice.

Aim and anticipated benefits of use

The aim of the reforms to social work education is to ensure that :

- degree entrants have the right mix of academic and personal qualities to succeed;
- social work graduates are well prepared to work safely and effectively and can meet HPC Standards of Proficiency and the qualifying level of the Professional Capabilities Framework.;
- degree programmes are based on shared and agreed expectations from employers, practitioners, HEI, the profession and Government;
- employers, service users and carers are fully involved in the design, delivery and assessment of courses; and
- high quality placements are supervised and assessed by practice educators who meet nationally agreed benchmark standards.

Together these will achieve greater consistency in the content, quality and outcomes of courses so that everyone can have confidence that social workers are the best prepared they can be to start work.

How might it be used and how does it fit with the other reforms

The degree affects and is affected by all other parts of the system needing to meet HPC threshold standards, the PCF, the Quality Assurance Agency (QAA) subject benchmark statement for social work and guidance agreed by the sector and held by The College of Social Work.

Partnerships ensure that the degree enables students to graduate with the skills and knowledge to work as effective practitioners. Established partnerships are negotiating their Memoranda of Cooperation and are together looking at how Social Work Degree courses will change.

The Professional Capabilities Framework (PCF) for social work qualifying education will support HEIs to identify and assess learning needs and outcomes. This enables students to understand how they can meet and demonstrate nationally agreed outcomes, thus improving consistency. It will also establish a clear link between the degree and the ASYE and ongoing professional development, building on personal development plans begun in the HEI.

The Standards for Employers and Supervision Framework– passed to Local Government Association

Description including historical development and other links
<p>The Standards for Employers and Supervision framework applies to all employers and managers and all social workers, including managers and student social workers.</p> <p>Key principles that the Standards recommends employers should put in place are:</p> <ul style="list-style-type: none"> • develop an accountability framework to monitor the effectiveness of social work practice – for example by adapting current governance frameworks to ensure social work service delivery; • use effective workforce planning systems to make sure that the right number of social workers, with the right level of skills and experience, are available to meet current and future service demands; • implement transparent systems to manage workload and case allocation in order to protect service users and practitioners; • make sure that social workers can do their jobs safely and have the tools and resources they need to practice effectively and confidently to assess risks and take action to minimise and prevent them; • ensure that social workers have regular and appropriate supervision; • provide opportunities for Continuing Professional Development, as well as access to research and practice guidance; • ensure social workers can maintain their professional registration; and • establish effective partnerships with higher education institutions and other organisations to support the delivery of the degree and continuing professional development. <p>The Framework sets out the key element of supervision as:</p> <ul style="list-style-type: none"> • quality of decision making and interventions; • line management and organisational accountability; • case load and workload management; and • identification of further learning, career development opportunities.
Aim and anticipated benefits of use
<p>The Standards and Framework set out shared core expectations of employers which will enable social workers in all employment settings to work effectively.</p> <p>Some of the anticipated benefits of implementing the standards are:</p> <ul style="list-style-type: none"> • Consistent outcomes for children, adults and families through high quality supervision for social workers leading to high quality decisions from social workers. • Reduced turnover of social workers by providing a highly supportive environment. • A clear framework for undertaking effective supervision, with identification of key

elements as well frequency and environment.

- A system will be in place to plan for future workforce demands, ensuring that the organisation is aware of its need for social workers and has appropriate plans in place to ensure that it is able to meet service demand.

How might it be used and how does it fit with the other reforms

The Standards for Employers and Supervision Framework require employers to monitor their organisational performance against the framework, set a process for review and, where necessary, outline their plans for improvement.

It underpins many of the other reforms. Support and supervision are key elements of the Assessed and Supported Year in Employment and for social workers in general, whether newly qualified or not. Employers and social workers will use the standards to understand what the expectations are around partnership working, Continued Professional Development and workforce planning (using the Supply and Demand Model).

Social Work Supply and Demand Model – passed to the Centre for Workforce Intelligence

<p>Description including historical development and other links</p>
<p>A key area identified in the Social Work Task Force report 'Building a safe, confident future' was to develop a forecasting model for social worker supply and demand.</p> <p>There was no national or local model for analysing or forecasting social worker supply and demand, and there was a lack of detailed information on the characteristics of the workforce, on key trends such as vacancy rates, and on the number of social workers needed locally and nationally.</p> <p>As a consequence, workforce planning has been severely constrained. This has also had a negative impact on the planning of education and training. A model was clearly needed for forecasting supply and demand for social workers based on reliable and high quality information.</p> <p>The Social Work Supply and Demand group have worked with the expert input from the Centre for Workforce Intelligence (CfWI) to develop a supply and demand model. The model is currently being hosted by the CfWI. The CfWI will support the implementation of the model to be used at a local level and the national workforce analysis. Training and guidance is being provided by the CfWI to ensure smooth implementation as well as further refinements of the model following feedback of its use.</p> <p>The model offers employers and partnerships the opportunity to work together on long terms strategic workforce planning.</p>
<p>Aim and anticipated benefits of use</p>
<p>The key benefit of using a local social work supply and demand model is that employers and HEIs can work together to plan workforce needs. Employers will be able to identify key issues that their organisations may be facing, e.g. an aging social work workforce or changing workforce priorities and thus make plans to ensure that suitable action is taken to mitigate against the circumstances. Employers and HEIs can work together to plan the number of newly qualified social workers that they may need, using the forecasting model.</p> <p>Nationally the model can be used to have an overview of social work workforce issues to inform national organisations and Government in planning.</p>
<p>How might it be used and how does it fit with the other reforms</p>
<p>Employers can use the model to support the Standards for Employers in ensuring that appropriate workforce planning systems are in place. It is expected that the model will most usefully be used in partnership at a local level between employers and HEIs. Employers and HEIs can use the model to discuss and plan workforce demand and put in place suitable measures to address the key issues generated by the model. The model will provide data at a national level to inform planning and policy development In national workforce planning organisations, and Government departments.</p>

The Assessed and Supported Year in Employment

Description including historical development and other links

An Assessed and Supported Year in Employment (ASYE) for newly qualified social workers (NQSWs) was recommended by the Social Work Task Force in their final report. In January 2012 the Social Work Reform Board (SWRB) confirmed that the ASYE will begin in September 2012 and will succeed the existing Newly Qualified Social Worker Programmes.

The ASYE will have many of the same principles as the NQSW programmes and at the start of the ASYE the employer and the NQSW will complete a learning agreement which will describe how the employer will support the NQSW through the following:

- **reflective supervision** - at least weekly for the first six weeks of employment, then at least fortnightly for the remainder of the first six months, and a minimum of monthly thereafter
- **workload** – normally over the course of the year 90% of what is expected of a confident social worker in the same role in their second or third year of employment, weighted over the course of the year by things such as case complexity, risk and growing proficiency
- their **personal development plan**
- **protected time for personal development**, which normally equates to 10% over the course of the year.

The NQSW will commit to their own professional development.

ASYE will be carried out in an employment context and is a measure of professional capability. NQSWs will be holistically assessed against ASYE specific capability statements within the Professional Capabilities Framework (PCF). With the support of their employers, NQSWs will need to show that they have met these capability statements. Rather than focussing on a “single point” of assessment, evidence will be built up and reviewed over the year to show sufficiency in a range of essential skills, knowledge and values that cover the whole of the PCF at ASYE level. The assessment process should demonstrate progression throughout the year.

Employers will be responsible and accountable for their assessment decisions and the outcomes. They will also need to make arrangements for resolving appeals and complaints. Guidance will be available to support employers in making decisions. The College of Social Work will hold a list of and is planning to issue a certificate to those who have successfully completed the ASYE. The College of Social Work will also establish quality assurance arrangements to ensure that the capabilities and assessment process are fit for purpose, and employers are supported to maintain high standards of assessment.

Aim and anticipated benefits of use

The aim of the ASYE is to ensure that NQSWs receive consistent support in their first year of employment so that they are able to become confident, competent professionals.

The anticipated benefits of the ASYE are:

- employer and service user confidence in the capability of social workers at the end of their first year in employment;
- sector-wide consistency in what social workers know, understand and are able to do at the end of their first year in employment;
- sector-wide consistency in the support NQSWs receive to enable them to develop their professional capability; and
- commitment among NQSWs to their own future continuing professional development.

How might it be used and how does it fit with the other reforms

ASYE should be implemented alongside other SWRB reforms, such as the Professional Capabilities Framework, Standards for Employers and Supervision Framework and proposals for partnership working and continuing professional development (CPD). It is the first step in career-long professional development.

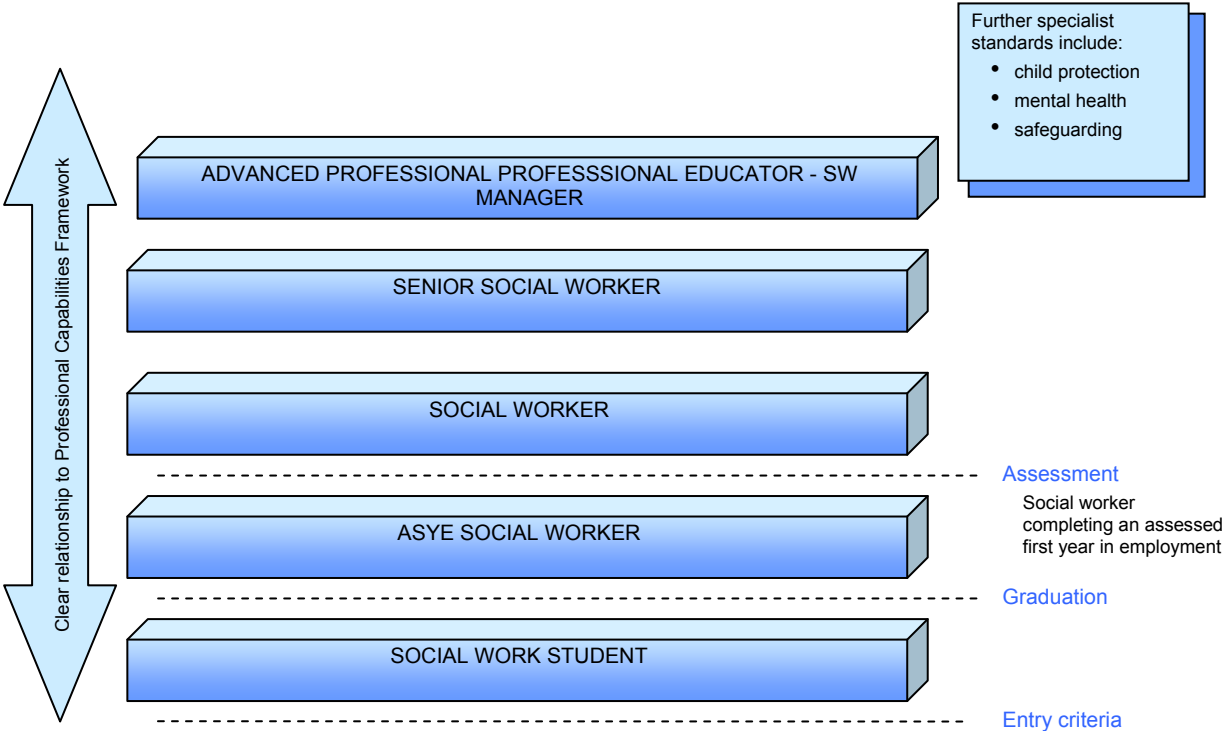
Annex C - Self assessment check list - Employer

	No we haven't thought about that yet	We're not there yet but we're preparing	Yes we're doing that
Using the Employer Standards and Supervision framework.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
From September - Offering the Assessed and Supported Year in Employment (ASYE).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
From September - Using the ASYE capability statements to help our newly qualified social workers create their first personal development plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Local authorities only - Designating a Principal Child and Family Social Worker.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using the Supply and Demand model to plan local workforce needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Annex D - Self assessment check list – Social Worker

	No I haven't thought about that yet	I'm not there yet but I'm thinking about it	Yes I'm doing that
As a social work student I'm using the Assessed and Supported Year in Employment (ASYE) capability statements to think about my first personal development plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
From September – Social work students – taking part in the ASYE.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using the Professional Capabilities Framework (PCF) to self assess and prepare for the performance management processes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Undertaking the new approach to Continuing Professional Development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using the Careers Framework and PCF together to plan career progression.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Annex E - Career Framework



You can download this document online at: www.education.gov.uk/swrb

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