

RAISING EXPECTATIONS

Adult Social Work



**Continuous Professional
Development**
NOVEMBER 2024

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**The wording in this publication can be made available in other
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Introduction

Local Government Association Standards 2020

Why do we need the standards for employers?

Good social work can transform people's lives and protect them from harm. In order to achieve consistently high-quality outcomes for service users and their carers, social workers must have and maintain the skills and knowledge to establish effective relationships with children, adults, families, and professionals in a range of agencies and settings, and be the key connectors in communities.

Employers should implement a whole systems approach to supporting the social work profession. These Standards set out the key components of whole systems approaches, and employers can use them to enhance their reputation as a service provider and employer by helping to develop a working environment where social work practice and social workers can flourish, in turn supporting recruitment and retention.

What are they?

These are standards, which set out the shared core expectations of employers which will enable social workers in all employment settings to work effectively and safely. These expectations can be used within self-regulation and improvement frameworks for public services and by service regulators. All employers providing a social work service should establish a monitoring system by which they can assess their organisation's performance against this framework, set a process for review and, where necessary, outline their plans for improvement.

Strategic lead social workers/principal social workers must understand and manage the organisational responsibility across all standards. Employers should ensure their systems, structures and processes promote equality and do not discriminate against any employee. Who do they apply to?

The standards are relevant to all employers of social workers. They relate to all registered social workers employed within an organisation, including managers and social work students. It is expected that these standards will be relevant in all settings and however social workers are employed as well as applying to social workers within the education and training sector.

Introduction

Standard 6 – Continuing professional development (CPD)

This standard is about social workers being provided with the time and opportunity to learn, keep their knowledge and skills up to date, and critically reflect on the impact this has on their practice. Social Workers are required to demonstrate this learning as part of their regulatory requirement to meet Social Work England's professional standard relating to CPD.

Employers should provide opportunities for regular and effective CPD, it is the reflection and learning activity that social workers undertake throughout their career to maintain and improve their practice. It is an important part of a social worker's professional standards. By undertaking and recording CPD, a social worker demonstrates to the public, their regulator and their employer that they uphold those professional standards. It is important that employers provide their social workers with time and opportunities to carry out regular and effective CPD, fostering an open learning culture where social workers are supported through supervision to carry out learning activities that they feel benefit them and their practice.

Supporting staff development

All employers should:

- have effective induction systems for all social workers
- put in place tailored support for newly qualified social workers through an assessed and supported year in employment (ASYE) programme, including protected development time, a managed workload, tailored supervision and personal development plans
- have an appraisal or performance review system which assesses how well professional practice is delivered, that includes the feedback of people with lived experience of the social worker's practice and identifies a learning and development plan to support the achievement of objectives
- provide dedicated time, resources, opportunities and support for social workers to carry out CPD and record their learning in line with regulatory requirements
- have fair and transparent systems to enable social workers to develop their professional skills and knowledge throughout their careers through an entitlement to formal and informal CPD, specialist training and development as appropriate
- provide support and information to enable social workers to progress through post-qualifying specialist training and access national funded development and support programmes that will allow them to develop their knowledge, skills and practice and, in some cases, annotate their registration to reflect a specialism
- encourage social workers to work towards and maintain professional accreditation where it is available
- encourage social workers to think creatively about their CPD activity, consider learning they already undertake, online resources, and to draw from their work towards post-qualifying frameworks and accreditations
- encourage social workers to plan, reflect on and record learning activity, including logging CPD on their Social Work England online account
- ensure that coaching and action learning opportunities are core components of the CPD offer to social workers
- encourage social workers to consider their ethics and values in relation to their practice and emphasise the importance of reflecting on the impact of their learning.

CPD Available to Social Workers

GROUP SUPERVISION

Aims of the course

By the end of the training, you will:

- Know what group supervision is and the benefits and pitfalls.
- How establish best practice in group supervision
- Have understood different models of group supervision

You will do this by:

- Discussing the different approaches to group supervision
- Considering supervision agreements and how they can lay the foundation of good group supervision
- Testing out different models of group supervision.

Delivery

½ day sessions

Attendance requirements

Any member of staff with supervisory responsibility

REFLECTIVE SUPERVISION

Aims of the course

By the end of the training, you will:

- Know what the benefits as well as the requirements of reflective supervision are
- Build confidence in preparing for, undertaking and evaluating reflective supervision

You will do this by:

- Discussing the different approaches to group supervision
- Considering supervision agreements and how they can lay the foundation of good group supervision
- Testing out different models of group supervision.

Delivery

½ day sessions

Attendance requirements

All Staff

CPD Available to Social Workers

ANTI-RACIST PRACTICE & SUPERVISION

Aims of the course

By the end of the training, you will:

- Know what the benefits as well as the requirements of reflective supervision are
- Build confidence in preparing for, undertaking and evaluating reflective supervision

You will do this by:

- Discussing the different approaches to reflective supervision
- Considering supervision reviews and agreements and how they can lay the foundation of good group supervision
- Testing out different models of reflective supervision.

Delivery

½ day sessions

Attendance requirements

Any member of staff with supervisory responsibility

CPD Available to Social Workers

PRACTICE EDUCATOR Stage 1 – 5 days

Day 1 – Preparation

Day 2 – Theory & Supervision

Day 3 – Values

Day 4 – Assessment

Day 5 – Practice Standards & Reporting

Aims of the course

- To enable participants to facilitate and support social work practice learning
- To enable learning and professional development in practice by introducing key ideas, concepts and theories about adult learning.
- To prepare participants for the assessment of student social workers in practice
- To enable participants to organise opportunities for the demonstration of assessed competence in practice
- To enable participants to understand the importance of an anti-oppressive practice framework to social work practice learning
- To introduce participants to the strategies, support and formal processes to be used should any difficulties arise during practice learning

By the end of the training you will:

- Undertake the preparation for, management, and assessment of a Practice Learning placement, reflecting on and critically evaluating learning from this process.
- Explain, critically explore and apply principles of Adult Learning in the setting of a Practice Learning Opportunity
- Assess the student against a capability-based framework and critically analyse the effectiveness of this process.
- Offer critically reflective supervision to student learners in applying relevant aspects of social work theory to their practice, and in analysing the impact of this on their practice.
- Analyse, explore and critically reflect on, the role of practice educator in the agency and organisation setting and using the Practice Educator
- Use the Professional Standards (PEPS) continue to analyse, critically reflect on, evaluate, and develop their own practice as a Practice Educator.

Delivery

5 x 1 day sessions

Attendance requirements

Must have agreed to take a student social worker on placement prior to undertaking the training

Must be a qualified adult social worker, with at least two years relevant experience and registered with SWE

CPD Available to Social Workers

PRACTICE EDUCATOR Stage 2

Aims of the course

- Recap on Practice Educator Stage 1
- Outline requirements of the Practice Educator Standards Stage 2
- Discuss contents of the Practice Educator Stage 2 portfolio

Delivery

½ day sessions

Attendance requirements

Staff who are working towards the PE2 Qualification;
staff at PE1 who have had a break in supporting a student

THE CARE ACT 2014

This course will give you information and understanding of;

- 1.Key principles of the Care Act 2014
- 2.Needs assessment and support planning
- 3.Financial Assessments and Charging
- 4.Continuity of Care
- 5.Ordinary Residence
- 6.Care Act Advocacy
- 7.Safeguarding

Delivery

½ day sessions

Attendance requirements

All social care staff in Adult Services

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UNCONSCIOUS BIAS

This course will explore unconscious bias and the impact it can have on people.

This course is delivered by Hari Sewell, who is a social worker by background with over 20 years' experience. He is the author of books such as 'Working with Ethnicity, Race and Culture in Mental Health: A Handbook for Practitioners' and 'The Equality Act 2010 in Mental Health'.

Delivery

½ day sessions

Attendance requirements

All social care staff in Adult Services

THE MENTAL CAPACITY ACT 2005

Aims of the course

The training session will provide an overview of the Mental Capacity Act 2005 and how it applies to adult social care practice. It will assist staff in recognising good practice and developing confidence to work within the scope of the Act.

It will cover:

- The 5 Principles of the Act
- When and why capacity is assessed? Who assesses capacity? How mental capacity is assessed?
- Best interests decision making
- Common ethical issues and challenges in mental capacity assessments and best interests decision making
- Recording your work

Delivery

½ day sessions

Attendance requirements

All social care staff in Adult Services

CPD Available to Social Workers

WORKPLACE SUPERVISOR TRAINING

Aims of the course

By the end of the training, you will understand:

- what students are expected to learn whilst on placement within the wider context of the Social Work degree
- how to plan of the learning opportunities for a student
- how to prepare for the placement
- the role of the Workplace Supervisor (WPS) and the off-site Practice Educator (PE)
- how to gather evidence
- deal with problems

Delivery

½ day sessions

Attendance requirements

Any member of staff who is acting as a WPS alongside a PE

ORDINARY RESIDENCE

Aims of the course

The course content will include information on;

- The Care Act 2014
- Local Authority Duties
- When to establish ordinary residence
- Establishing Ordinary Residence
- Determining Ordinary Residence – Shah Test
- Ordinary Residence for those who lack capacity to decide where to reside
- MCA refresh
- Case Study – “Mary”

Delivery

½ day sessions

Attendance requirements

All social care staff in Adult Services

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SECTION 117 AFTERCARE

Aim:

After completion of this half-day course, participants will be sufficiently familiar with the provisions of the amended section 117 of the Mental Health Act 1983 to understand the duties that apply and their practical application, noting particular the decision in the case of Worcestershire County Council v Secretary of State for Health & Social Care (22.03.21)

Objectives:

By the end of the session learners will be able to:

- Express their knowledge of who is eligible for section 117
- Recognise what has been decided in recent case law
- Explain the definition of 'ordinary resident' and what services constitute after-care
- Apply the guidance in the Mental Health Act Code of Practice and the Reference Guide
- Review Section 117 Mental Health Act 1983 through Section 74 and Section 75 of the Care Act 2014 and relevant case law.
- Understand ADASS guidance and advice in the updated Care and Support Statutory Guidance 2021 to identify the practice challenges for Social Workers and allied professionals generally.

Delivery

½ day sessions

Attendance requirements

All social care staff in Adult Services

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ASYE ASSESSOR – 4 courses

Day 1 – The role of the assessor

Aim: Learn about the different responsibilities of the role of the ASYE assessor.

Objectives:

By the end of the session learners will:

- Have knowledge of the role of the assessor
- Be able to develop a range of activities in which an NQSW can meet the stages of the KSS
- Have an understanding of how the assessor's role fits in to the ASYE programme

Day 2 – Reflective Practice

Aim: Develop skills and knowledge around reflective practice and supervision as part of the assessor role.

Objectives:

By the end of the session learners will:

Understand some of the different theories of how adults learn

Understand the different elements of reflection

Have knowledge of reflective supervision tools and how to use them with the NQSW

Day 3 – Assessment & Report Writing

Aim: Develop skills and knowledge around assessing NQSWs on the ASYE programme and compiling the Record of Support and Progressive Assessment (RSPA)

Objectives:

By the end of the session learners will:

- Understand what can be used as evidence of the NQSWs progression
- Understand how to support the NQSW to demonstrate the evidence of their progression
- Be able to compile a report that outlines the NQSWs progression based on evidence and offers guidance on future development.

Day 4 – Concerns & Support Plans

Aim: Learn what to do if an NQSW is not on course to pass the ASYE

Objectives:

By the end of the session learners will:

- Recognise the different elements that may be impacting on the NQSW passing the ASYE
- Be able to develop a plan to understand the learning needs of the NQSW and assign tasks to enable the needs to be met
- Have an understanding of the processes involved if an NQSW fails the ASYE

Delivery

½ day sessions

Attendance requirements

Any member of staff who is acting as an ASYE Assessor for a NQSW

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SAFEGUARDING LEGAL LITERACY – 5 webinars

Webinar 1 – The Legal Basis of Adult Safeguarding Interventions

To refresh knowledge and ensure a secure foundation for legal literacy in Safeguarding Adults.

Topics covered:

- The s.42 duty
- Human Rights
- Proportionality
- Duty of Care
- The relevance and use of the Mental Capacity Act

Webinar 2 – Making Legally Literate Decisions in Safeguarding Adults

To provide a step by step guide to how to make legally literate decisions in the context of Safeguarding Adults work.

Topics covered:

- Identifying a full range of options
- Evaluating options
- Lawfulness
- Necessity
- Proportionality

Webinar 3 – Safeguarding Options around the Adult at Risk

To refresh and update knowledge of lawful options for Safeguarding adults at risk.

Topics covered:

- Refusal to engage
- Executive capacity
- Self-neglect
- Families, relationships and risk
- Coercion and undue influence

Webinar 4 – Safeguarding Options around Alleged Perpetrators

To refresh and update knowledge of lawful options for Safeguarding adults via actions towards persons alleged to have caused harm.

Topics covered:

- Criminal prosecution
- Civil options
- Options in particular situations
- Sharing and disclosing information

Webinar 5 – Multi-Agency Working in Safeguarding

To refresh and develop legal literacy around multi-agency working in the

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Safeguarding Adults context.

Topics covered:

- The legal basis of collaboration and co-operation
- Information sharing between agencies
- Responsibility and accountability in decision making
- Resolving disputes and disagreement (including the role of the SAB and professional challenge)

Delivery

½ day sessions

Attendance requirements

Any member of staff who is acting as an ASYE Assessor for a NQSW

DEVELOPING RELATIONSHIP CENTRED PRACTICE

In this course, you will learn:

- How to express your values and ethics in your interactions with others
- How to develop authentic relationships that support social inclusion and meaningful belonging
- How to support people's well-being and happiness through holistic and strength-based practice
- How to facilitate learning opportunities that enhance resilience and empowerment
- How to create positive experiences in the everyday that enable independence and inter-dependence

Delivery

6 x ½ day sessions

Attendance requirements

All NQSW staff – mandatory part of ASYE Programme

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VOICEABILITY

This is a presentation from the advocacy agency, VoiceAbility.

The session will include;

- Who are VoiceAbility?
- What is Advocacy?
- The different types of Advocacy
- The impact of Advocacy
- Working collaboratively

Delivery

½ day sessions

Attendance requirements

All social care staff in Adult Services

BEST INTEREST ASSESSOR

Students will explore, and gain the ability to work lawfully within the Mental Capacity Act 2005 (MCA), the Mental Health Act 1983 (MHA), the Deprivation of Liberty Safeguards (DoLS, MCA 2005), and their respective codes of practice, and the Human Rights Act 1998 (HRH).

The course is underpinned with a person-centred approach, ensuring services users who may lack the capacity to make decisions about their care or treatment, and who may be deprived of the liberty, are involved in the process.

Delivery

As advised by training provider

Attendance requirements

Via an application process; must be at least 2 years qualified and registered with SWE, and in practice

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APPROVED MENTAL HEALTH PROFESSIONAL

Course Outline

Module 1 – Approved Mental Health Professional Practice

This module will help prepare you for the role of the Approved Mental Health Professional (AMHP), giving you the ability to appraise, and apply, relevant legislation, policy, theory and research to complex and challenging assessments

Module 2 – Mental Health Law and Policy

Gain an in-depth understanding of mental health legislation and its application in practice. This module includes up-to-date and practical applications of the Mental Health Act and related legislation, with the key focus centring upon the role of the AMHP and the requirements set down by the HCPC and the statutory regulations.

Module 3 – Perspectives on Mental Distress

1. This module will introduce you to the numerous approaches to understanding mental disorder and how they are utilised in practice. You will examine how approaches to mental health (disorder) have developed from large institutional approaches to the present-day community care, and you will consider the effect that historical and current policies have had within the mental health system.

Delivery

As advised by course provider, which will include a placement with CMHT

Attendance requirements

Application process

ANTI-RACISM & ANTI-RACIST PRACTICE

Aims of the course

This is a participatory course delivered by Hári Sewell, that delves into the history and legacy of racism as an ideology and systemic and structural process, distinct from racial discrimination.

Delivery

½ day sessions

Attendance requirements

All social care staff in Adult Services

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RISK ENABLEMENT FRAMEWORK

This course will consider what is meant by positive risk and how risk is assessed. It will consider what follows, how risk is managed and consider how it relates to the legislation and statutory guidance. The course will cover linking risk assessments and risk management plans to needs and capacity assessments.

Objectives:

By the end of the session learners will:

- Know what risk assessment and risk management is
- Understand the purposes of the Risk Enablement Panel
- Understand the procedure and new pro-formas about risk assessment and applying to Risk Enablement Panel

Delivery

½ day sessions

Attendance requirements

All social care staff in Adult Services

COMPLAINTS TRAINING FOR ADULT SOCIAL CARE

This course is for managers who are likely to undertake complaints investigations. Managers are also likely to be best placed to speak with a complainant and hopefully deescalate if the issues can be resolved there and then. As well as understanding the new complaints process in ASC, attendees will understand what makes a good complaints response, and some things to avoid.

Objectives:

By the end of the session learners will:

- Know the new procedure in Bradford ASC for managing complaints
- Know how to possibly avoid complaints being made
- Know what makes a good complaint response
- Know how to avoid the complainant feeling the need to apply to the Ombudsman
- Know how we can learn from complaints to prevent the same thing from happening again

Delivery

One-hour sessions

Attendance requirements

All Managers across Adult Social Care

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ADULT SOCIAL CARE PRACTICE MODEL

ASC have signed off on a Practice Model built of five practice principles, that helps enable people to be healthy, happy and at home wherever possible. The course will walk staff through the model, reference legislative frameworks, such as Care Act (2014) and the Human Rights Act (1998).

The aim of the course is to enable practitioners to practice in a manner that reflects the model in everything they do.

Objectives:

By the end of the session learners will:

- Know what the Practice Framework is
- Know how to ensure their practice is in association with the model
- Have advanced understanding of our approach and work with Carers

Delivery

½ day sessions

Attendance requirements

All Practitioners across Adult Social Care



RISK ENABLING



VALUES BASED



STRENGTHS BASED



LEGAL LITERACY



RIGHTS BASED

