

Continuing professional development pathway for
**Social Workers Working with
Adults with Learning Disability**



Department
of Health &
Social Care

BASW
England

The professional association for
social work and social workers

Introduction

This Continuing Professional Development (CPD) Pathway for social workers working with adults with learning disability is an innovative and practice-focussed post-qualification training framework, which is underpinned by principles of co-production. Commissioned by the Department for Health and Social Care, it has been developed following extensive consultations with social workers, people with lived experience, employers, and academics, to identify the capabilities required for rights-based social work practice with adults who have learning disability.

This Continuing Professional Development Pathway should be read in conjunction with the Capabilities Statement for Social Workers working with Adults with Learning Disability (2019)¹ which outlines the necessary knowledge, skills and values for effective social work practice. The Pathway encompasses the Professional Capabilities Framework (PCF)² which is the profession-owned, overarching framework of social work education and professional development in England as pictured below alongside supporting social workers to meet the expectations of the Chief Social Work for Adults in England’s Knowledge and Skills Statement for Social Workers in Adult Services³.



¹ www.basw.co.uk

² <https://www.basw.co.uk/professional-development/professional-capabilities-framework-pcf>

³

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/411957/KSS.pdf

Explaining Continuing Professional Development

*Continuing Professional Development (CPD) is the way in which registrants continue to learn and develop throughout their careers so they keep their skills and knowledge up to date and are able to practice safely and effectively.*⁴

Social workers require CPD for regulatory and ethical reasons. In England, in order to maintain their registration and legal title, social workers need to demonstrate their participation in regular CPD activities. However, there is also an ethical aspect of CPD, based on the premise that *in order to make positive impact for people with lived experience, social workers need to be trained in current knowledge and skills.*

An underpinning principle of this Pathway is that social workers should engage in lifelong learning and reflective practice. Furthermore, as social workers are required to evidence their CPD activities, they need to keep records and reflect on how they can demonstrate the positive impact of their learning.

Components of CPD

CPD includes trainer-led activities and self-directed learning – *it is about the content of the learning rather than how it is delivered.* It can include:

- Training facilitated by an approved trainer, a colleague, or person with lived experience
- Receiving formal and informal feedback from people who use services
- Self-directed learning through podcasts, videos, reading (for example, research articles, books, case records)
- Group supervision and peer-supported learning
- Online and web-based learning
- Insights gained from (self) reflection and evaluation
- Shadowing and observing colleagues and allied professionals
- Attending conferences

Employers should recognise the multiple sources and forms of learning and provide enabling CPD environments by ensuring access to learning opportunities.

⁴ www.hcpc-org.uk/cpd/what-is-cpd/

Principles of the Continuing Professional Development Pathway

- People with lived experience of learning disability should be integral to planning, commissioning, and delivery of CPD programmes. This can be achieved by employers consulting them, social workers seeking (in)formal feedback about their work from them, and providers including them in training.
- A scaffolding approach is necessary to support social workers development– social workers should build incrementally on existing capabilities thus CPD should be commensurate with level of practice.
- Social workers with more experience in practicing with adults with learning disability will be assigned more complex work, however they will also have more practice wisdom. Consequently, practitioners at the level of ASYE and NQSW require training in foundational practice issues and those at latter stages of their career need CPD in ‘complex’ and strategic topics.
- Engaging in CPD activities is a professional and ethical responsibility, however correspondingly, employers should provide social workers ‘protected time’ for CPD.
- Social workers require a foundational value-base, knowledge, and skills which will be enhanced by CPD training.
- Good quality CPD requires appropriate support from:
 - The social work profession including social workers, supervisors, educators, academics, researchers, regulators, managers and leaders
 - Adults with learning disability, their family, friends and carers
 - Employers including supervisors, managers, leaders, Human Resources and workforce development
 - Government – local and national
 - Wider stakeholders and organisations

The Continuing Professional Development Pathway

Assessed and Supported Year in Employment (ASYE) / Newly Qualified Social Worker (NQSW)

ASYE level capabilities should be integrated into ASYE programmes - particularly where social workers are working significantly with people with lived experience of learning disability.

An ASYE social worker and their supervisors can use the whole Capabilities Statement as source material for wider learning and recognise the capabilities at social worker/experienced social worker level are ambitions for attainment when moving into/continuing in learning disability work post completion of the ASYE.

Social workers advance at different levels in their capabilities and some ASYE may well be able to demonstrate some capabilities at higher levels within their first one or two years of practice. However, the Capability Statement is designed to be stretching to meet the learning and practice needs of social workers post-ASYE and those experienced (or becoming experienced) in social work practice with adults who have learning disability and it will provide suitable post-NQSW challenge and stretching standards to improve day to day practice.

The ASYE level capabilities may also be relevant for more experienced social workers who move to a role supporting adults with learning disability following experience in other areas of social work practice.

Post-ASYE CPD framework

The capabilities contained in the Capability Statement for Social Work with Adults who have Learning Disability are written at what is termed 'The Specialist PQ' level. This is the level for social workers and experienced social workers (PCF level descriptors). The diagram and boxes below provide the outline of the whole CPD pathway from social worker to strategic level. Progression is mapped onto a conventional academic pathway – PGCert, PGDip, Masters – which it is proposed could also be pursued through a sector or professional body-led accredited route, with or without formal academic credits. This is in recognition that CPD needs to be available to all, flexibly and affordably, but also needs to meet standards. University provision is an important route, but other options and models are available including sector accreditation.

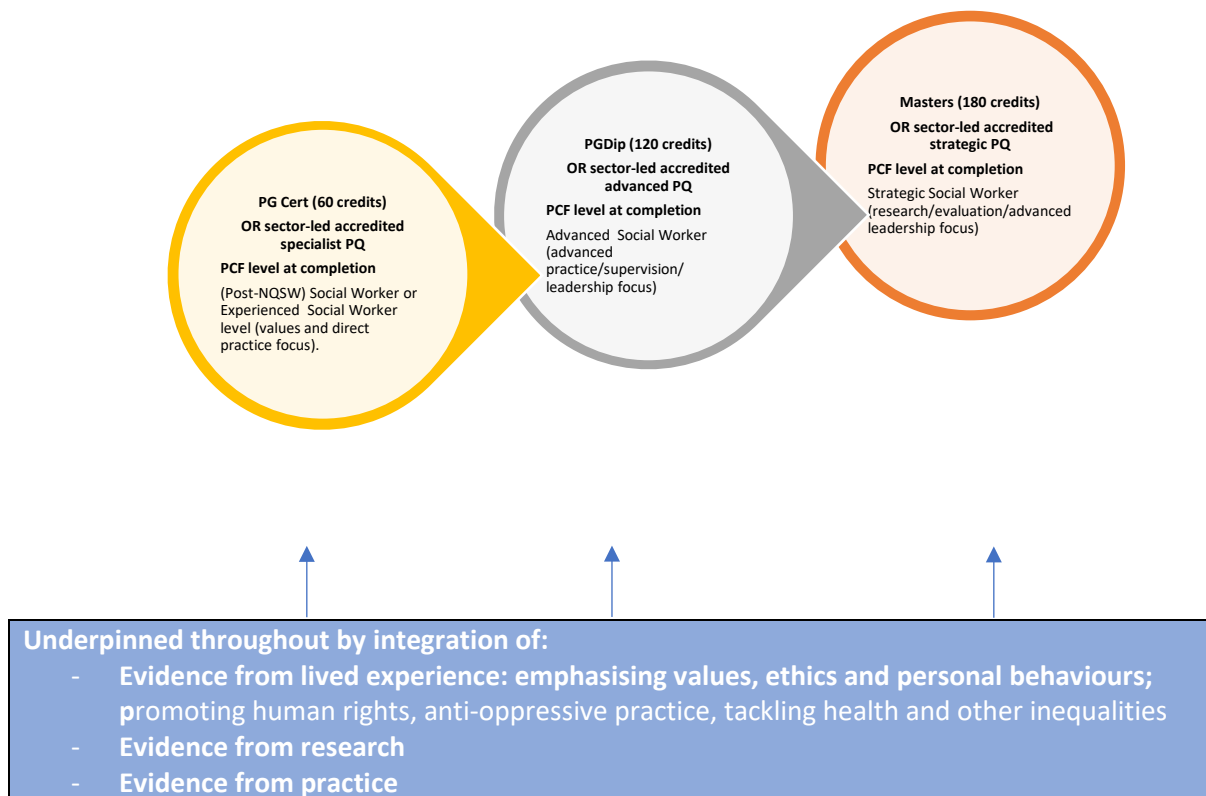
The terminology and educational elements proposed are:

- **Specialist PQ:** PGCert or sector equivalent - Social worker and experienced social worker level. *The aim is to ensure this level of learning and attainment is recognised and valued as 'specialist'. It should be core CPD as it will apply to most social workers in direct practice. It can stand alone or be the foundation for the PGDip and Masters.*
- **Advanced Post Qualification** – PGDip or sector equivalent – advanced and/or strategic level social worker. *It is proposed to combine the CPD offers at advanced and strategic levels for simplicity and to ensure strategic social worker development*

is connected with practice, and practice leadership is connected with strategy and wider/systems influence.

- **Strategic Post Qualification** – Masters or sector equivalent - advanced and/or strategic level social worker. *The emphasis is on wider and more strategic issues, service improvement and (essential for Masters level) engagement in knowledge productions through research and/or evaluation as well as higher level application of knowledge and evidence.*

Fig 1: CPD pathway - progression framework – HEI or sector led



Continuing Professional Development Pathway - Curriculum Level and Content

The Specialist Learning Disability Post-Qualification	The Advanced Learning Disability Post Qualification	The Strategic Disability Post Qualification
<p>Likely time taken: 9-12 months part time</p> <p>Curriculum level: The Specialist Learning Disability Post Qualification is the level at which the Capability Statement is written. It is therefore the level which all social workers and experienced social workers should be attaining to practice well in the field of Learning Disabilities, augmenting the PCF and the Knowledge and Skills Statement (KSS) with focused knowledge, skills and other key capabilities.</p>	<p>Likely time taken: 18-24 months part time</p> <p>Curriculum level: The Advanced Learning Disability Post Qualification includes all the capabilities within the Capability Statement and augments these with the additional capabilities provided in the level descriptors document Appendix One.</p> <p>This level is aimed at both Advanced and Strategic social workers with a focus on practice, supervision and operational leadership.</p>	<p>Likely time taken: 24-36 months part time</p> <p>Curriculum level: The Strategic Learning Disability Post Qualification - includes all the capabilities within the Specialist and Advanced levels and augments these with additional capabilities as in Appendix one.</p> <p>This level is also aimed at both Advanced and Strategic social workers, but its focus moves on to research, evaluation and more advanced and strategic leadership which would include systems leadership and interagency impact. This reflects its position at master's level within academic context <u>and</u> the need for a relevant strategic influence and leadership focus for the most senior practice and strategic leaders and managers.</p>
<p>Curriculum content starting points:</p> <ul style="list-style-type: none"> - Foundation bibliography within Capability Statements – online on DHSC and BASW websites - Literature and policy review and additional bibliography on BASW website - Written learning resources on distinct elements of the Capability Statement on BASW website - Webinar and podcast resources on BASW website - Mapping resources and integrating other key 	<p>Curriculum content starting points:</p> <ul style="list-style-type: none"> - As for Specialist level - Additional materials on advanced practice, supervision and education/leadership/support of others in operational contexts - Focus on application of best practice evidence - Focus on practice with higher levels of complexity, ambiguity and risk - Emphasis on confidence and role-modelling good practice and values/ethics driven behaviours - Influence and practice leadership beyond social work, to interagency and multi professional contexts 	<p>Curriculum content starting points:</p> <ul style="list-style-type: none"> - As for Specialist and Advanced levels - Additional materials on Strategic practice and organisational leadership, research/evaluation - Focus on systems leadership within and beyond single organisations, to interagency and community systems at all levels - Focus on strategic and lasting improvement - Integration of social work Capability Statement with wider

<p>standards/frameworks with Capability Statement e.g. KSS, skills for care and skills for health competences.</p>	<ul style="list-style-type: none"> - Quality evaluation, improvement and audit - Advanced responsibilities to show positive impact and outcomes at team or organisational level as well as individually - Advanced responsibility on understanding and responding to intersectional issues - Advanced partnership and co-production skills and knowledge, including advanced skills in community-oriented practice - Increased emphasis on understanding the wider landscape of social work practice with adults who have learning disability, partner organisations, key influencers and sources of good practice and innovations - Mapping onto Practice supervisors and practice leadership KSS 	<p>drivers, policy and imperatives including those for multiagency partners.</p> <ul style="list-style-type: none"> - Further emphasis on sources of innovation and good practice for the future of services, across disciplines, while promoting the social work role and capability set.
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Appendix One

Capabilities for Social Workers working with adults with Learning Disability – Level descriptors for Continuing Professional Development (CPD) Pathway and Outline Curriculum

1. Capabilities Statement for Social Work with adults who have learning disability at levels of the PCF and relevant CPD level

CPD programme	ASYE programmes/first two years post-qualified CPD	PGCert or sector accredited equivalent – Specialist Post Qualification	PGDip or sector accredited equivalent (advanced practice/supervision/ leadership focus) and Masters (research/evaluation/ advanced leadership focus)	PGDip or sector accredited equivalent (advanced practice/supervision/ leadership focus) and Masters (research/evaluation/ advanced leadership focus)
Capability title and relevant PCF Domain	Newly Qualified SW	Social Worker / Experienced Social Worker	Advanced Social Worker	Strategic Social Worker
<p>i. Recognising strengths and empowering people</p> <p><i>PCF Domain 2 – Values and Ethics</i></p>	<p>Understand and learn how to apply a strengths-based approach in learning disability.</p> <p>Understand and apply the principles of the Mental Capacity Act 2005 with supervisory support.</p>	<p>Be committed to involving people with lived experience - and their carers, families and friends - where appropriate - in every issue related to their care, through skills in co-production and collaboration.</p> <p>Support people to identify, build and use their own strengths and abilities.</p>	<p>Model confident, advanced application of strengths-based approaches.</p> <p>Share knowledge and skills through supervision and support to social workers and others.</p> <p>Understand and support the development of a strengths-based value base and ethic</p>	<p>Create practice systems where strengths-based values and ethics underpin all work across the sector.</p> <p>Ensure organisational and interagency contexts support the development of services that are co-produced with adults who have learning disabilities, their carers, families and friends.</p>

	Apply values and skills to involve people with lived experience and their carers and families where appropriate, in assessment, care planning, decisions and review.	Put values and ethics into practice through effective advocacy to ensure blocks to people using their strengths and self-determination are removed	within the team/ organisation/ interagency system.	
ii. Promoting rights-based practice <i>PCF Domain 3 – Rights, Justice and Economic Wellbeing</i>	<p>Understand fundamentals of human rights legislation and how to apply rights-based approaches to social work practice including the right to make ‘unwise decisions’.</p> <p>Understand the impact of discrimination and oppression experienced by adults with lived experience.</p> <p>Understand role of social workers in challenging discrimination and human rights abuses affecting people with lived experience.</p>	<p>Develop an understanding of human rights legislation and welfare rights as they apply to people with lived experience of learning disability</p> <p>Understand the particular kinds of discrimination and abuse that people with lived experience face and the impact of this</p> <p>Develop ability to challenge all forms of discrimination and human rights abuses against people with lived experience.</p>	<p>Model and promote confident and critical application of rights-based practice, particularly where there is particular complexity, ambiguity, risk or dispute e.g. between professionals and/or family members.</p> <p>Undertake/commission, review and act upon practice and quality audits ensuring the promotion of rights is driving good practice with adults with lived experience.</p> <p>Develop systems of good practice across professions and agencies to uphold rights</p>	<p>Take strategic responsibility for leading and promoting rights-based practice.</p> <p>Regularly review rights-based practice system structure / service provision and co-produce any changes with people with lived experience, their carers, families and friends.</p> <p>Lead, research or evaluate good practice locally and elsewhere and disseminate learning to encourage best possible outcomes.</p>
iii. Respect and upholding dignity	Develop relationships based on openness, honesty and	Listen closely and hear about people’s experiences, recognise they are experts in	Model and promote good practice to support social	Take strategic responsibility for promoting respect and

<p><i>PCF Domains 2 – Values and Ethics</i></p>	<p>transparency with adults who have learning disability, families, carers and other professionals.</p>	<p>their own lives, respond to their wishes, ensuring these inform social work decisions</p> <p>Be empathetic and a non-judgmental, using appropriate skills in verbal and non-verbal communication, summarising, and reflection.</p> <p>Challenge colleagues where necessary and be open to having their decisions and practice challenged by people with lived experience, their carers and families, changing their decisions where appropriate.</p>	<p>workers to develop necessary skills.</p> <p>Undertake/commission, review and act upon practice and quality audits ensuring the promotion of respect and upholding dignity for adults with lived experience.</p> <p>Develop systems of good practice across professions and agencies to uphold dignity and respect.</p>	<p>dignity for adults with learning disabilities</p> <p>Regularly review respect and dignity in the system structure / service provision and co-produce any changes with people with lived experience, their carers, families and friends.</p> <p>Lead, research or evaluate good practice locally and elsewhere and disseminate learning to encourage best possible outcomes.</p>
<p>iv. Relationship-based practice:</p> <p><i>PCF Domain 7 – Skills and Interventions</i></p>	<p>Develop effective communication and relationship-building skills.</p> <p>Engage in critical reflection to further develop relationships.</p> <p>Seek and apply feedback from people with lived experience about the value and effectiveness of working relationships</p>	<p>Are skilful in building shared understanding and trust in working relationships, using face to face communications where possible, appropriate written communication styles, eliminating jargon using language that is familiar.</p> <p>Display professionalism and use supervision and other sources of support to critically reflect on behaviour conducive</p>	<p>Promote relationship-based practice through providing and/or enabling appropriate supervision, peer support and other reflection.</p> <p>Promote the evidence base for relationship-based practice and interpersonal skills and explore innovations and good practice examples in this field with colleagues.</p> <p>Implement systems which allow feedback on the quality</p>	<p>Strategically promote relationship-based practice ensuring the culture exists which promotes effective and valued working relationships being built and sustained.</p> <p>Undertake leadership in educating colleagues within the organisation and interagency system around the value of relationship-based approaches.</p>

	to support ongoing professional development.	to maintaining good relationships. Seek regular feedback from people with lived experience and their carers, colleagues, and managers about their approach and practice and act upon it.	and effectiveness of working relationships from people with lived experience, carers, families and friends, and from colleagues, for workers, teams and services.	Use leadership skills to develop creative and innovative social work practice.
v. Pursuing Partnership and Co-production <i>PCF Domains 5 - Knowledge 6- Critical Reflection and Analysis 7 - Skills and Interventions 2 -Values and Ethics</i>	<p>Develop understanding of partnership and co-production with people lived experience, their carers, families and friends.</p> <p>Develop skills in promoting partnership and co-production in design and delivery of social work support and interventions.</p> <p>Apply critical reflection and analysis skills to experience of pursuing partnership and co-productively.</p>	<p>Understand co-production, the underlying principles and how to apply in practice.</p> <p>Ensure that people with lived experience are included in all aspects of social work intervention, service planning and delivery.</p> <p>Engage in critical reflection to explore the application of values of co-production in social work practice and apply learning to improve interventions.</p>	<p>Develop partnership and co-production as underpinning principles and approaches to all aspects of social work.</p> <p>Develop skills to demonstrate effective partnership and co-production and to supervise and guide others.</p> <p>Engage in critical reflection to identify successes, challenges and gaps in approaches to partnership and co-production and make response to these.</p>	<p>Take responsibility for ensuring social work services are co-produced from design stage and that this continues through processes of review and evaluation.</p> <p>Ensure a co-production ethos is promoted throughout all social work provision.</p> <p>Ensure strategic commitment to providing the right contexts, resources and processes are in place to work closely and consistently with people with lived experience, their carers, families and friends (e.g. through valued locality partnership and co-production forums).</p>
	Develop abilities in strengths-based	Develop their skills in strengths- and relationship-	Provide leadership in facilitating and modelling	Ensure social workers and others are able to access

<p>vi. Assessment, support and care planning</p> <p><i>PCF Domain 7 – Skills and Interventions</i></p>	<p>assessment and support planning including building effective relationships, using appropriate communications and conversational approaches; working in partnership with people with lived experience, their carers, families and friends.</p> <p>Provide people with lived experience copies of assessments and care plans in accessible formats.</p> <p>Understand the range of support options open to people and how these options can be taken forward through maximising choice and control.</p>	<p>based assessment and care planning, rooted in partnership and creative conversations</p> <p>Provide people with lived experience copies of assessments and care plans in accessible formats.</p> <p>Ensure that rights-based care plans enable people with lived experience to live well and safely in the community, accessing ordinary life opportunities and determining how they live.</p>	<p>good, evidence-informed practice to co-produce assessment, care plans and interventions/support alongside people with learning disabilities, their carers, families and friends.</p> <p>Have a thorough understanding of and promote the use of least restrictive care and support options and innovations including Share Lives, direct payments and personal health budgets.</p>	<p>continuing education and training, informed by evidence from research, practice and lived experience, to develop professional assessment, support and care planning skills and best practice.</p> <p>Apply expert knowledge about people with learning disability to strategic decision making about assessment, support and care planning systems and approaches.</p>
<p>vii. Communication Skills</p> <p><i>PCF Domain 7- skills and Interventions</i></p>	<p>Develop understanding of the variety of interpersonal and technical communication approaches most</p>	<p>Understand the unique communication preferences and methods of individuals with lived experience.</p> <p>Seek to develop skills and experience in using accessible</p>	<p>Enable social workers to continually develop their communication skills and ensure processes exist for accessible documents and other appropriate</p>	<p>Take strategic oversight for ensuring services use appropriate and effective communications consistently with people with lived experience, their carers, families and friends. Ensure</p>

	<p>relevant to people with lived experience.</p> <p>Develop skills in preparing accessible, jargon-free document and other accessible communication methods.</p>	<p>communication methods e.g. Makaton, Picture Enhanced Communication, Talking Mats and assistive technology.</p> <p>Ensure that they provide accessible formats of information and documents such as assessments and care plans.</p> <p>Underpin their communication with positive social work values and ethics.</p>	<p>communication resources to be produced.</p> <p>Model and develop relevant expert use of accessible communication methods e.g. Makaton, Picture Enhanced Communication, Talking Mats and assistive technology.</p> <p>Maintain knowledge of emerging practice and new resources, including new technology.</p>	<p>development opportunities are available for social workers and others within organisations and across interagency systems.</p>
<p>viii. Understanding social, psychological and medical models of learning disability</p> <p><i>PCF domains 5 – Knowledge; 6 – Critical Reflection and Analysis; 7 – Skills and Interventions</i></p>	<p>Understand and apply the social model of disability.</p> <p>Understand essential components of the psychological and medical models and how these relate to the social model, including how different language, terminology and concepts affect experiences and service systems.</p>	<p>Understand and know how to apply social and rights-based models and approaches in day to day practice to advocate for social justice, inclusion, rights and resources.</p> <p>Understand how different models and perspectives on learning disabilities shape and influence assessments, interventions and care planning.</p> <p>Understand why self-definition is important to people with lived experience and appreciate the</p>	<p>Advanced application of the social model and ability to share good practice and develop learning opportunities.</p> <p>Develop culture of critical reflection to support analysis of how different models of disability influence social work.</p>	<p>Provide leadership to the application of the social model and ensure its impact in strategic decision making, monitoring benefits and outcomes.</p>

		terminology used by individuals, families and organisations.		
ix. Mental capacity best practice <i>PCF Domain 7 – Skills and Interventions.</i>	<p>Develop knowledge and application of the Mental Capacity Act and supported decision making.</p> <p>Use supervision effectively to explore the complexities of the ethical and legal dimensions of mental capacity practice.</p>	<p>Know about the historical, theoretical, and ethical contexts of mental capacity practice, supported decision-making, and human rights.</p> <p>Understand the key principles of the MCA and the Liberty Protection Safeguards and their interface with the Care Act 2014 and Mental Health Act 1983.</p> <p>Engage in regular reflection on the complex ethics of social work practice in mental capacity.</p>	<p>Provide oversight and critical challenge to social work practice to ensure good mental capacity practice.</p> <p>Effectively support social workers to critically reflect and explore complex mental capacity decision making.</p> <p>Develop relationships with allied professionals to support and develop their understanding of mental capacity ethics and legislation.</p>	<p>Provide leadership and develop best practice models regarding mental capacity at strategic, organisational and interagency levels.</p> <p>Ensure developmental opportunities and ongoing learning are available across the system.</p>
x. Understanding and intervening in health inequalities <i>PCF domains 5 – Knowledge; 6 – Critical Reflection and Analysis; 7 – Skills and Interventions</i>	<p>Develop understanding of health inequalities and how to address these for people with lived experience within service systems and processes.</p> <p>Contribute to professional and organisational learning through critical reflection on own and</p>	<p>Understand the factors behind worse health outcomes for people with lived experience of learning disabilities than the general population.</p> <p>Understand and apply anti-oppressive practice to redress health inequalities such as advocacy and enabling people to have their voices heard, at individual and service system</p>	<p>Confidently lead discussions and challenges where it appears that service systems or practice from health professionals or institutions risks disadvantaging, devaluing or oppressing people with learning disabilities.</p> <p>Ensure social workers are supported to be able to confidently challenge inequalities and promote</p>	<p>Deliver professional social work leadership within a multi-agency context to challenge health inequalities, seek redress through anti – oppressive practice and promote good practice through developing a high quality, rights-based, outcomes-focused learning culture across interagency systems.</p>

	<p>others' practice to understand what went right/wrong in practice and how to improve future practice, especially in cases of poor health outcomes for people with lived experience.</p>	<p>levels, promoting the rights of people to make decisions enshrined in the Mental Capacity Act 2005 and the Care Act 2014.</p> <p>Understand how assistive and tailored communications technologies can be ethically and appropriately used in healthcare of people with lived experience.</p>	<p>service systems that protect the health rights of individuals.</p> <p>Lead learning exercises and develop learning cultures to understand what went right/wrong in practice and how to improve future practice in cases of poor health outcomes for people with learning disabilities (e.g. LeDeR Reviews).</p> <p>Understand and promote good practice in healthcare for people with lived experience including through promoting better assistive and communications technologies and co-production in healthcare.</p>	
<p>xi. Knowledge and Skills in Safeguarding</p> <p><i>PCF domains 5 – Knowledge; 6 – Critical Reflection and Analysis; 7 – Skills and Interventions</i></p>	<p>Enhance safeguarding skills and knowledge through working alongside experienced colleagues and effective use of supervision, critical reflection and analysis.</p> <p>Develop skills in positive approaches to risk assessment, optimising</p>	<p>Understand and be able to apply their legal safeguarding duties under the Care Act 2014 and the Mental Capacity Act 2005.</p> <p>Understand how to assess and intervene in the safety and suitability of care and accommodation arrangements for people with lived experience of</p>	<p>Provide professional leadership of safeguarding good practice</p> <p>Deliver 1 to 1 and group supervision (or other forms of professional support) which enables critical reflection to consider safeguarding practices, liberty, proportionality and least restrictive principles.</p>	<p>Provide strategic oversight of approaches to safeguarding promoting positive risk taking and individual liberty in the spirit of '<i>Making Safeguarding Personal</i>'</p> <p>Ensure organisational and interagency systems and cultures encourage reflection and learning.</p>

	<p>choice and control and <i>‘Making Safeguarding Personal’</i>, and explore ethics of safeguarding.</p>	<p>learning disability, including multiagency and multi-professional contexts.</p> <p>Use critical reflection and analysis to determine and ensure safeguarding plans can be made to enhance the liberty of people with lived experience, promote proportionate and least restrictive practices and involve them in the spirit of <i>‘Making Safeguarding Personal’</i>.</p>	<p>Have a comprehensive understanding of law, national and local policies and how safeguarding fits with other practices and duties (e.g. strengths based and relationships-based practice; rights-based practice; personalisation) and provide leadership on this for social workers and others.</p>	<p>Influence own organisation and inter-professional and interagency systems to ensure safeguarding good practice is embedded and actioned to prevent abuse and resolve care failures.</p>
<p>xii. Knowledge and application of law <i>PCF Domain 5 – Knowledge</i></p>	<p>Understand relevant fundamental legislation in social work practice (e.g. Care Act 2014 and Mental Capacity Act 2005) and develop an increased understanding of how statutes work together and are applied in social work practice.</p> <p>Use supervision and peer support to explore ethics and values in relation to the law.</p>	<p>Have in-depth understanding of the Care Act 2014 as the main legislation in adult social care, and how it interfaces (in particular) with the Mental Capacity Act 2005, the Mental Health Act 1983, and the Children Act 1989.</p> <p>Update their knowledge of legislation (including case law, guidance, and regulations) through employer-provided and independent CPD activities.</p> <p>Regularly reflect and understand the interplay</p>	<p>Have extensive knowledge of legislation and guidance and support others to develop this.</p> <p>Provide systemic supervision, peer and/or other support to social workers and others which explores and explains the links between legislation, social work value, ethics and outcomes</p> <p>Keep up to date with legal developments e.g. through case law and amendments.</p>	<p>Use knowledge and application of the law to provide strategic leadership rooted in application of the principles of key legislation and associated guidance/Codes of Practice (e.g. the Care Act 2015, Mental Capacity Act 2005 and Mental Health Act 1983).</p>

		between laws, the values and ethics of social work; and how these can be drawn upon to improve the lives of people with lived experience.		
<p>xiii. Applying knowledge of life transitions</p> <p><i>PCF domains 5 – Knowledge; and 6 – Critical Reflection and Analysis; and 7 – Skills and Interventions</i></p>	<p>Develop an understanding of best practice in supporting individuals at times of transition, including end of life care.</p> <p>Understand that transitions occur throughout the lifespan and that person-centred approaches are essential.</p>	<p>Understand the statutory and practice guidance and legal rights on transitions to adulthood. This includes the Children and Families Act 2014 (under which Education, Health and Care Plans have to be maintained until the age of 25) and the role of the Care Act 2014 and the Mental Capacity Act 2005 in transition planning.</p> <p>Ensure person-centred transition planning focused on the expectations, experiences, abilities and control, including end of life care.</p> <p>Advocate for change and improvement when the experience of transition between services is inadequate.</p>	<p>Develop and share a strong knowledge and skill base regarding life transitions practice with social workers and others.</p> <p>Identify, develop and strengthen strategies, processes and professional practices to support adults with learning disabilities and their carers, families and friends at times of transition throughout the life span, (including end of life care), through co-production approaches.</p>	<p>Develop and implement strategic and critical evaluation of transition experiences and promote improvement in professional support and processes within organisations and across interagency systems.</p> <p>Ensure evaluation and service changes are developed and delivered through co-production approaches.</p>
<p>xiv. Supporting carers, families and friends</p>	<p>Demonstrate a commitment to listening and understanding the</p>	<p>Understand, apply and promote the law, policy and local arrangements to support</p>	<p>Take responsibility for ensuring that social workers are knowledgeable and skilled</p>	<p>Take strategic responsibility to champion the role of informal carers and their rights and</p>

<p><i>PCF Domains 5 -Knowledge 6- Critical Reflection and Analysis, 7-Skills and Interventions, 4- Rights, Justice and Economic Wellbeing</i></p>	<p>views and individual situations which family, friends and carers experience.</p> <p>Understand the legal and policy frameworks that provide for carers and families.</p> <p>Enable carers, families and friends to access their entitlements and other services and supports available.</p>	<p>carers including the provision of carers assessments.</p> <p>Work in partnership with family, friends and carers to develop trusting relationships based on openness, honesty and transparency.</p> <p>Provide accessible information about finances, commissioning and decision-making processes.</p>	<p>about carers rights and have the skills and values to work in partnership with cares, families and friends.</p> <p>Provide supervision and other support to enable reflection on the nature, role and experiences of carers, families and friendship networks, recognising both legal and policy entitlements (e.g. for identified carers and/or people with power of attorney), and the potential importance of wider networks of family and social contacts.</p> <p>Ensure social workers understand the potential for support and harm from close family and other relationships.</p> <p>Ensure working relationships between social workers and carers, families and friends are reviewed to enable learning and accountability.</p> <p>Ensure successful working relationships and approaches are recognised and less</p>	<p>recognise the potential importance of wider family and friendship networks in the lives of people with lived experience.</p> <p>Ensure that processes regarding finances, commissioning and decision making are clear, open and transparent to carers, families and friends, as appropriate.</p> <p>Ensure information for carers, families and friends provided is accessible across the organisation and interagency system.</p>
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			successful relationships are addressed with skill.	
<p>xv. Understanding and influencing the context of learning disability services</p> <p><i>PCF domains 5 - Knowledge; and 6 – Critical Reflection and Analysis; and 7 – Skills and Interventions</i></p>	<p>Develop an understanding of the local policy and provision for adults who have learning disability.</p> <p>Understand how this links to national policy and the impact upon individuals.</p> <p>Begin to develop relationships with other professionals and agencies to increase understanding and identify role in multi-professional and multi-agency contexts.</p>	<p>Understand how national policy drivers affect the configuration of local services – for example austerity and increased emphasis on ‘personalisation’.</p> <p>Enhance multi-agency working skills through critical reflection and CPD activities.</p> <p>Critically reflect on how organisational contexts impact on their roles – for instance the differences between being a social worker in the Private, Voluntary and Independent sector and local authority or the NHS.</p>	<p>Develop working relationships with allied professionals and overcome barriers to multi agency working. Share and model good practice with social workers and others.</p> <p>Promote and deliver multi agency professional development and support for critical reflection around organisational contexts and the impact upon people with lived experience, their carers, families and friends, and their experiences and outcomes.</p>	<p>Lead the development of appropriate organisational and interagency structures and partnerships to uphold social work values and ethics in working with adults who have learning disability.</p> <p>Lead the development of policy and strategic advocacy for people with lived experience that recognises and addresses contextual constraints and hindrances to quality, good practice and good experience e.g. inadequate funding, poor commissioning and lack of focus on social work values and the social model.</p>
<p>xvi. Being accountable</p> <p><i>PCF Domains 1 – Professionalism and 8 – Contexts and Organisations of the PCF</i></p>	<p>Develop skills in accessing and participating fully in supervision.</p> <p>Develop further understanding of the ethical and statutory responsibilities in the social work role in the</p>	<p>Seek and prepare for regular practice supervision.</p> <p>Understand how the organisational and professional contexts affect their role and statutory duties.</p> <p>Engage in critical reflection to understand the power</p>	<p>Provide supervision that enables social workers to be open, be accountable, take responsibility and learn, recognising the relationship between individual professional expectations and contextual/systemic constraints and enablers</p>	<p>Continuously evaluate service provision and ensure changes are co-produced with adults who have learning disabilities.</p> <p>Offer leadership and accountability for social work practice with adults who have learning disabilities, promoting a learning culture,</p>

	<p>context of supporting adults with learning disability, their carers, families and friends.</p> <p>Seek, discuss in supervision and act upon feedback from people with learning disabilities, carers, families and friends about their experience of the working relationship and social work practice Seek feedback from other agencies and other professionals.</p>	<p>inherent in their role and how this can be deployed alongside people to empower them.</p>	<p>influencing outcomes and experiences.</p> <p>Engage in critical reflection to explore accountability and issues of power at an individual, team and organisational level.</p> <p>Develop and implement routine systems to gather feedback about practice from people with learning disabilities, their cares, families and friends, other agencies and professionals, to inform continuous improvement, accountability and prompt action.</p>	<p>organisational and inter-agency competence and commitment to the highest quality.</p> <p>Ensure strategic systems are in place and fit for purpose to gather feedback – complaints and compliments - to inform learning, improvement, responsiveness and accountability to people with lived experience and all stakeholders.</p>
<p>xvii. Taking responsibility for self-care and continuous learning</p> <p><i>PCF Domains 1 – Professionalism, 8 – Contexts and Organisations and 9 – Professional Leadership</i></p>	<p>Develop skills in utilising supervision and critical reflection to identify gaps in learning.</p> <p>Use self-reflection to recognise and act upon presenting stressors.</p>	<p>Honestly and regularly appraise their capabilities and identify gaps they need to address.</p> <p>Plan their CPD regularly, considering their preferred learning styles and exploring opportunities to experience different forms and sources of learning, professional and personal development.</p>	<p>Model good practice to social workers through demonstrating good self-management and self-care skills and commitment to continuous learning.</p> <p>Develop a culture to nurture and develop these skills in others.</p> <p>Ensure mechanisms for asking for support are well known, easy to use and will not</p>	<p>Value and promote the importance of self-management, self-care skills and access to continuous development at all levels of the organisation and/or interagency system.</p> <p>Ensure organisational, HR and management culture and systems respond positively to social workers expressing need for self-care and continuous learning.</p>

		In supervision and other appropriate forums, identify the work situations that cause stress and explore how these can be addressed.	prejudice the person asking for help. Help to ensure social workers understand their rights as professionals and workers and the duties of their employers.	Model good self-care, self-management and continuous learning in own leadership practice.
xviii. Professional leadership	Identify professional leadership development needs and challenges in context of learning disability practice. Develop more confidence to pursue and promote good social work practice in learning disability services.	Identify professional leadership learning needs and plan CPD opportunities to address these. Identify the particular challenges and opportunities for practice leadership and influence within the learning disability sector. Develop collective leadership and networking for peer support and to increase influence to resolve complex issues within organisations and systems.	Develop leadership of practice through undertaking supervisory, educational and/or other evidence-informed, expertise-sharing and influencing roles with social workers and others. Demonstrate effective leadership in developing and upholding high standards of practice and pursuing better outcomes for people with learning disability, the carers, families and friends. Demonstrate leadership rooted in the purpose of social work: its values and ethics and commitment to equality, diversity, rights, social justice and economic wellbeing.	Develop and demonstrate effective strategic and systems-level leadership to improve services, outcomes and experiences of people with learning disability, their carers, families and friends. Develop and demonstrate ability to use and develop the evidence base for good social work within leadership practice and decisions. Develop and demonstrate ability to influence multi-professional and interagency systems of care and support.



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