

Social work with older people

# Continuing Professional Development Pathway



**BASW**  
**England**

The professional association for  
social work and social workers

[www.basw.co.uk](http://www.basw.co.uk)



Department  
of Health &  
Social Care

[dh.gov.uk](http://dh.gov.uk)

## Pathway overview

***“The CPD process is about building capacity to address increasing complexity of individual and social issues facing older people.”***

*(Social worker’s view)*

The British Association of Social Workers (BASW) recently led the development of a **Capabilities Statement for social workers in England, who work with older people** (the Statement) – [www.basw.co.uk/england/older](http://www.basw.co.uk/england/older). This sets out the specific and detailed knowledge, skills and values that social workers need to work well with older people.

Developing individual capabilities requires a commitment to continuing professional development (CPD) by social workers. It also requires appropriate support from educators, managers, employers and government.

All social workers have to continually develop their knowledge, skills and values so that their work reflects the best of what we know people want and need. This **Continuing Professional Development Pathway** (the Pathway) sets out how social workers can learn and develop so they have the capabilities in the Statement – the knowledge, skills and values that older people want and need.

To create this Pathway we gathered evidence from research, policy, practice and older people including:

- Research about social work education from 2010-2017
- Recent developments and reports on social work education – from the Social Work Task Force 2009 to the Chief Social Worker report 2017
- Views of social workers and older people gathered during the development of the Capabilities Statement December 2016-May 2017
- Views of social workers gathered in workshops in June-July 2017
- Examples of post-qualifying education in England, and CPD for social work with older people in other professions and countries
- Views of social workers in response to a survey in August-September 2017.

We heard that:

- Social workers who work with older people have expert skills, knowledge and values
- They require ongoing CPD and support to maintain and enhance their expertise
- The particular expertise that social workers can bring to supporting older people is not always currently well explained or understood
- It would support good social work if this expertise was recognised.

We concluded that there is a need to:

- Embed the Statement so there is clarity about what social workers working with older people offer
- Actively develop and support the capabilities in the Statement for all social workers who work with older people in whatever roles, teams or services
- Increase recognition of social work with older people.

Older people are the largest group of adult social care users and it is important that they can access the level of specific social work that they need. Investment in social work expertise with older people can prevent loss of independence, maintain relationships, help people remain resilient during change and when experiencing loss, uphold people’s rights and counter oppression, and enable people to live well until the very end of life.

BASW will work to embed the Statement and Pathway, and to support continuing professional development. We also will lead a discussion to understand how best to recognise social work expertise in this and in other areas of practice.

## **Purpose of the Pathway**

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The purpose of the Pathway is to increase consistency and success in recruiting, developing and retaining social workers whose work improves the experiences and outcomes for older people, their carers, families, networks and communities.

The Pathway sets out the kind of learning and development that will help social workers gain the capabilities in the Statement. The Pathway will raise awareness for social workers and those who support them (employers, educators, managers, policy makers etc.) about the importance of social workers continually learning.

The Pathway highlights the kind of support that is needed for social workers to develop. It will help social workers to get the development opportunities to become expert in social work with older people, and will help to foster leadership in learning and development.

The Pathway also highlights the importance of recognising social work expertise. This will contribute to social workers being and feeling valued, to higher morale and retention, and therefore to better services for older people and their families.

The Statement and Pathway were developed by the British Association of Social Workers (BASW) in partnership with stakeholders, including social workers and older people, those who support them as carers and family members, and relevant professions and organisations. They are owned by the social work profession, through BASW. They are endorsed by the Department of Health and implemented by the adult social care sector.

## **Principles of the Pathway**

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Continuing Professional Development (CPD) is about building capabilities that older people, their carers, families, networks and communities want and need.

Expertise in working with older people builds on skills, knowledge and values that all social workers have as part of one global profession, and which are set out in the Professional Capabilities Framework. All social workers have a commitment to social justice, anti-oppressive practice, the social model of disability, human rights, strengths-based work, working in partnership and co-production with people who use services, underpinned by social work values and ethics.

Learning and development is a professional and personal responsibility. All social workers have a commitment to career-long learning and critical reflection on their practice.

The development of specific capabilities for social work with older people should happen as part of the continuing professional development that all social workers do.

CPD requires appropriate support from:

- The profession – colleagues, supervisors, educators, academics, researchers, regulators, managers and leaders, and the UK Professional association – BASW (the British Association of Social Workers)
- Experts by experience – older people, their carers, families, networks and communities, representatives and organisations

- Employers – supervisors, managers, leaders, Human Resources and workforce development
- Government – local and national
- Other collaborators – professions, organisations and agencies that work with older people.

CPD should be evidenced. Social work is a profession based on theory and research, and on law and policy, as well as on experience. Social workers need to understand and explain why they do what they do, as well as how they do it.

CPD should be focused on impact not on outputs. It should be proportionate and appropriate for the role. It should be diverse and flexible. CPD is not about ticking off each capability in a level but about developing capabilities that **make a difference in work with older people and carers**.

Expertise should ideally be recognised so it can be maintained and spread.

Older people and their carers should be fully involved in development and recognition of social workers' expertise.

## Who is the Pathway for?

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The Statement sets out capabilities for different levels of a social work career, based on the levels in the Professional Capabilities Framework (PCF) for social workers in England.

- All **students** can use the Pathway to consider how to acquire the capabilities at *Qualification*.
- All **social workers in the Assessed and Supported Year in Employment (ASYE)** in adults services can use the Pathway to consider how to acquire the capabilities at *End of first year of qualifying* level. Social workers doing ASYE in children's services who encounter older people in their work may also find them useful.
- All **social workers** in adults services can use the Pathway to consider how to acquire the capabilities at *Social worker to experienced social worker* level. This is where particular knowledge, skills and values relating to older people are most required.
- All **advanced practitioners, managers and educators** in services that include older people can use the Pathway to consider how to acquire the capabilities at *Advanced social worker* level.
- All **strategic practitioners, managers and educators** in services that include older people can use the Pathway to consider how to acquire the capabilities at *Strategic social worker* level.

These capabilities reflect the evidence about what older people want and need. They are important for any social worker working with older people. Many social workers, who work with older people, also work with younger adults and older age is a fluid and diverse concept. Acquiring these capabilities is about further developing the generic social work capabilities in the Professional Capabilities Framework. It is not about narrowing practice but about deepening practice with older people.

Employees who work in social care with older people and are not registered social workers may find the Statement and Pathway useful in thinking about their professional development.

Social workers work with other professions, agencies and organisations. Social workers will find the Statement and Pathway useful in thinking about and explaining to others what social workers offer and how they develop.

## HOW YOU CAN USE THE PATHWAY

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Look at the capabilities in the Statement for the level that you are working at. Identify how far you meet these capabilities and which areas you need to develop. If you support the development of others, you can think about how they currently meet the capabilities and what areas they need to develop.

Look at the Pathway for that level and consider:

- The kind of roles that might be undertaken
- The support that is in place and
- How to recognise the capabilities and value these.

We have developed specific guidance ([www.basw.co.uk/england/older](http://www.basw.co.uk/england/older)) about how to use the Statement and Pathway:

- In qualifying education
- In the ASYE year
- As a social worker
- At the advanced social worker level, particularly as a supervisor
- At the strategic social worker level, particularly as a Principal Social Worker.

There is no requirement to meet all the capabilities. They are not mandatory and are not a checklist. They are guidance to support social work development and recognition in this essential area of social work.

## The role of social workers with older people

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For social work with older people to thrive, it is necessary to have social workers who are fully engaged and supported at all levels to enable excellent practice, management and leadership.

Different organisations have different roles for social workers. Social work with older people is often part of a wider role or a wider team or service. However, wherever social workers are working with older people they need to attend to the specific capabilities that older people want and need.

Social work offers particular values and commitment, and brings a unique blend of knowledge, skills and ethics to work with older people. The role of social workers working with older people at every level is to:

- Highlight and champion the unique nature of work with older people
- Champion the social work approach of social justice, anti-oppressive practice, the social model of disability, human rights, strengths-based work, working in partnership and co-production with people who use services
- Bring a unique blend of research, theory, law and practice to work with older people.

Social workers need to understand the roles and responsibilities of others so that they can collaborate, seek specialist input, challenge and assert their capabilities in the interests of people who may need advice, information or may have care and support needs.

Social workers may undertake a range of roles with older people related to particular populations, settings or methods; for example:

- Specific disabilities or health conditions such as dementia
- Substance or alcohol misuse in older age
- Mental health in older age
- Hospital discharge and preventing avoidable admissions
- Multi-disciplinary service coordination
- End of life and palliative care
- Managing the impact of poverty or other marginalisation
- Safeguarding and risk management
- Systemic family work
- Older age in prison or after custody
- Commissioning, quality assurance, monitoring or review of particular services
- Community outreach, capacity building and preventative work
- Advice and information
- Carers assessment and services
- Accessing appropriate health services such as through Continuing Health Care funding and community nursing.

As well as undertaking direct and community work, social workers address issues to do with wider structures in society – to improve opportunities, reduce oppression and increase well-being.

As social workers become more experienced and move into advanced and strategic roles they will:

- Work more closely in partnership with older people and carers
- Have greater capability and confidence in complex, contested, risky, uncertain and changing situations
- Work more confidently with older people who have limited communication or who do not have capacity to make particular decisions
- Have greater tolerance, stronger values, and more expertly uphold rights and challenge discrimination
- Have greater self-awareness and critical reflection to make better judgements
- Better advocate for and uphold social work expertise within a multi-disciplinary context
- Use resources, including social work, more creatively, efficiently and effectively
- Develop greater professional and personal resilience
- Increasingly advise, mentor, supervise and develop others
- Increasingly lead the development of a context that enables good social work with older people.

The Statement shows how the capabilities that social workers have develop through their career.

Possible roles are set out below. These are indicative of how a social work career might develop. There are no time scales because social workers develop expertise and experience at different rates.

Social workers can remain at the experienced level and continually develop their practice at that level. There is no obligation to go through all the levels.

At advanced and strategic levels, social workers may remain in practice, go into management or become educators or combine practice with other roles.

**The important element of any role is the impact that it has on older people.**

Stage of career	Capabilities statement for social work with older people	Expectation for social work with older people – from the Statement	Possible roles
At qualification	Capabilities to be incorporated into learning during a generic social work qualifying course	<i>I have an understanding and appreciation of social work with older people as part of general social work practice</i>	<ul style="list-style-type: none"> <li>• Student</li> </ul>
End of first year of qualifying	Capabilities to be incorporated into the ASYE for social workers who have contact with older people	<i>I am able to work confidently and capably with older people, and seek specialist input as needed</i>	<ul style="list-style-type: none"> <li>• Newly qualified social worker in any adults service or possibly in a children's service with a whole family approach</li> <li>• May start to be a champion for social work with older people</li> </ul>
Social worker to Experienced social worker	Capabilities to be acquired by social workers who work with older people and who develop expertise and experience in this area of work	<i>I demonstrate and model expert and effective practice, and a commitment to developing specific capabilities</i>	<ul style="list-style-type: none"> <li>• Social worker, experienced/specialist/expert social worker in an adults service</li> <li>• Possibly a specific role e.g. hospital social worker, palliative care social worker etc.</li> <li>• Likely to be a mentor to others</li> <li>• May be a Practice Educator or practice researcher</li> </ul>
Advanced social worker	Capabilities to be acquired by social workers working at an advanced practice, education or management level in settings that support older people	<i>I am an expert in working with older people (practice) and/or I supervise others who work with older people (manager) and/or I contribute to learning and development locally and nationally (educator)</i>	<ul style="list-style-type: none"> <li>• Advanced practitioner with older people – including mentoring or overseeing others</li> <li>• Manager with oversight of older people's services</li> <li>• Educator, lecturer, workforce development, researcher including in social work with older people</li> </ul>
Strategic social worker	Capabilities to be acquired by social workers working at a strategic practice, education or management level in settings that support older people	<i>I am a leader in working with older people and develop practice, education and research locally and nationally</i>	<ul style="list-style-type: none"> <li>• Consultant social worker, Principal social worker or practice lead for social work with older people</li> <li>• Senior manager, commissioner, quality assurance, policy and practice development covering older people's services</li> <li>• Senior educator, lecturer, workforce development, researcher including in social work with older people</li> </ul>

## Learning and development

***“Spending time with older people – talking and listening and learning to value and respect their life experiences – present and past.”***  
(Older person's view)

The aim of the learning and development suggested below is to gain the specific and detailed capabilities for social work with older people in the Statement.

Learning and development follows a cycle. When social workers are working in direct contact with older people, they can:

- Look at the capabilities for a particular level
- Identify their learning needs based on the areas that they want to strengthen

- Identify and undertake learning and development opportunities that enable them to develop the capabilities
- Put the learning and development into practice and use the capabilities
- Review the capabilities and identify the next area of learning  
(see the Guidance ([www.basw.co.uk/england/older](http://www.basw.co.uk/england/older)) for more information).

There are a range of ways that social workers can develop capabilities. Essential and suggested opportunities are set out below. Qualification and end of first year of qualifying are already largely covered by the qualification course and ASYE programme.

All learning and development opportunities should emphasise:

- Learning with and from older people
- Critical reflection
- Rights-based and strengths-based social work
- Challenging age discrimination and its intersection with other oppression.

This table includes reference to the **Gerontological Social Work (GSW)** website ([www.gsw.ripfa.org.uk](http://www.gsw.ripfa.org.uk)). This is an evidence-informed, open-access resource that sets out theory and research about social work with older people. It was developed by gerontological social work academics with Research in Practice for Adults for the Department of Health. There are other suggested open access resources.

Capabilities level to be met	Essential learning and development opportunities	Possible learning and development opportunities
<b>At qualification</b>	<ul style="list-style-type: none"> <li>• Exposure to older people during qualifying course – meet older people, work with a situation involving older people, visit an older people’s service</li> <li>• Learning about the life-course that includes older age</li> </ul>	<ul style="list-style-type: none"> <li>• Placement</li> <li>• Dissertation</li> </ul>
<b>End of Assessed and Supported Year in Employment</b>	<ul style="list-style-type: none"> <li>• Induction for all newly qualified social workers to include visit to social workers working with older people and provider service(s)</li> <li>• Direct work with older people</li> <li>• Critical reflection on work with older people</li> </ul>	<ul style="list-style-type: none"> <li>• Gerontological Social Work website (<a href="http://www.gsw.ripfa.org.uk">www.gsw.ripfa.org.uk</a>) as a guided reflective exercise</li> <li>• Seminar led by older people or carers</li> <li>• Learning from lived experiences</li> <li>• Visiting third sector services</li> <li>• Reading research and theory</li> <li>• Having a mentor</li> <li>• Shadowing</li> <li>• Observations</li> <li>• Social work journal</li> <li>• Reflective accounts</li> <li>• Health Education England core skills education and training frameworks for dementia, end of life, mental health and learning disabilities at tier 1 (<a href="https://hee.nhs.uk/our-work/person-centred-care">https://hee.nhs.uk/our-work/person-centred-care</a>)</li> </ul>



Capabilities level to be met	Essential learning and development opportunities	Possible learning and development opportunities
<b>Social worker to experienced social worker</b>	<ul style="list-style-type: none"> <li>• Human rights and strengths-based work with older people</li> <li>• Critically reflective application of gerontological research and theory</li> <li>• Mentoring of other practitioners</li> <li>• Undertaking research</li> <li>• Learning with other professions, agencies and organisations that support older people</li> <li>• Community development for older people</li> <li>• Legal literacy including the application of the Mental Capacity Act 2005 and Mental Health Act 2007 to work with older people</li> </ul>	<ul style="list-style-type: none"> <li>• Gerontological Social Work website (<a href="http://www.gsw.ripfa.org.uk">www.gsw.ripfa.org.uk</a>) as a reference for case work</li> <li>• Evaluation and feedback by older people and carers</li> <li>• Peer support, group supervision, reflective case discussions</li> <li>• Rotation, secondment, swaps</li> <li>• Undertaking research or service evaluation</li> <li>• Peer teaching or practice education</li> <li>• Involvement in local or national communities of practice</li> <li>• Internal or external specialist courses</li> <li>• Involvement in local and national practice and policy development e.g. BASW, pilots, evaluations</li> <li>• Input to commissioning and quality assurance</li> <li>• Health Education England core skills education and training frameworks for dementia, end of life, mental health and learning disabilities at tier 2-3 (<a href="https://hee.nhs.uk/our-work/person-centred-care">https://hee.nhs.uk/our-work/person-centred-care</a>)</li> </ul>
<b>Advanced social worker</b>	<ul style="list-style-type: none"> <li>• Shadowing practice teams and provider services</li> <li>• Involvement of older people and carers in practice evaluation and improvement</li> <li>• Oversight of practice</li> <li>• Support social workers to use research</li> </ul>	<ul style="list-style-type: none"> <li>• Gerontological Social Work website (<a href="http://www.gsw.ripfa.org.uk">www.gsw.ripfa.org.uk</a>) as a resource for developing others</li> <li>• Facilitating critically reflective case discussions, group supervision</li> <li>• Facilitating community of practice</li> <li>• Creating practice guidance</li> <li>• Overseeing research</li> <li>• Creating and delivering learning and development</li> <li>• Contribution to local and national practice and policy development</li> <li>• Health Education England core skills education and training frameworks for dementia, end of life, mental health and learning disabilities at tier 2-3 (<a href="https://hee.nhs.uk/our-work/person-centred-care">https://hee.nhs.uk/our-work/person-centred-care</a>)</li> </ul>
<b>Strategic social worker</b>	<ul style="list-style-type: none"> <li>• Shadowing practice teams and provider services</li> <li>• Co-production of practice, policy and education development with older people and carers</li> <li>• Strategic oversight of practice</li> <li>• Strategic support for use of research</li> </ul>	<ul style="list-style-type: none"> <li>• Gerontological Social Work website (<a href="http://www.gsw.ripfa.org.uk">www.gsw.ripfa.org.uk</a>) as a resource to inform practice, policy and education development</li> <li>• Commissioning or leading research</li> <li>• Supporting learning opportunities with other professions, agencies and organisations that support older people</li> <li>• Leading local and national practice and policy development</li> </ul>

## Support for learning and development

Support for social workers is underpinned by the Standards for Employers of Social Workers in England (Local Government Association, [www.local.gov.uk/our-support/workforce-and-hr-support/social-workers/social-worker-standards/standards-employers](http://www.local.gov.uk/our-support/workforce-and-hr-support/social-workers/social-worker-standards/standards-employers)). These are not mandatory but offer good guidance.

The diagram below represents an overview of the eight standards, grouped into three focal areas:

1. **Enabling employers to provide a well led professional environment**
2. **Enabling social work professionals to maintain their professionalism**
3. **Enabling them to practice more effectively.**



Recreated from *The Standards for employers of Social Workers in England* diagram published by LGA on behalf of the Social Work Reform partners [www.local.gov.uk/sites/default/files/documents/download-what-you-should--2f9.pdf](http://www.local.gov.uk/sites/default/files/documents/download-what-you-should--2f9.pdf)

Social workers told us that the CPD Pathway needs the following support to work well:

Individual motivation and ability from social workers

- Commitment to older people
- Commitment to career-long learning
- Commitment to critical reflection
- Willingness to offer and receive questioning and challenge

Good oversight of social work practice

- Reflective supervision
- Mentoring
- Role modelling of good practice at all levels
- Emotional containment and support to build resilience
- Support for learning and development
- Observations of practice
- Constructive feedback

## Peer support

- Reflective discussions
- Knowledge exchange
- Communities of practice
- Mentoring and role modelling

## Organisational learning culture

- Appropriate and proportionate workloads
- Time for study
- Reflective spaces
- Access to research and evidence
- Permission to undertake learning and development
- Learning and development opportunities
- Social work leadership

## Local and national leadership

- Deployment of social workers in roles that allow development and use of capabilities
- Opportunities for involvement in older people's service development
- Recognition of unique professional expertise.

Support is particularly important when social workers are in environments where there are limited links with other social workers.

The UK Professional association – BASW (the British Association of Social Workers) has an important role in ensuring these supports are in place. In particular BASW, as the custodian of the Capabilities Statement and CPD Pathway, should:

- Ensure that there is clarity about the capabilities that social workers are aiming for by disseminating the Statement
- Support embedding of the Statement and Pathway
- Create opportunities for development and recognition of social work expertise
- Regularly review and evaluate to ensure that they reflect current needs.

## Recognition of expertise

***“I would hope there is a structured assessment on a regular basis, to ensure capabilities are upheld and practiced in a beneficial way, with an emphasis on carers' needs too.”***

(Older person's view)

There is a need for social work practice with older people to be promoted and celebrated.

The primary aim of recognition is to increase trust and confidence in social workers so that they can make a positive difference to older people's and carers' lives. Additional benefits are that this will:

- Increase social workers' motivation
- Help employers to plan and develop their workforce
- Attract people into social work with older people
- Help retain social workers in this area of practice
- Help other professions and agencies to work with social workers through increased understanding of what they do.

This recognition is of the unique combination and depth of knowledge, skills and values that social workers have that is specific to work with older people.

Recognition is based on the impact of social workers' work with older people and their carers to improve their well-being.

Recognition requires evidence. All social workers must already gather evidence and we suggest that

- **Evidence of capabilities at qualification** is gathered as part of student portfolios
- **Evidence of capabilities in the first year of practice** is gathered as part of the ASYE portfolio
- **Evidence of capabilities for other levels** is gathered as part of registration portfolios.

Evidence of CPD and its use can include:

- Anonymised pieces of work
- Reflective accounts – written or audio
- Supervision notes
- Observations
- Academic work
- A diary or journal.

It is important to have corroboration of expertise from older people and from peer observations.

Social work is a profession that always involves professional judgement. Social workers need to make a judgement about what evidence they need to show confidence that they meet the capabilities at the level that they work.

As well as being necessary for social work registration, gathering evidence supports you with:

- *Appraisal/performance review* – At appraisal, learning needs and learning opportunities should be identified, linked to the capabilities in the Statement. The portfolio should provide evidence of how these will be met for the following appraisal.
- *Progression* – Employers can link their job descriptions to the capabilities and expectation at each level. The portfolio can be used as evidence for progression to different levels.
- *Other standards* – Evidence could also be used to show practice that meets the capabilities for a particular role such as the forthcoming Knowledge and Skills Statement for Practice Supervisors.

Recognition includes:

- Your own recognition and self-awareness
- Peer recognition and sharing of good practice locally and nationally
- Recognition by your employer of good practice.

In the future, a qualification could be developed that contributes to evidence of expectations being met at a particular level. For example, there could be a postgraduate qualification for social work with older people which then provided evidence towards recognition at the experienced social worker level.

We heard from social workers that recognition matters to them. In future there could be national recognition. However there are many questions about how formal recognition could work, what it would mean and how it would fit with other areas of social work practice.

BASW proposes to lead a discussion on how the social work profession could develop profession-led recognition.

## Appendix: Summary of proposed pathway

Stage of career	Capabilities statement for social work with older people	Expectation for social work with older people	Possible roles	Essential learning and development opportunities	Possible learning and development opportunities	Evidence for recognition
<b>At qualification</b>	Capabilities to be incorporated into learning during a generic social work qualifying course	<i>I have an understanding and appreciation of social work with older people as part of general social work practice</i>	<ul style="list-style-type: none"> <li>• Student</li> </ul>	<ul style="list-style-type: none"> <li>• Exposure to older people during qualifying course – meet older people, work with a situation involving older people, visit an older people's service</li> <li>• Learning about the life-course that includes older age</li> </ul>	<ul style="list-style-type: none"> <li>• Placement</li> <li>• Dissertation</li> </ul>	Student portfolio
<b>End of Assessed and Supported Year in Employment</b>	Capabilities to be incorporated into the ASYE for social workers who have contact with older people	<i>I am able to work confidently and capably with older people, and seek specialist input as needed</i>	<ul style="list-style-type: none"> <li>• Newly qualified social worker in any adults service or possibly in a children's service with a whole family approach</li> <li>• May start to be a champion for social work with older people</li> </ul>	<ul style="list-style-type: none"> <li>• Induction for all newly qualified social workers to include visit to social workers working with older people and provider service(s)</li> <li>• Direct work with older people</li> <li>• Critical reflection on work with older people</li> </ul>	<ul style="list-style-type: none"> <li>• GSW website (<a href="http://www.gsw.ripfa.org.uk">www.gsw.ripfa.org.uk</a>) as a guided reflective exercise</li> <li>• Seminar led by older people or carers</li> <li>• Learning from lived experiences</li> <li>• Visiting third sector services</li> <li>• Reading research and theory</li> <li>• Having a mentor</li> <li>• Shadowing</li> <li>• Observations</li> <li>• Social work journal</li> <li>• Reflective accounts</li> <li>• Health Education England core skills education and training frameworks for dementia, end of life, mental health and learning disabilities at tier 1 (<a href="http://hee.nhs.uk/our-work/person-centred-care">hee.nhs.uk/our-work/person-centred-care</a>)</li> </ul>	ASYE portfolio

## Appendix: Summary of proposed pathway

Stage of career	Capabilities statement for social work with older people	Expectation for social work with older people	Possible roles	Essential learning and development opportunities	Possible learning and development opportunities	Evidence for recognition
<b>Social worker to experienced social worker</b>	Capabilities to be acquired by social workers who work with older people and who develop expertise and experience in this area of work	<i>I demonstrate and model expert and effective practice, and a commitment to developing specific capabilities</i>	<ul style="list-style-type: none"> <li>• Social worker, experienced/ specialist/expert social worker in an adults service</li> <li>• Possibly a specific role e.g. hospital social worker, palliative care social worker etc.</li> <li>• Likely to be a mentor to others</li> <li>• May be a Practice Educator or practice researcher</li> </ul>	<ul style="list-style-type: none"> <li>• Human rights and strengths-based work with older people</li> <li>• Critically reflective application of gerontological research and theory</li> <li>• Mentoring of other practitioners</li> <li>• Undertaking research</li> <li>• Learning with other professions, agencies and organisations that support older people</li> <li>• Community development for older people</li> <li>• Legal literacy including the application of the Mental Capacity Act 2005 and Mental Health Act 2007 to work with older people</li> </ul>	<ul style="list-style-type: none"> <li>• Gerontological Social Work website (<a href="http://www.gsw.rtpfa.org.uk">www.gsw.rtpfa.org.uk</a>) as a reference for case work</li> <li>• Evaluation and feedback by older people and carers</li> <li>• Peer support, group supervision, reflective case discussions</li> <li>• Rotation, secondment, swaps</li> <li>• Undertaking research or service evaluation</li> <li>• Peer teaching or practice education</li> <li>• Involvement in local or national communities of practice</li> <li>• Internal or external specialist courses</li> <li>• Involvement in local and national practice and policy development e.g. BASW, pilots, evaluations</li> <li>• Input to commissioning and quality assurance</li> <li>• Health Education England core skills education and training frameworks for dementia, end of life, mental health and learning disabilities at tier 2-3 (<a href="http://hee.nhs.uk/our-work/person-centred-care">hee.nhs.uk/our-work/person-centred-care</a>)</li> </ul>	Registration portfolio

## Appendix: Summary of proposed pathway

Stage of career	Capabilities statement for social work with older people	Expectation for social work with older people	Possible roles	Essential learning and development opportunities	Possible learning and development opportunities	Evidence for recognition
<b>Advanced social worker</b>	Capabilities to be acquired by social workers working at an advanced practice, education or management level in settings that support older people	<i>I am an expert in working with older people (practice) and/or I supervise others who work with older people (manager) and/or I contribute to learning and development locally and nationally (educator)</i>	<ul style="list-style-type: none"> <li>Advanced practitioner with older people – including mentoring or overseeing others</li> <li>Manager with oversight of older people's services</li> <li>Educator, lecturer, workforce development, researcher including in social work with older people</li> </ul>	<ul style="list-style-type: none"> <li>Shadowing practice teams and provider services</li> <li>Involvement of older people and carers in practice evaluation and improvement</li> <li>Oversight of practice</li> <li>Support social workers to use research</li> </ul>	<ul style="list-style-type: none"> <li>Gerontological Social Work website (<a href="http://www.gsw.ripfa.org.uk">www.gsw.ripfa.org.uk</a>) as a resource for developing others</li> <li>Facilitating critically reflective case discussions, group supervision</li> <li>Facilitating community of practice</li> <li>Creating practice guidance</li> <li>Overseeing research</li> <li>Creating and delivering learning and development</li> <li>Contribution to local and national practice and policy development</li> <li>Health Education England core skills education and training frameworks for dementia, end of life, mental health and learning disabilities at tier 2-3 (<a href="http://hee.nhs.uk/our-work/person-centred-care">hee.nhs.uk/our-work/person-centred-care</a>)</li> </ul>	Portfolio for registration
<b>Strategic social worker</b>	Capabilities to be acquired by social workers working at a strategic practice, education or management level in settings that support older people	<i>I am a leader in working with older people and develop practice, education and research locally and nationally</i>	<ul style="list-style-type: none"> <li>Consultant social worker, Principal social worker or practice lead for social work with older people</li> <li>Senior manager, commissioner, quality assurance, policy and practice development covering older people's services</li> <li>Senior educator, lecturer, workforce development, researcher including in social work with older people</li> </ul>	<ul style="list-style-type: none"> <li>Shadowing practice teams and provider services</li> <li>Co-production of practice, policy and education development with older people and carers</li> <li>Strategic oversight of practice</li> <li>Strategic support for use of research</li> </ul>	<ul style="list-style-type: none"> <li>Gerontological Social Work website (<a href="http://www.gsw.ripfa.org.uk">www.gsw.ripfa.org.uk</a>) as a resource to inform practice, policy and education development</li> <li>Commissioning or leading research</li> <li>Supporting learning opportunities with other professions, agencies and organisations that support older people</li> <li>Leading local and national practice and policy development</li> </ul>	Portfolio for registration

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