

Mapping the PCF, KSS and Regulatory Standards in England



Mapping Guidance
(Adults) and
(Children & Families)

BASW
England

The professional association for
social work and social workers

This document is intended to help social workers, social work educators, supervisors, managers and leaders understand how the Professional Capabilities Framework (PCF), the Knowledge and Skills Statements (KSS) and the professional regulatory standards of Social Work England (the regulatory standards) relate to each other and how they have different, complementary roles to play in promoting excellent social work and supporting you in your practice development.

The PCF is the overarching framework for social work in England, from pre-qualifying to strategic levels, across all practice areas. It is a generic, profession-owned framework for all of social work that provides guidance and a common understanding of what it means to be a social worker at all stages of a career – from starting a qualifying course through to senior, advanced and strategic roles. The framework was developed over several years (from 2010) by social workers and social work leaders. It is now formally hosted on behalf of the sector by BASW who, following extensive consultation, updated the PCF in 2018. The PCF is a framework that promotes and supports ongoing learning and continuing professional development (CPD) in any specialism.

The PCF guides the development of social workers' capabilities and confidence in managing risk, ambiguity and complexity at nine levels of practice across all specialisms. This should be read in conjunction with the PCF refresh on our website, which also mentions what social workers should be able to demonstrate at various stages of their career (www.basw.co.uk/resources/professional-capabilities-framework-social-work-england). please refer to page 3 for the visual diagram of the PCF

In the 2018 PCF refresh, while much of the framework was unchanged, the nine domains have been clustered into three key themes:

- The **purpose** of social work; its values, ethics and commitment to equalities, diversity, rights and social justice
- The **practice** of social work with individuals, families and communities: its distinctive knowledge base, its application of reflection and critical analysis and the development of specific interventions and skills; and
- The wider **impact** of social work through leadership, professionalism and influence at organisational and other contextual levels.

The KSS are statements from the Chief Social Workers for Adults and Children and Families respectively that describe what a social worker should know, and be able to do, in specific practice settings, in specific roles and at different levels of seniority. The KSS map onto the Practice domains of the PCF (Knowledge, Critical Reflection and Analysis, Interventions and Skills) and should help guide everyday

Professional Capabilities Framework



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practice, supervision and professional leadership particularly in statutory social work contexts (see joint letter between BASW and Chief Social Workers 2 March 2018 www.basw.co.uk/media/news/2018/mar/basw-and-chief-social-workers-issue-joint-statement-how-professional).

The regulatory standards of Social Work England are the threshold (minimum) standards considered necessary for safe and effective practice. These professional standards set out what a social worker in England must know, understand and be able to do after completing their social work education or training. They include standards for engagement in continuing professional development (CPD). They apply to all registered social workers in all roles and settings. Breach of these can lead to removal from the register (and therefore removal of the legal right to call oneself a social worker) or lesser sanctions and requirements to remain on the register.

The PCF, the KSS and the regulatory standards are all important. Meeting the regulatory standards is essential to remain in the profession of social work in England and call yourself a social worker. The KSS are important

to particular roles in many organisations and convey the current priorities and perspectives of Chief Social Workers and their respective government departments. The PCF is a broad, enabling and supportive framework that guides your CPD and career development in any role, and underpins your professional identity and professionalism, individually and collectively.

Over the following pages, you will find the PCF domains (grouped into the three super-domains of Purpose, Practice and Impact) mapped against the most closely aligned elements of the KSS and the regulatory standards, helping you understand how the PCF can continue to support you in your ongoing development and achievements as a social worker.

Please note that this guidance will be subject to review in view of changing professional standards and knowledge and skills statements. BASW will collaborate with key partner organisations to ensure that any future changes are reflected in future versions of this mapping document.

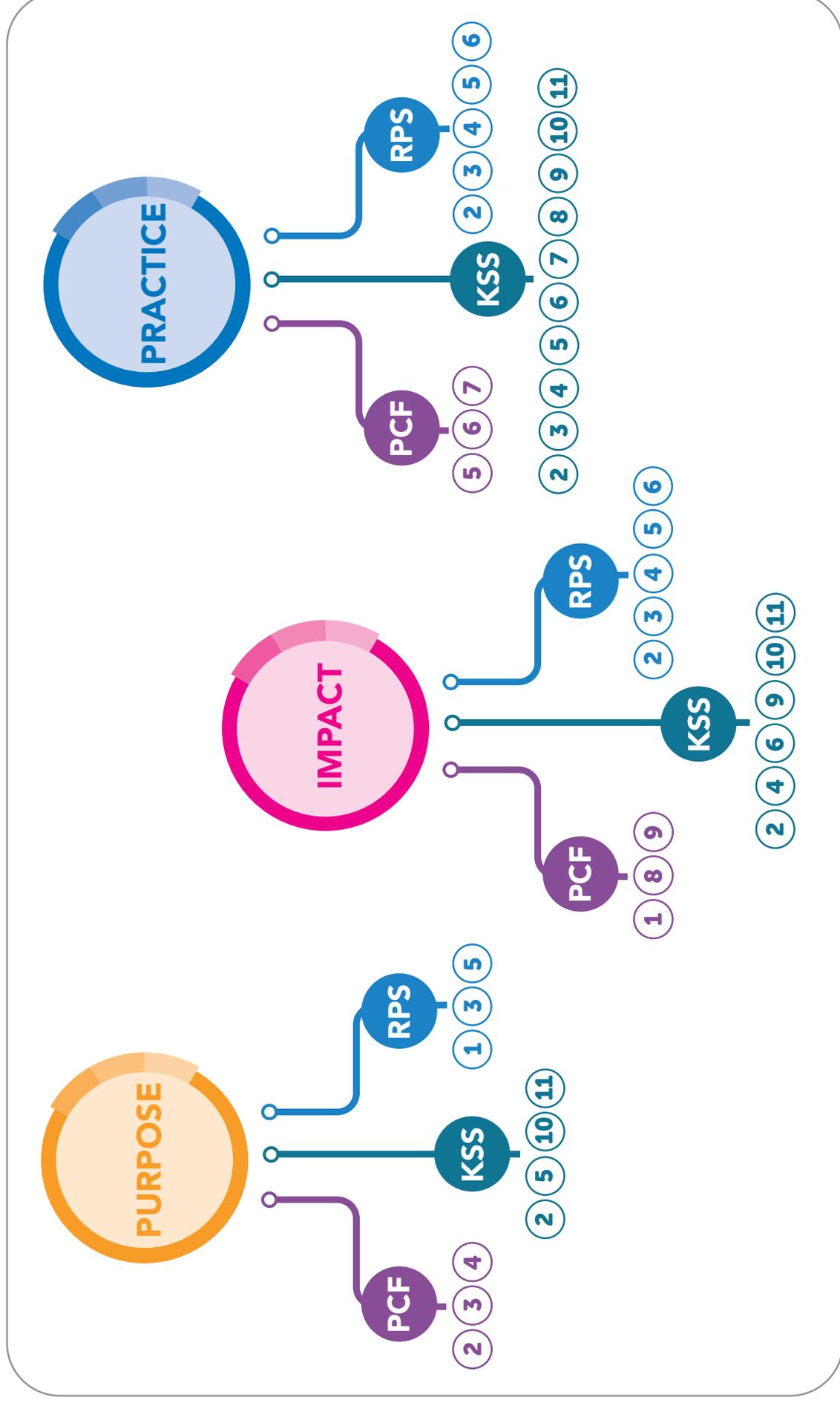
PCF/KSS/Regulatory Professional Standards

Mapping Guidance (Adults)



PCF, KSS and Regulatory Professional Standards in England

- Mapping diagram (Adults)



PURPOSE

Domain

2. Values and Ethics

Apply social work ethical principles and value to guide professional practices.

Social workers have an obligation to conduct themselves and make decisions in accordance with our Code of Ethics. This includes working in partnership with people who use our services. We promote human rights and social justice. We develop and maintain our understanding of the value base of our profession throughout our career, its ethical standards and relevant law.

3. Diversity and Equality

Recognise diversity and apply anti-discriminatory and anti-oppressive principles in practice.

Social workers understand that diversity characterises and shapes human experience and is critical to the formation of identity. Diversity is multi-dimensional and includes race, disability, class, economic status, age, sexuality, gender (including transgender), faith and belief, and the intersection of these and other characteristics. We understand that because of difference, and perception of difference, a person's life experience may include oppression, marginalisation and alienation as well as privilege, power and acclaim. We identify this and promote equality

4. Rights, Justice and Economic Wellbeing

Advance human rights and promote social justice and economic wellbeing.

Social workers recognise and promote the fundamental principles of human rights, social justice and economic wellbeing enshrined in national and international laws, conventions and policies. These principles underpin our practice and we use statutory and case law effectively in our work. We understand and address the effects of oppression, discrimination and poverty. Wherever possible, we work in partnership with people using services, their carers and families, to challenge inequality and injustice, and promote strengths, agency, hope and self determination.

(To be read in conjunction with the 2018 refresh which gives all of the capabilities under each domain)

2. The role of social workers working with adults

The Care Act 2014 puts the principle of individual wellbeing and professional practice of the individual social worker at the heart of adult social care and signals a move away from care management as the overriding approach to working with adults. Social workers need to apply a wide range of knowledge and skills to understand and build relationships, and work directly with individuals, their families and carers to enable and empower them to achieve best outcomes. This should include undertaking assessments, planning care and support and making the best use of available resources to enable people to have better lives. Social workers should enable people to experience personalised, integrated care and support them to maintain their independence and wellbeing, cope with change, attain the outcomes they want and need, understand and manage risk, and participate in the life of their communities. Social work should focus on the links between the individual, their health and wellbeing and their need for relationships and connection with their families, community and wider society. Social workers in adult social care must understand and be able to explain the role of social work as part of the system of health and welfare support to individuals and families. They must understand the impact of poverty, inequality and diversity on social and economic opportunities and how these relate to people's health and wellbeing as well as the functioning of their families, particularly in connection with child protection, adult safeguarding and also empowering individuals who may lack mental capacity.

5. Mental capacity

Social workers must have a thorough knowledge and understanding of the Mental Capacity Act (MCA) and Code of Practice and be able to apply these in practice. They should always begin from the presumption that individuals have capacity to make the decision in question. Social workers should understand how to make a capacity assessment, the decision and time specific nature of capacity and hence the need to reassess capacity appropriately. They should know when and how to refer to a Best Interest Assessor.

Social workers must understand their responsibilities for people who are assessed as lacking capacity at a particular time and must ensure that they are supported to be involved in decisions about themselves and their care as far as is possible. Where they are unable to be involved in the decision-making process decisions should be taken in their best interests following consultation with all appropriate parties, including families and carers. Social workers must seek to ensure that an individual's care plan is the least restrictive possible to achieve the intended outcomes. Social workers have a key leadership role in modelling to other professionals the proper application of the MCA. Key to this is the understanding that the MCA exists to empower those who lack capacity as much as it exists to protect them. Social workers must model and lead a change of approach, away from that where the default setting is "safety first", towards a person-centred culture where individual choice is encouraged and where the right of all individuals to express their own lifestyle choices is recognised and valued. In working with those where there is no concern over capacity, social workers should take all practicable steps to empower people to make their own decisions, recognising that people are experts in their own lives and working alongside them to identify person-centred solutions to risk and harm, recognising the individual's right to make "unwise" decisions.

10. Professional ethics and leadership

Social workers should be able to explain their role to stakeholders, particularly health and community partners, and challenge partners constructively to effect multi-agency working. They should contribute to developing awareness of personalisation and outcome-based approaches to improving people's lives. Social workers should be able to demonstrate the principles of social work through professional judgement, decision making and actions within a framework of professional accountability. They should be able to work collaboratively to manage effectively the sometimes competing interests of service users, their families and their carers ensuring that the needs of all parties are appropriately balanced, but that where children are involved, the children's interests are always paramount. They should be able to acknowledge the inherent tensions where there is a dual role of care and control; be able to meet eligible needs within limited resources and manage the emotions and expectations of service users and carers. They should be able to identify potential deprivations of liberty and understand the process for assessing and authorising these in individuals' best interests. They should feedback the views and experiences of clients and their colleagues to contribute to the continued improvement of services, policies and procedures within the organisation. They must be able to recognise and address poor practice and systemic failings which put people at risk, whether in their own organisation or the organisations and institutions with which they are working, making appropriate use of whistle-blowing procedures.

11. Level of capability: social worker working in an adult setting at the end of their first year in employment

By the end of the Assessed and Supported Year in Employment social workers working in an adult setting should have consistently demonstrated proficiency in a wide range of tasks and roles. For example, they will be able to complete assessments of need independently, which start from a perspective of the service users' desired outcomes and have become more effective in their interventions; deal with more complex situations; develop respectful and situation appropriate professional relationships, thus building their own confidence; and earn the confidence and respect of others. They will have a good understanding of risk assessment and positive risk taking and be able to apply this to practice to ensure person centred planning approaches and individual rights are upheld. They will have developed confidence in working

within multidisciplinary settings, understanding their roles and be able to maintain and express a clear social work perspective. They will have experience and skills in relation to a particular setting and user group, be able to understand and work within the legal frameworks relevant to adult settings, in particular, the Mental Capacity Act, Mental Health Act and the Care Act, and fully operate within the organisational context, policies and procedures. They will be able to confidently undertake mental capacity assessments in routine situations; to identify and work proactively and in partnership around safeguarding issues and have demonstrated the ability to work effectively in more complex situations. They will seek support in supervision appropriately, whilst starting to exercise initiative and evaluate their own practice. For example, they should take responsibility for cases allocated to them, be proactive in identifying issues and recommending actions, but be aware of when to seek further advice and support in more complex situations. They will be able to reflect on their practice and continue to identify learning and development to further consolidate their knowledge and skills. They will have developed some resilience and leadership skills and be able to demonstrate sound professional judgment and will know how to argue for appropriate resource allocation to meet assessed needs.

REGULATORY PROFESSIONAL STANDARDS

1. Promote the rights, strengths and wellbeing of people, families and communities.

As a social worker, I will:

- 1.1 Value each person as an individual, recognising their strengths and abilities.
- 1.2 Respect and promote the human rights, views, wishes and feelings of the people I work with, balancing rights and risks and enabling access to advice, advocacy, support and services.
- 1.3 Work in partnership with people to promote their wellbeing and achieve best outcomes, recognising them as experts in their own lives.
- 1.4 Value the importance of family and community systems and work in partnership with people to identify and harness the assets of those systems.
- 1.5 Recognise differences across diverse communities and challenge the impact of disadvantage and discrimination on people and their families and communities.
- 1.6 Promote social justice, helping to confront and resolve issues of inequality and inclusion.
- 1.7 Recognise and use responsibly, the power and authority I have when working with people, ensuring that my interventions are always necessary, the least intrusive, proportionate, and in people's best interests.

3. Be accountable for the quality of my practice and the decisions I make.

As a social worker, I will:

- 3.1 Work within legal and ethical frameworks, using my professional authority and judgement appropriately.
- 3.2 Use information from a range of appropriate sources, including supervision, to inform assessments, to analyse risk, and to make a professional decision.
- 3.3 Apply my knowledge and skills to address the social care needs of individuals and their families commonly arising from physical and mental ill health, disability, substance misuse, abuse or neglect, to enhance quality of life and wellbeing.
- 3.4 Recognise the risk indicators of different forms of abuse and neglect and their impact on people, their families and their support networks.
- 3.5 Hold different explanations in mind and use evidence to inform my decisions.
- 3.6 Draw on the knowledge and skills of workers from my own and other professions and work in collaboration, particularly in integrated teams, holding onto and promoting my social work identity.
- 3.7 Recognise where there may be bias in decision making and address issues that arise from ethical dilemmas, conflicting information, or differing professional decisions. Clarify where the accountability lies for delegated work and fulfil that responsibility when it lies with me.

- 3.8 Clarify where the accountability lies for delegated work and fulfil that responsibility when it lies with me.
- 3.9 Make sure that relevant colleagues and agencies are informed about identified risks and the outcomes and implications of assessments and decisions I make.
- 3.10 Establish and maintain skills in information and communication technology and adapt my practice to new ways of working, as appropriate.
- 3.11 Maintain clear, accurate, legible and up to date records, documenting how I arrive at my decisions.
- 3.12 Use my assessment skills to respond quickly to dangerous situations and take any necessary protective action.
- 3.13 Provide, or support people to access advice and services tailored to meet their needs, based on evidence, negotiating and challenging other professionals and organisations, as required.
- 3.14 Assess the influence of cultural and social factors over people and the effect of loss, change and uncertainty in the development of resilience.
- 3.15 Recognise and respond to behaviour that may indicate resistance to change, ambivalent or selective cooperation with services, and recognise when there is a need for immediate action

5. Act safely, respectfully and with professional integrity.

As a social worker, I will not:

- 5.1 Abuse, neglect, discriminate, exploit or harm anyone, or condone this by others.
- 5.2 Behave in a way that would bring into question my suitability to work as a social worker while at work, or outside of work.
- 5.3 Falsify records or condone this by others.
- 5.4 Ask for, or accept any money, gifts or hospitality which may affect or appear to affect my professional judgement.
- 5.5 Treat someone differently because they've raised a complaint.
- 5.6 Use technology, social media or other forms of electronic communication unlawfully, unethically, or in a way that brings the profession into disrepute.

PRACTICE

Domain

5. Knowledge

Develop and apply relevant knowledge from social work practice and research, social sciences, law, other professional and relevant fields, and from the experience of people who use services.

We develop our professional knowledge throughout our careers and sustain our curiosity. As a unified profession, we develop core knowledge that relates to our purpose, values and ethics. We also develop specific knowledge needed for fields of practice and roles. Our knowledge comes from social work practice, theory, law, research, expertise by experience, and from other relevant fields and disciplines. All social workers contribute to creating as well as using professional knowledge. We understand our distinctive knowledge complements that of other disciplines to provide effective services.

6. Critical Reflection and Analysis

Apply critical reflection and analysis to inform and provide a rationale for professional decision-making.

Social workers critically reflect on their practice, use analysis, apply professional judgement and reasoned discernment. We identify, evaluate and integrate multiple sources of knowledge and evidence. We continuously evaluate our impact and benefit to service users. We use supervision and other support to reflect on our work and sustain our practice and wellbeing. We apply our critical reflective skills to the context and conditions under which we practise. Our reflection enables us to challenge ourselves and others, and maintain our professional curiosity, creativity and self-awareness.

7. Skills and Interventions

Use judgement, knowledge and authority to intervene with individuals, families and communities to promote independence, provide support, prevent harm and enable progress.

Social workers engage with individuals, families, and communities, working alongside people to determine their needs and wishes, and what action may be helpful. We build productive working relationships and communicate effectively. Using our professional judgement, we employ appropriate interventions, promoting self-determination, support, protection and positive change. We develop and maintain skills relevant to our roles. We understand and take account of power differentials and use our authority appropriately. We evaluate our own practice and its impact, and how we improve outcomes for those we work with.

(To be read in conjunction with the 2018 refresh which gives all of the capabilities under each domain)

2. The role of social workers working with adults

The Care Act 2014 puts the principle of individual wellbeing and professional practice of the individual social worker at the heart of adult social care and signals a move away from care management as the overriding approach to working with adults. Social workers need to apply a wide range of knowledge and skills to understand and build relationships, and work directly with individuals, their families and carers to enable and empower them to achieve best outcomes. This should include undertaking assessments, planning care and support and making the best use of available resources to enable people to have better lives. Social workers should enable people to experience personalised, integrated care and support them to maintain their independence and wellbeing, cope with change, attain the outcomes they want and need, understand and manage risk, and participate in the life of their communities. Social work should

focus on the links between the individual, their health and wellbeing and their need for relationships and connection with their families, community and wider society. Social workers in adult social care must understand and be able to explain the role of social work as part of the system of health and welfare support to individuals and families. They must understand the impact of poverty, inequality and diversity on social and economic opportunities and how these relate to people's health and wellbeing as well as the functioning of their families, particularly in connection with child protection, adult safeguarding and also empowering individuals who may lack mental capacity.

3. Person-centred practice

Social workers should enable people to access the advice, support and services to which they are entitled. They should coordinate and facilitate a wide range of practical and emotional support, and discharge legal duties to complement people's own resources and networks, so that all individuals (no matter their background, health status or mental capacity), carers and families can exercise choice and control, (supporting individuals to make their own decisions, especially where they may lack capacity) and meet their needs and aspirations in personalised, creative and often novel ways. They should work co-productively and innovatively with people, local communities, other professionals, agencies and services to promote self-determination, community capacity, personal and family reliance, cohesion, earlier intervention and active citizenship. Social workers should also engage with and enable access to advocacy for people who may require help to secure the support and care they need due to physical or mental ill-health, sensory or communication impairment, learning disability, mental incapacity, frailty or a combination of these conditions and their physical, psychological and social consequences.

4. Safeguarding

Social workers must be able to recognise the risk indicators of different forms of abuse and neglect and their impact on individuals, their families or their support networks and should prioritise the protection of children and adults in vulnerable situations whenever necessary. This includes working with those who self-neglect. Social workers who work with adults must take an outcomes-focused, person-centred approach to safeguarding practice, recognising that people are experts in their own lives and working alongside them to identify person-centred solutions to risk and harm. In situations where there is abuse or neglect or clear risk of those, social workers must work in a way that enhances involvement, choice and control as part of improving quality of life, wellbeing and safety. Social workers should take the lead in managing positive interventions that prevent deterioration in health and wellbeing; safeguard people (who may or may not be socially excluded) at risk of abuse or neglect, or who are subject to discrimination, and to take necessary action where someone poses a risk to themselves, their children or other people. Social workers who work with adults must be able to recognise and take appropriate action where they come across situations where a child or young person may be at risk. Social workers should understand and apply in practice personalised approaches to safeguarding adults that maximise the adult's opportunity to determine and realise their desired outcomes and to safeguard themselves effectively, with support where necessary.

5. Mental capacity

Social workers must have a thorough knowledge and understanding of the Mental Capacity Act (MCA) and Code of Practice and be able to apply these in practice. They should always begin from the presumption that individuals have capacity to make the decision in question. Social workers should understand how to make a capacity assessment, the decision and time specific nature of capacity and hence the need to reassess capacity appropriately. They should know when and how to refer to a Best Interest Assessor.

Social workers must understand their responsibilities for people who are assessed as lacking capacity at a particular time and must ensure that they are supported to be involved in decisions about themselves and their care as far as is possible. Where they are unable to be involved in the decision-making process decisions should be taken in their best interests following consultation

with all appropriate parties, including families and carers. Social workers must seek to ensure that an individual's care plan is the least restrictive possible to achieve the intended outcomes. Social workers have a key leadership role in modelling to other professionals the proper application of the MCA. Key to this is the understanding that the MCA exists to empower those who lack capacity as much as it exists to protect them. Social workers must model and lead a change of approach, away from that where the default setting is "safety first", towards a person-centred culture where individual choice is encouraged and where the right of all individuals to express their own lifestyle choices is recognised and valued. In working with those where there is no concern over capacity, social workers should take all practicable steps to empower people to make their own decisions, recognising that people are experts in their own lives and working alongside them to identify person-centred solutions to risk and harm, recognising the individual's right to make "unwise" decisions.

6. Effective assessments and outcome based support planning

In undertaking assessments, social workers must be able to recognise the expertise of the diverse people with whom they work and their carers and apply this to develop personalised assessment and care plans that enable the individual to determine and achieve the outcomes they want for themselves. The social worker must ensure the individual's views, wishes and feelings (including those who may lack mental capacity) are included as part of their full participation in decision making, balancing this with the wellbeing of their carers. Social workers should demonstrate a good understanding of personalisation, the social model of disability and of human development throughout life and demonstrate a holistic approach to the identification of needs, circumstances, rights, strengths and risks. In particular, social workers need to understand the impact of trauma, loss and abuse, physical disability, physical ill health, learning disability, mental ill health, mental capacity, substance misuse, domestic abuse, aging and end of life issues on physical, cognitive, emotional and social development both for the individual and for the functioning of the family. They should recognise the roles and needs of informal or family carers and use holistic, systemic approaches to supporting individuals and carers. They should develop and maintain knowledge and good partnerships with local community resources in order to work effectively with individuals in connecting them with appropriate resources and support.

7. Direct work with individuals and families

Social workers need to be able to work directly with individuals and their families through the professional use of self, using interpersonal skills and emotional intelligence to create relationships based on openness, transparency and empathy. They should know how to build purposeful, effective relationships underpinned by reciprocity. They should be able to communicate clearly, sensitively and effectively, applying a range of best evidence-based methods of written, oral and non-verbal communication and adapt these methods to match the person's age, comprehension and culture. Social workers should be capable of communicating effectively with people with specific communication needs, including those with learning disabilities, dementia, people who lack mental capacity and people with sensory impairment. They should do this in ways that are engaging, respectful, motivating and effective, even when dealing with conflict - whether perceived or actual - anger and resistance to change. Social workers should have a high level of skill in applying evidence-based, effective social work approaches to help service users and families handle change, especially where individuals and families are in transition, including young people moving to adulthood, supporting them to move to different living arrangements and understanding the impact of loss and change.

8. Supervision, critical reflection and analysis

Social workers must have access to regular, good quality supervision and understand its importance in providing advice and support. They should know how and when to seek advice from a range of sources including named supervisors, senior social workers and other professionals. They should be able to make effective use of opportunities to discuss, reflect upon and test multiple hypotheses, the role of intuition and logic in decision making, the

difference between opinion and fact, the role of evidence, how to address common bias in situations of uncertainty and the reasoning of any conclusions reached and recommendations made, particularly in relation to mental capacity, mental health and safeguarding situations. Social workers should have a critical understanding of the difference between theory, research, evidence and expertise and the role of professional judgement. They should use practice evidence and research to inform the complex judgements and decisions needed to support, empower and protect their service users. They should apply imagination, creativity and curiosity to working in partnership with individuals and their carers, acknowledging the centrality of people's own expertise about their experience and needs.

9. Organisational context

Social workers working with adults should be able confidently to fulfil their statutory responsibilities, work within their organisation's remit and contribute to its development. They must be understand and work effectively within financial and legal frameworks, obligations, structures and culture, in particular Human Rights and Equalities legislation, the Care Act, Mental Capacity Act, Mental Health Act and accompanying guidance and codes of practice. They must be able to operate successfully in their organisational context, demonstrating effective time management, caseload management and be capable of reconciling competing demands and embrace information, data and technology appropriate to their role. They should have access to regular quality supervision to support their professional resilience and emotional and physical wellbeing. Social workers should work effectively and confidently with fellow professionals in inter-agency, multi-disciplinary and interprofessional groups and demonstrate effective partnership working particularly in the context of health and social care integration and at the interface between health, children and adult social care and the third sector.

10. Professional ethics and leadership

Social workers should be able to explain their role to stakeholders, particularly health and community partners, and challenge partners constructively to effect multi-agency working. They should contribute to developing awareness of personalisation and outcome-based approaches to improving people's lives. Social workers should be able to demonstrate the principles of social work through professional judgement, decision making and actions within a framework of professional accountability. They should be able to work collaboratively to manage effectively the sometimes competing interests of service users, their families and their carers ensuring that the needs of all parties are appropriately balanced, but that where children are involved, the children's interests are always paramount. They should be able to acknowledge the inherent tensions where there is a dual role of care and control; be able to meet eligible needs within limited resources and manage the emotions and expectations of service users and carers. They should be able to identify potential deprivations of liberty and understand the process for assessing and authorising these in individuals' best interests. They should feedback the views and experiences of clients and their colleagues to contribute to the continued improvement of services, policies and procedures within the organisation. They must be able to recognise and address poor practice and systemic failings which put people at risk, whether in their own organisation or the organisations and institutions with which they are working, making appropriate use of whistle-blowing procedures.

11. Level of capability: social worker working in an adult setting at the end of their first year in employment

By the end of the Assessed and Supported Year in Employment social workers working in an adult setting should have consistently demonstrated proficiency in a wide range of tasks and roles. For example, they will be able to complete assessments of need independently, which start from a perspective of the service users' desired outcomes and have become more effective in their interventions; deal with more complex situations; develop respectful and situation appropriate professional relationships, thus building their own confidence; and earn the confidence and respect of others. They will have a good understanding of risk assessment and positive risk taking and be able to apply this to practice to ensure person centred planning approaches and individual rights are upheld. They will have developed confidence in working

within multidisciplinary settings, understanding their roles and be able to maintain and express a clear social work perspective. They will have experience and skills in relation to a particular setting and user group, be able to understand and work within the legal frameworks relevant to adult settings, in particular, the Mental Capacity Act, Mental Health Act and the Care Act, and fully operate within the organisational context, policies and procedures. They will be able to confidently undertake mental capacity assessments in routine situations; to identify and work proactively and in partnership around safeguarding issues and have demonstrated the ability to work effectively in more complex situations. They will seek support in supervision appropriately, whilst starting to exercise initiative and evaluate their own practice. For example, they should take responsibility for cases allocated to them, be proactive in identifying issues and recommending actions, but be aware of when to seek further advice and support in more complex situations. They will be able to reflect on their practice and continue to identify learning and development to further consolidate their knowledge and skills. They will have developed some resilience and leadership skills and be able to demonstrate sound professional judgment and will know how to argue for appropriate resource allocation to meet assessed needs.

REGULATORY PROFESSIONAL STANDARDS

2. Establish and maintain the trust and confidence of people.

As a social worker, I will:

- 2.1 Be open, honest, reliable and fair.
- 2.2 Respect and maintain people's dignity and privacy.
- 2.3 Maintain professional relationships with people and ensure that they understand the role of a social worker in their lives.
- 2.4 Practise in ways that demonstrate empathy, perseverance, authority, professional confidence and capability, working with people to enable full participation in discussions and decision making.
- 2.5 Actively listen to understand people, using a range of appropriate communication methods to build relationships.
- 2.6 Treat information about people with sensitivity and handle confidential information in line with the law.
- 2.7 Consider where conflicts of interest may arise, declare conflicts as early as possible and agree a course of action.

3. Be accountable for the quality of my practice and the decisions I make.

As a social worker, I will:

- 3.1 Work within legal and ethical frameworks, using my professional authority and judgement appropriately.
- 3.2 Use information from a range of appropriate sources, including supervision, to inform assessments, to analyse risk, and to make a professional decision.
- 3.3 Apply my knowledge and skills to address the social care needs of individuals and their families commonly arising from physical and mental ill health, disability, substance misuse, abuse or neglect, to enhance quality of life and wellbeing.
- 3.4 Recognise the risk indicators of different forms of abuse and neglect and their impact on people, their families and their support networks.
- 3.5 Hold different explanations in mind and use evidence to inform my decisions.
- 3.6 Draw on the knowledge and skills of workers from my own and other professions and work in collaboration, particularly in integrated teams, holding onto and promoting my social work identity.
- 3.7 Recognise where there may be bias in decision making and address issues that arise from ethical dilemmas, conflicting information, or differing professional decisions.
- 3.8 Clarify where the accountability lies for delegated work and fulfil that responsibility when it lies with me.

- 3.9 Make sure that relevant colleagues and agencies are informed about identified risks and the outcomes and implications of assessments and decisions I make.
- 3.10 Establish and maintain skills in information and communication technology and adapt my practice to new ways of working, as appropriate.
- 3.11 Maintain clear, accurate, legible and up to date records, documenting how I arrive at my decisions.
- 3.12 Use my assessment skills to respond quickly to dangerous situations and take any necessary protective action.
- 3.13 Provide, or support people to access advice and services tailored to meet their needs, based on evidence, negotiating and challenging other professionals and organisations, as required.
- 3.14 Assess the influence of cultural and social factors over people and the effect of loss, change and uncertainty in the development of resilience.
- 3.15 Recognise and respond to behaviour that may indicate resistance to change, ambivalent or selective cooperation with services, and recognise when there is a need for immediate action.

4. Maintain my continuing professional development.

As a social worker, I will:

- 4.1 Incorporate feedback from a range of sources, including from people with lived experience of my social work practice.
- 4.2 Use supervision and feedback to critically reflect on, and identify my learning needs, including how I use research and evidence to inform my practice.
- 4.3 Keep my practice up to date and record how I use research, theories and frameworks to inform my practice and my professional judgement.
- 4.4 Demonstrate good subject knowledge on key aspects of social work practice and develop knowledge of current issues in society and social policies impacting on social work.
- 4.5 Contribute to an open and creative learning culture in the workplace to discuss, reflect on and share best practice.
- 4.6 Reflect on my learning activities and evidence what impact continuing professional development has on the quality of my practice.
- 4.7 Record my learning and reflection on a regular basis and in accordance with Social Work England's guidance on continuing professional development.
- 4.8 Reflect on my own values and challenge the impact they have on my practice.

5. Act safely, respectfully and with professional integrity.

As a social worker, I will not:

- 5.1 Abuse, neglect, discriminate, exploit or harm anyone, or condone this by others.
- 5.2 Behave in a way that would bring into question my suitability to work as a social worker while at work, or outside of work.
- 5.3 Falsify records or condone this by others.
- 5.4 Ask for, or accept any money, gifts or hospitality which may affect or appear to affect my professional judgement.
- 5.5 Treat someone differently because they've raised a complaint.
- 5.6 Use technology, social media or other forms of electronic communication unlawfully, unethically, or in a way that brings the profession into disrepute.

6. Promote ethical practice and report concerns.

As a social worker, I will:

- 6.1 Report allegations of harm and challenge and report exploitation and any dangerous, abusive or discriminatory behaviour or practice.
- 6.2 Reflect on my working environment and where necessary challenge practices, systems and processes to uphold Social Work England's professional standards.
- 6.3 Inform people of the right to complain and provide them with the support to do it, and record and act on concerns raised to me.

- 6.4 Take appropriate action when a professional's practice may be impaired.
- 6.5 Raise concerns about organisational wrongdoing and cultures of inappropriate and unsafe practice.
- 6.6 Declare to the appropriate authority and Social Work England anything that might affect my ability to do my job competently or may affect my fitness to practise, or if I am subject to criminal proceedings or a regulatory finding is made against me, anywhere in the world.
- 6.7 Cooperate with any investigations by my employer, Social Work England, or another agency, into my fitness to practise or the fitness to practise of others.

IMPACT

Domain

1. Professionalism

Identify and behave as a professional social worker, committed to professional development.

Social workers are members of an internationally recognised profession. Our title is protected in UK law. We demonstrate professional commitment by taking responsibility for our conduct, practice, self-care and development. We seek and use supervision and other professional support. We promote excellent practice, and challenge circumstances that compromise this. As representatives of the profession, we safeguard its reputation. We are accountable to people using services, the public, employers and the regulator. We take ethical decisions in the context of multiple accountabilities.

8. Contexts and Organisations

Engage with, inform, and adapt to changing organisational contexts, and the social and policy environments that shape practice. Operate effectively within and contribute to the development of organisations and services, including multi-agency and inter-professional settings.

Social workers are informed about and pro-actively respond to the challenges and opportunities that come from changing social, policy and work contexts. We fulfil this responsibility in accordance with our professional values and ethics, as individual and collective professionals and as members of the organisations in which we work. We collaborate, inform and are informed by our work with other social workers, other professions, individuals and communities.

9. Professional Leadership

Promote the profession and good social work practice. Take responsibility for the professional learning and development of others. Develop personal influence and be part of the collective leadership and impact of the profession.

We develop and show our leadership, individually and collectively, through promoting social work's purpose, practices and impact. We achieve this through diverse activities which may include: advancing practice; supervising; educating others; research; evaluation; using innovation and creativity; writing; using social media positively; being active in professional networks and bodies; contributing to policy; taking formal leadership/ management roles. We promote organisational contexts conducive to good practice and learning. We work in partnership with people who use services and stakeholders in developing our leadership and aims for the profession.

(To be read in conjunction with the 2018 refresh which gives all of the capabilities under each domain)

2. The role of social workers working with adults

The Care Act 2014 puts the principle of individual wellbeing and professional practice of the individual social worker at the heart of adult social care and signals a move away from care management as the overriding approach to working with adults. Social workers need to apply a wide range of knowledge and skills to understand and build relationships, and work directly with individuals, their families and carers to enable and empower them to achieve best outcomes. This should include undertaking assessments, planning care and support and making the best use of available resources to enable people to have better lives. Social workers should enable people to experience personalised, integrated care and support them to maintain their independence and wellbeing, cope with change, attain the outcomes they want and need,

understand and manage risk, and participate in the life of their communities. Social work should focus on the links between the individual, their health and wellbeing and their need for relationships and connection with their families, community and wider society. Social workers in adult social care must understand and be able to explain the role of social work as part of the system of health and welfare support to individuals and families. They must understand the impact of poverty, inequality and diversity on social and economic opportunities and how these relate to people's health and wellbeing as well as the functioning of their families, particularly in connection with child protection, adult safeguarding and also empowering individuals who may lack mental capacity.

4. Safeguarding

Social workers must be able to recognise the risk indicators of different forms of abuse and neglect and their impact on individuals, their families or their support networks and should prioritise the protection of children and adults in vulnerable situations whenever necessary. This includes working with those who self-neglect. Social workers who work with adults must take an outcomes-focused, person-centred approach to safeguarding practice, recognising that people are experts in their own lives and working alongside them to identify person centred solutions to risk and harm. In situations where there is abuse or neglect or clear risk of those, social workers must work in a way that enhances involvement, choice and control as part of improving quality of life, wellbeing and safety. Social workers should take the lead in managing positive interventions that prevent deterioration in health and wellbeing; safeguard people (who may or may not be socially excluded) at risk of abuse or neglect, or who are subject to discrimination, and to take necessary action where someone poses a risk to themselves, their children or other people. Social workers who work with adults must be able to recognise and take appropriate action where they come across situations where a child or young person may be at risk. Social workers should understand and apply in practice personalised approaches to safeguarding adults that maximise the adult's opportunity to determine and realise their desired outcomes and to safeguard themselves effectively, with support where necessary. 5. Effective direct work with children and families

6. Effective assessments and outcome-based support planning

In undertaking assessments, social workers must be able to recognise the expertise of the diverse people with whom they work and their carers and apply this to develop personalised assessment and care plans that enable the individual to determine and achieve the outcomes they want for themselves. The social worker must ensure the individual's views, wishes and feelings (including those who may lack mental capacity) are included as part of their full participation in decision making, balancing this with the wellbeing of their carers. Social workers should demonstrate a good understanding of personalisation, the social model of disability and of human development throughout life and demonstrate a holistic approach to the identification of needs, circumstances, rights, strengths and risks. In particular, social workers need to understand the impact of trauma, loss and abuse, physical disability, physical ill health, learning disability, mental ill health, mental capacity, substance misuse, domestic abuse, aging and end of life issues on physical, cognitive, emotional and social development both for the individual and for the functioning of the family. They should recognise the roles and needs of informal or family carers and use holistic, systemic approaches to supporting individuals and carers. They should develop and maintain knowledge and good partnerships with local community resources in order to work effectively with individuals in connecting them with appropriate resources and support.

9. Organisational context

Social workers working with adults should be able confidently to fulfil their statutory responsibilities, work within their organisation's remit and contribute to its development. They must be understand and work effectively within financial and legal frameworks, obligations, structures and culture, in particular Human Rights and Equalities legislation, the Care Act, Mental Capacity Act, Mental Health Act and accompanying guidance and codes of practice. They must be able to operate successfully in their organisational context, demonstrating

effective time management, caseload management and be capable of reconciling competing demands and embrace information, data and technology appropriate to their role. They should have access to regular quality supervision to support their professional resilience and emotional and physical wellbeing. Social workers should work effectively and confidently with fellow professionals in inter-agency, multi-disciplinary and interprofessional groups and demonstrate effective partnership working particularly in the context of health and social care integration and at the interface between health, children and adult social care and the third sector.

10. Professional ethics and leadership

Social workers should be able to explain their role to stakeholders, particularly health and community partners, and challenge partners constructively to effect multi-agency working. They should contribute to developing awareness of personalisation and outcome-based approaches to improving people's lives. Social workers should be able to demonstrate the principles of social work through professional judgement, decision making and actions within a framework of professional accountability. They should be able to work collaboratively to manage effectively the sometimes competing interests of service users, their families and their carers ensuring that the needs of all parties are appropriately balanced, but that where children are involved, the children's interests are always paramount. They should be able to acknowledge the inherent tensions where there is a dual role of care and control; be able to meet eligible needs within limited resources and manage the emotions and expectations of service users and carers. They should be able to identify potential deprivations of liberty and understand the process for assessing and authorising these in individuals' best interests. They should feedback the views and experiences of clients and their colleagues to contribute to the continued improvement of services, policies and procedures within the organisation. They must be able to recognise and address poor practice and systemic failings which put people at risk, whether in their own organisation or the organisations and institutions with which they are working, making appropriate use of whistle-blowing procedures.

11. Level of capability: social worker working in an adult setting at the end of their first year in employment

By the end of the Assessed and Supported Year in Employment social workers working in an adult setting should have consistently demonstrated proficiency in a wide range of tasks and roles. For example, they will be able to complete assessments of need independently, which start from a perspective of the service users' desired outcomes and have become more effective in their interventions; deal with more complex situations; develop respectful and situation appropriate professional relationships, thus building their own confidence; and earn the confidence and respect of others. They will have a good understanding of risk assessment and positive risk taking and be able to apply this to practice to ensure person centred planning approaches and individual rights are upheld. They will have developed confidence in working within multidisciplinary settings, understanding their roles and be able to maintain and express a clear social work perspective. They will have experience and skills in relation to a particular setting and user group, be able to understand and work within the legal frameworks relevant to adult settings, in particular, the Mental Capacity Act, Mental Health Act and the Care Act, and fully operate within the organisational context, policies and procedures. They will be able to confidently undertake mental capacity assessments in routine situations; to identify and work proactively and in partnership around safeguarding issues and have demonstrated the ability to work effectively in more complex situations. They will seek support in supervision appropriately, whilst starting to exercise initiative and evaluate their own practice. For example, they should take responsibility for cases allocated to them, be proactive in identifying issues and recommending actions, but be aware of when to seek further advice and support in more complex situations. They will be able to reflect on their practice and continue to identify learning and development to further consolidate their knowledge and skills. They will have developed some resilience and leadership skills and be able to demonstrate sound professional judgment and will know how to argue for appropriate resource allocation to meet assessed needs.

REGULATORY PROFESSIONAL STANDARDS

2. Establish and maintain the trust and confidence of people.

As a social worker, I will:

- 2.1 Be open, honest, reliable and fair.
- 2.2 Respect and maintain people's dignity and privacy.
- 2.3 Maintain professional relationships with people and ensure that they understand the role of a social worker in their lives.
- 2.4 Practise in ways that demonstrate empathy, perseverance, authority, professional confidence and capability, working with people to enable full participation in discussions and decision making.
- 2.5 Actively listen to understand people, using a range of appropriate communication methods to build relationships.
- 2.6 Treat information about people with sensitivity and handle confidential information in line with the law.
- 2.7 Consider where conflicts of interest may arise, declare conflicts as early as possible and agree a course of action.

3. Be accountable for the quality of my practice and the decisions I make.

As a social worker, I will:

- 3.1 Work within legal and ethical frameworks, using my professional authority and judgement appropriately.
- 3.2 Use information from a range of appropriate sources, including supervision, to inform assessments, to analyse risk, and to make a professional decision.
- 3.3 Apply my knowledge and skills to address the social care needs of individuals and their families commonly arising from physical and mental ill health, disability, substance misuse, abuse or neglect, to enhance quality of life and wellbeing.
- 3.4 Recognise the risk indicators of different forms of abuse and neglect and their impact on people, their families and their support networks.
- 3.5 Hold different explanations in mind and use evidence to inform my decisions.
- 3.6 Draw on the knowledge and skills of workers from my own and other professions and work in collaboration, particularly in integrated teams, holding onto and promoting my social work identity.
- 3.7 Recognise where there may be bias in decision making and address issues that arise from ethical dilemmas, conflicting information, or differing professional decisions.
- 3.8 Clarify where the accountability lies for delegated work and fulfil that responsibility when it lies with me.
- 3.9 Make sure that relevant colleagues and agencies are informed about identified risks and the outcomes and implications of assessments and decisions I make.
- 3.10 Establish and maintain skills in information and communication technology and adapt my practice to new ways of working, as appropriate.
- 3.11 Maintain clear, accurate, legible and up to date records, documenting how I arrive at my decisions.
- 3.12 Use my assessment skills to respond quickly to dangerous situations and take any necessary protective action.
- 3.13 Provide, or support people to access advice and services tailored to meet their needs, based on evidence, negotiating and challenging other professionals and organisations, as required.
- 3.14 Assess the influence of cultural and social factors over people and the effect of loss, change and uncertainty in the development of resilience.
- 3.15 Recognise and respond to behaviour that may indicate resistance to change, ambivalent or selective cooperation with services, and recognise when there is a need for immediate action.

4. Maintain my continuing professional development.

As a social worker, I will:

- 4.1 Incorporate feedback from a range of sources, including from people with lived experience of my social work practice.
- 4.2 Use supervision and feedback to critically reflect on, and identify my learning needs, including how I use research and evidence to inform my practice.
- 4.3 Keep my practice up to date and record how I use research, theories and frameworks to inform my practice and my professional judgement.
- 4.4 Demonstrate good subject knowledge on key aspects of social work practice and develop knowledge of current issues in society and social policies impacting on social work.
- 4.5 Contribute to an open and creative learning culture in the workplace to discuss, reflect on and share best practice.
- 4.6 Reflect on my learning activities and evidence what impact continuing professional development has on the quality of my practice.
- 4.7 Record my learning and reflection on a regular basis and in accordance with Social Work England's guidance on continuing professional development.
- 4.8 Reflect on my own values and challenge the impact they have on my practice.

5. Act safely, respectfully and with professional integrity.

As a social worker, I will not:

- 5.1 Abuse, neglect, discriminate, exploit or harm anyone, or condone this by others.
- 5.2 Behave in a way that would bring into question my suitability to work as a social worker while at work, or outside of work.
- 5.3 Falsify records or condone this by others.
- 5.4 Ask for, or accept any money, gifts or hospitality which may affect or appear to affect my professional judgement.
- 5.5 Treat someone differently because they've raised a complaint.
- 5.6 Use technology, social media or other forms of electronic communication unlawfully, unethically, or in a way that brings the profession into disrepute.

6. Promote ethical practice and report concerns.

As a social worker, I will:

- 6.1 Report allegations of harm and challenge and report exploitation and any dangerous, abusive or discriminatory behaviour or practice.
- 6.2 Reflect on my working environment and where necessary challenge practices, systems and processes to uphold Social Work England's professional standards.
- 6.3 Inform people of the right to complain and provide them with the support to do it, and record and act on concerns raised to me.
- 6.4 Take appropriate action when a professional's practice may be impaired.
- 6.5 Raise concerns about organisational wrongdoing and cultures of inappropriate and unsafe practice.
- 6.6 Declare to the appropriate authority and Social Work England anything that might affect my ability to do my job competently or may affect my fitness to practise, or if I am subject to criminal proceedings or a regulatory finding is made against me, anywhere in the world.
- 6.7 Cooperate with any investigations by my employer, Social Work England, or another agency, into my fitness to practise or the fitness to practise of others.

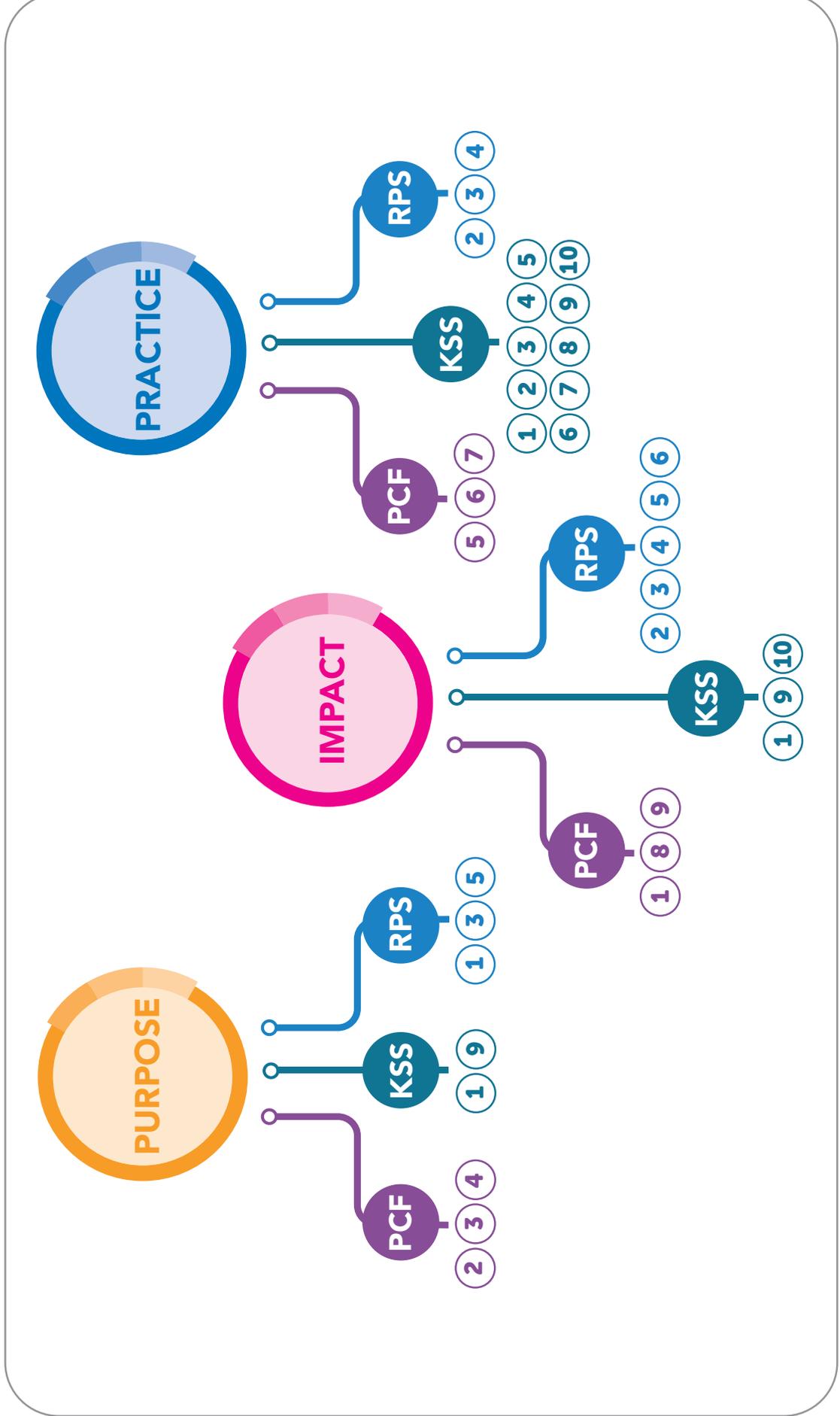
PCF/KSS/Regulatory Professional Standards

Mapping Guidance (Children & Families Practitioners)



PCF, KSS and Regulatory Professional Standards in England

– Mapping diagram (Children and Families)



PCF = Professional Capability Framework • KSS = Key Skills Statement • RPS = Regulatory Professional Standards

PURPOSE

Domain

2. Values and Ethics

Apply social work ethical principles and value to guide professional practices.

Social workers have an obligation to conduct themselves and make decisions in accordance with our Code of Ethics. This includes working in partnership with people who use our services. We promote human rights and social justice. We develop and maintain our understanding of the value base of our profession throughout our career, its ethical standards and relevant law.

3. Diversity and Equality

Recognise diversity and apply anti-discriminatory and anti-oppressive principles in practice.

Social workers understand that diversity characterises and shapes human experience and is critical to the formation of identity. Diversity is multi-dimensional and includes race, disability, class, economic status, age, sexuality, gender (including transgender), faith and belief, and the intersection of these and other characteristics. We understand that because of difference, and perception of difference, a person's life experience may include oppression, marginalisation and alienation as well as privilege, power and acclaim. We identify this and promote equality.

4. Rights, Justice and Economic Wellbeing

Advance human rights and promote social justice and economic wellbeing.

Social workers recognise and promote the fundamental principles of human rights, social justice and economic wellbeing enshrined in national and international laws, conventions and policies. These principles underpin our practice and we use statutory and case law effectively in our work. We understand and address the effects of oppression, discrimination and poverty. Wherever possible, we work in partnership with people using services, their carers and families, to challenge inequality and injustice, and promote strengths, agency, hope and self determination.

(To be read in conjunction with the 2018 refresh which gives all of the capabilities under each domain)

1. Relationships and effective direct work

Build effective relationships with children, young people and families, which form the bedrock of all support and child protection responses. Be both authoritative and empathic and work in partnership with children, families and professionals, enabling full participation in assessment, planning, review and decision making. Ensure child protection is always privileged.

Provide support based on best evidence, which is tailored to meet individual child and family needs, and which addresses relevant and significant risks. Secure access to services, negotiating and challenging other professionals and organisations to provide the help required. Ensure children and families, including children in public care, receive the support to which they are entitled.

Support children and families in transition, including children and young people moving to and between placements, those returning home, those being adopted or moving through to independence. Help children to separate from, and sustain, multiple relationships recognising the impact of loss and change.

9. The role of supervision

Recognise one's own professional limitations and how and when to seek advice from a range of sources, including practice supervisors, senior practice leaders and other clinical practitioners from a range of disciplines such as psychiatry, paediatrics and psychology. Discuss, debate, reflect upon and test hypotheses about what is happening within families, and with children.

Explore the potential for bias in decision-making and resolve tensions emerging from, for example, ethical dilemmas, conflicting information or differing professional positions. Identify which methods will be of help for a specific child or family and the limitations of 7 different approaches. Make use of the best evidence from research to inform the complex judgements and decisions needed to support families and protect children.

Reflect on the emotional experience of working relationships with parents, carers and children, and consciously identify where personal triggers are affecting the quality of analysis or help. Identify strategies to build professional resilience and management of self.

REGULATORY PROFESSIONAL STANDARDS

1. Promote the rights, strengths and wellbeing of people, families and communities.

As a social worker, I will:

- 1.1 Value each person as an individual, recognising their strengths and abilities.
- 1.2 Respect and promote the human rights, views, wishes and feelings of the people I work with, balancing rights and risks and enabling access to advice, advocacy, support and services.
- 1.3 Work in partnership with people to promote their wellbeing and achieve best outcomes, recognising them as experts in their own lives.
- 1.4 Value the importance of family and community systems and work in partnership with people to identify and harness the assets of those systems.
- 1.5 Recognise differences across diverse communities and challenge the impact of disadvantage and discrimination on people and their families and communities.
- 1.6 Promote social justice, helping to confront and resolve issues of inequality and inclusion.
- 1.7 Recognise and use responsibly, the power and authority I have when working with people, ensuring that my interventions are always necessary, the least intrusive, proportionate, and in people's best interests.

3. Be accountable for the quality of my practice and the decisions I make.

As a social worker, I will:

- 3.1 Work within legal and ethical frameworks, using my professional authority and judgement appropriately.
- 3.2 Use information from a range of appropriate sources, including supervision, to inform assessments, to analyse risk, and to make a professional decision.
- 3.3 Apply my knowledge and skills to address the social care needs of individuals and their families commonly arising from physical and mental ill health, disability, substance misuse, abuse or neglect, to enhance quality of life and wellbeing.
- 3.4 Recognise the risk indicators of different forms of abuse and neglect and their impact on people, their families and their support networks.
- 3.5 Hold different explanations in mind and use evidence to inform my decisions.
- 3.6 Draw on the knowledge and skills of workers from my own and other professions and work in collaboration, particularly in integrated teams, holding onto and promoting my social work identity.
- 3.7 Recognise where there may be bias in decision making and address issues that arise from ethical dilemmas, conflicting information, or differing professional decisions. Clarify where the accountability lies for delegated work and fulfil that responsibility when it lies with me.

- 3.9 Make sure that relevant colleagues and agencies are informed about identified risks and the outcomes and implications of assessments and decisions I make.
- 3.10 Establish and maintain skills in information and communication technology and adapt my practice to new ways of working, as appropriate.
- 3.11 Maintain clear, accurate, legible and up to date records, documenting how I arrive at my decisions.
- 3.12 Use my assessment skills to respond quickly to dangerous situations and take any necessary protective action.
- 3.13 Provide, or support people to access advice and services tailored to meet their needs, based on evidence, negotiating and challenging other professionals and organisations, as required.
- 3.14 Assess the influence of cultural and social factors over people and the effect of loss, change and uncertainty in the development of resilience.
- 3.15 Recognise and respond to behaviour that may indicate resistance to change, ambivalent or selective cooperation with services, and recognise when there is a need for immediate action.

5. Act safely, respectfully and with professional integrity.

As a social worker, I will not:

- 5.1 Abuse, neglect, discriminate, exploit or harm anyone, or condone this by others.
- 5.2 Behave in a way that would bring into question my suitability to work as a social worker while at work, or outside of work.
- 5.3 Falsify records or condone this by others.
- 5.4 Ask for, or accept any money, gifts or hospitality which may affect or appear to affect my professional judgement.
- 5.5 Treat someone differently because they've raised a complaint.
- 5.6 Use technology, social media or other forms of electronic communication unlawfully, unethically, or in a way that brings the profession into disrepute.

PRACTICE

Domain

5. Knowledge

Develop and apply relevant knowledge from social work practice and research, social sciences, law, other professional and relevant fields, and from the experience of people who use services.

We develop our professional knowledge throughout our careers and sustain our curiosity. As a unified profession, we develop core knowledge that relates to our purpose, values and ethics. We also develop specific knowledge needed for fields of practice and roles. Our knowledge comes from social work practice, theory, law, research, expertise by experience, and from other relevant fields and disciplines. All social workers contribute to creating as well as using professional knowledge. We understand our distinctive knowledge complements that of other disciplines to provide effective services.

6. Critical Reflection and Analysis

Apply critical reflection and analysis to inform and provide a rationale for professional decision-making.

Social workers critically reflect on their practice, use analysis, apply professional judgement and reasoned discernment. We identify, evaluate and integrate multiple sources of knowledge and evidence. We continuously evaluate our impact and benefit to service users. We use supervision and other support to reflect on our work and sustain our practice and wellbeing. We apply our critical reflective skills to the context and conditions under which we practise. Our reflection enables us to challenge ourselves and others, and maintain our professional curiosity, creativity and self-awareness.

7. Skills and Interventions

Use judgement, knowledge and authority to intervene with individuals, families and communities to promote independence, provide support, prevent harm and enable progress.

Social workers engage with individuals, families, and communities, working alongside people to determine their needs and wishes, and what action may be helpful. We build productive working relationships and communicate effectively. Using our professional judgement, we employ appropriate interventions, promoting self-determination, support, protection and positive change. We develop and maintain skills relevant to our roles. We understand and take account of power differentials and use our authority appropriately. We evaluate our own practice and its impact, and how we improve outcomes for those we work with.

(To be read in conjunction with the 2018 refresh which gives all of the capabilities under each domain)

1. Relationships and effective direct work

Build effective relationships with children, young people and families, which form the bedrock of all support and child protection responses. Be both authoritative and empathic and work in partnership with children, families and professionals, enabling full participation in assessment, planning, review and decision making. Ensure child protection is always privileged.

Provide support based on best evidence, which is tailored to meet individual child and family needs, and which addresses relevant and significant risks. Secure access to services, negotiating and challenging other professionals and organisations to provide the help required. Ensure children and families, including children in public care, receive the support to which they are entitled.

Support children and families in transition, including children and young people moving to and between placements, those returning home, those being adopted or moving through to independence. Help children to separate from, and sustain, multiple relationships recognising the impact of loss and change.

3. Child development

Observe and talk to children in their environment including at home, at school, with parents, carers, friends and peers to help understand the physical and emotional world in which the child lives, including the quality of child and parent/carer interaction and other key relationships. Establish the pattern of development for the child, promote optimal child development and be alert to signs that may indicate that the child is not meeting key developmental milestones, has been harmed or is at risk of harm.

Take account of typical age-related physical, cognitive, social, emotional and behavioural development over time, accepting that normative developmental tasks are different for each child depending on the interactions for that child between health, environmental and genetic factors. Assess the influence of cultural and social factors on child development, the effect of different parenting styles, and the effect of loss, change and uncertainty in the development of resilience.

Explore the extent to which behavioural and emotional development may also be a result of communication difficulties, ill health or disability, adjusting practice to take account of these differences. Seek further advice from relevant professionals to fully understand a child's development and behaviour.

4. Adult mental ill health, substance misuse, domestic abuse, physical ill health and disability

Identify the impact of adult mental ill health, substance misuse, domestic abuse, physical ill health and disability on family functioning and social circumstances and in particular the effect on children, including those who are young carers. Access the help and assistance of other professionals in the identification and prevention of adult social need and risk, including mental health and learning disability assessment.

Coordinate emergency and routine services and synthesise multi-disciplinary judgements as part of ongoing social work assessment. Use a range of strategies to help families facing these difficulties.

Identify concerning adult behaviours that may indicate risk or increasing risk to children. Assess the likely impact on, and inter-relationship between, parenting and child development.

Recognise and act upon escalating social needs and risks, helping to ensure that vulnerable adults are safeguarded and that a child is protected and their best interests always prioritised.

5. Abuse and neglect of children

Exchange information with partner agencies about children and adults where there is concern about the safety and welfare of children. Triangulate evidence to ensure robust conclusions are drawn. Recognise harm and the risk indicators of different forms of harm to children relating to sexual, physical, emotional abuse and neglect. Take into account the long-term effects of cumulative harm, particularly in relation to early indicators of neglect.

Consider the possibility of child sexual exploitation, grooming (on and offline), female genital mutilation and enforced marriage and the range of adult behaviours which pose a risk to children, recognising too the potential for children to be perpetrators of abuse.

Lead the investigation of allegations of significant harm to children in consultation with other professionals and practice supervisors. Draw one's own conclusions about the likelihood of, for example, sexual abuse or non-accidental injury having occurred and the extent to which any

injury is consistent with the explanation offered. Commission a second professional opinion and take legal advice where necessary.

6. Child and family assessment

Carry out in-depth and ongoing family assessment of social need and risk to children, with particular emphasis on parental capacity and capability to change. Use professional curiosity and authority while maintaining a position of partnership, involving all key family members, including fathers. Acknowledge any conflict between parental and children's interests, prioritising the protection of children as set out in legislation.

Use child observation skills, genograms, ecomaps, chronologies and other evidence based tools ensuring active child and family participation in the process. Incorporate the contributions that other professional disciplines make to social work assessments.

Hold an empathic position about difficult social circumstances experienced by children and families, taking account of the relationship between poverty and social deprivation, and the effect of stress on family functioning, providing help and support. Take into account individual child and family history and how this might affect the ability of adults and children to engage with services.

Recognise and address behaviour that may indicate resistance to change, ambivalent or selective cooperation with services, and recognise when there is a need for immediate action, and what other steps can be taken to protect children.

7. Analysis, decision-making, planning and review

Establish the seriousness that different risks present and any harm already suffered by a child, balanced with family strengths and potential solutions. Set out the best options for resolving difficulties facing the family and each child, considering the risk of future harm and its consequences and the likelihood of successful change.

Prioritise children's need for emotional warmth, stability and sense of belonging, particularly those in public care, as well as identity development, health and education, ensuring active participation and positive engagement of the child and family. Test multiple hypotheses about what is happening in families and to children, using evidence and professional judgement to reach timely conclusions. Challenge any prevailing professional conclusions in the light of new evidence or practice reflection.

Make realistic child centred plans within a review timeline, which will manage and reduce identified risks and meet the needs of the child. Ensure sufficient multi-disciplinary input into the process at all stages. Apply twin and triple track planning to minimise chances of drift or delay, being alert to the effectiveness or otherwise of current support plans.

8. The law and the family and youth justice systems

Navigate the family and youth justice systems in England using legal powers and duties to support families, to protect children and to look after children in the public care system, including the regulatory frameworks that support the full range of permanence options. Participate in decisions about whether to make an application to the family court, the order to be applied for, and the preparation and presentation of evidence.

Seek advice and second opinion as required in relation to the wide range of legal issues which frequently face children and families involved with statutory services including immigration, housing, welfare benefits, mental health and learning disability assessment, education and support for children with learning difficulties.

Use the law, regulatory and statutory guidance to inform practice decisions. Take into account the complex relationship between professional ethics, the application of the law and the impact of social policy on both.

9. The role of supervision

Recognise one's own professional limitations and how and when to seek advice from a range of sources, including practice supervisors, senior practice leaders and other clinical practitioners from a range of disciplines such as psychiatry, paediatrics and psychology. Discuss, debate, reflect upon and test hypotheses about what is happening within families, and with children.

Explore the potential for bias in decision-making and resolve tensions emerging from, for example, ethical dilemmas, conflicting information or differing professional positions. Identify which methods will be of help for a specific child or family and the limitations of 7 different approaches. Make use of the best evidence from research to inform the complex judgements and decisions needed to support families and protect children.

Reflect on the emotional experience of working relationships with parents, carers and children, and consciously identify where personal triggers are affecting the quality of analysis or help. Identify strategies to build professional resilience and management of self.

10. Organisational context

Operate successfully in a wide range of organisational contexts complying with the checks and balances within local and national systems which are a condition of employment. Maintain personal and professional credibility through effective working relationships with peers, managers and leaders both within the profession, throughout multi-agency partnerships and public bodies, including the family courts.

Act in ways that protect the reputation of the employer organisation and the social work profession, whilst always privileging the best interests of children. Manage the specific set of organisational tasks relating to lead responsibility for children with the support of an appropriately qualified supervisor and use of the multi-agency support network.

Contribute to the organisation's role as corporate parent to children in public care, encouraging and advocating for organisational focus, resource and support so that children and young people can thrive and enjoy their childhood and move into independence with confidence in and ambition for their futures.

REGULATORY PROFESSIONAL STANDARDS

2. Establish and maintain the trust and confidence of people.

As a social worker, I will:

- 2.1 Be open, honest, reliable and fair.
- 2.2 Respect and maintain people's dignity and privacy.
- 2.3 Maintain professional relationships with people and ensure that they understand the role of a social worker in their lives.
- 2.4 Practise in ways that demonstrate empathy, perseverance, authority, professional confidence and capability, working with people to enable full participation in discussions and decision making.
- 2.5 Actively listen to understand people, using a range of appropriate communication methods to build relationships.
- 2.6 Treat information about people with sensitivity and handle confidential information in line with the law.
- 2.7 Consider where conflicts of interest may arise, declare conflicts as early as possible and agree a course of action.

3. Be accountable for the quality of my practice and the decisions I make.

As a social worker, I will:

- 3.1 Work within legal and ethical frameworks, using my professional authority and judgement appropriately.
- 3.2 Use information from a range of appropriate sources, including supervision, to inform assessments, to analyse risk, and to make a professional decision.
- 3.3 Apply my knowledge and skills to address the social care needs of individuals and their families commonly arising from physical and mental ill health, disability, substance misuse, abuse or neglect, to enhance quality of life and wellbeing.
- 3.4 Recognise the risk indicators of different forms of abuse and neglect and their impact on people, their families and their support networks.
- 3.5 Hold different explanations in mind and use evidence to inform my decisions.
- 3.6 Draw on the knowledge and skills of workers from my own and other professions and work in collaboration, particularly in integrated teams, holding onto and promoting my social work identity.
- 3.7 Recognise where there may be bias in decision making and address issues that arise from ethical dilemmas, conflicting information, or differing professional decisions.
- 3.8 Clarify where the accountability lies for delegated work and fulfil that responsibility when it lies with me.
- 3.9 Make sure that relevant colleagues and agencies are informed about identified risks and the outcomes and implications of assessments and decisions I make.
- 3.10 Establish and maintain skills in information and communication technology and adapt my practice to new ways of working, as appropriate.
- 3.11 Maintain clear, accurate, legible and up to date records, documenting how I arrive at my decisions.
- 3.12 Use my assessment skills to respond quickly to dangerous situations and take any necessary protective action.
- 3.13 Provide, or support people to access advice and services tailored to meet their needs, based on evidence, negotiating and challenging other professionals and organisations, as required.
- 3.14 Assess the influence of cultural and social factors over people and the effect of loss, change and uncertainty in the development of resilience.
- 3.15 Recognise and respond to behaviour that may indicate resistance to change, ambivalent or selective cooperation with services, and recognise when there is a need for immediate action.

4. Maintain my continuing professional development.

As a social worker, I will:

- 4.1 Incorporate feedback from a range of sources, including from people with lived experience of my social work practice.
- 4.2 Use supervision and feedback to critically reflect on, and identify my learning needs, including how I use research and evidence to inform my practice.
- 4.3 Keep my practice up to date and record how I use research, theories and frameworks to inform my practice and my professional judgement.
- 4.4 Demonstrate good subject knowledge on key aspects of social work practice and develop knowledge of current issues in society and social policies impacting on social work.
- 4.5 Contribute to an open and creative learning culture in the workplace to discuss, reflect on and share best practice.
- 4.6 Reflect on my learning activities and evidence what impact continuing professional development has on the quality of my practice.
- 4.7 Record my learning and reflection on a regular basis and in accordance with Social Work England's guidance on continuing professional development.
- 4.8 Reflect on my own values and challenge the impact they have on my practice.

IMPACT

Domain

1. Professionalism

Identify and behave as a professional social worker, committed to professional development.

Social workers are members of an internationally recognised profession. Our title is protected in UK law. We demonstrate professional commitment by taking responsibility for our conduct, practice, self-care and development. We seek and use supervision and other professional support. We promote excellent practice, and challenge circumstances that compromise this. As representatives of the profession, we safeguard its reputation. We are accountable to people using services, the public, employers and the regulator. We take ethical decisions in the context of multiple accountabilities.

8. Contexts and Organisations

Engage with, inform, and adapt to changing organisational contexts, and the social and policy environments that shape practice. Operate effectively within and contribute to the development of organisations and services, including multi-agency and inter-professional settings.

Social workers are informed about and pro-actively respond to the challenges and opportunities that come from changing social, policy and work contexts. We fulfil this responsibility in accordance with our professional values and ethics, as individual and collective professionals and as members of the organisations in which we work. We collaborate, inform and are informed by our work with other social workers, other professions, individuals and communities.

9. Professional Leadership

Promote the profession and good social work practice. Take responsibility for the professional learning and development of others. Develop personal influence and be part of the collective leadership and impact of the profession.

We develop and show our leadership, individually and collectively, through promoting social work's purpose, practices and impact. We achieve this through diverse activities which may include: advancing practice; supervising; educating others; research; evaluation; using innovation and creativity; writing; using social media positively; being active in professional networks and bodies; contributing to policy; taking formal leadership/ management roles. We promote organisational contexts conducive to good practice and learning. We work in partnership with people who use services and stakeholders in developing our leadership and aims for the profession.

(To be read in conjunction with the 2018 refresh which gives all of the capabilities under each domain)

1. Relationships and effective direct work

Build effective relationships with children, young people and families, which form the bedrock of all support and child protection responses. Be both authoritative and empathic and work in partnership with children, families and professionals, enabling full participation in assessment, planning, review and decision making. Ensure child protection is always privileged.

Provide support based on best evidence, which is tailored to meet individual child and family needs, and which addresses relevant and significant risks. Secure access to services, negotiating and challenging other professionals and organisations to provide the help required. Ensure children and families, including children in public care, receive the support to which they are entitled.

Support children and families in transition, including children and young people moving to and between placements, those returning home, those being adopted or moving through to independence. Help children to separate from, and sustain, multiple relationships recognising the impact of loss and change.

9. The role of supervision

Recognise one's own professional limitations and how and when to seek advice from a range of sources, including practice supervisors, senior practice leaders and other clinical practitioners from a range of disciplines such as psychiatry, paediatrics and psychology. Discuss, debate, reflect upon and test hypotheses about what is happening within families, and with children.

Explore the potential for bias in decision-making and resolve tensions emerging from, for example, ethical dilemmas, conflicting information or differing professional positions. Identify which methods will be of help for a specific child or family and the limitations of 7 different approaches. Make use of the best evidence from research to inform the complex judgements and decisions needed to support families and protect children.

Reflect on the emotional experience of working relationships with parents, carers and children, and consciously identify where personal triggers are affecting the quality of analysis or help. Identify strategies to build professional resilience and management of self.

10. Organisational context

Operate successfully in a wide range of organisational contexts complying with the checks and balances within local and national systems which are a condition of employment. Maintain personal and professional credibility through effective working relationships with peers, managers and leaders both within the profession, throughout multi-agency partnerships and public bodies, including the family courts.

Act in ways that protect the reputation of the employer organisation and the social work profession, whilst always privileging the best interests of children. Manage the specific set of organisational tasks relating to lead responsibility for children with the support of an appropriately qualified supervisor and use of the multi-agency support network.

Contribute to the organisation's role as corporate parent to children in public care, encouraging and advocating for organisational focus, resource and support so that children and young people can thrive and enjoy their childhood and move into independence with confidence in and ambition for their futures.

REGULATORY PROFESSIONAL STANDARDS

2. Establish and maintain the trust and confidence of people.

As a social worker, I will:

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- 2.2 Respect and maintain people's dignity and privacy.
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- 2.4 Practise in ways that demonstrate empathy, perseverance, authority, professional confidence and capability, working with people to enable full participation in discussions and decision making.
- 2.5 Actively listen to understand people, using a range of appropriate communication methods to build relationships.
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- 2.7 Consider where conflicts of interest may arise, declare conflicts as early as possible and agree a course of action.

3. Be accountable for the quality of my practice and the decisions I make.

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- 3.1 Work within legal and ethical frameworks, using my professional authority and judgement appropriately.
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- 3.4 Recognise the risk indicators of different forms of abuse and neglect and their impact on people, their families and their support networks.
- 3.5 Hold different explanations in mind and use evidence to inform my decisions.
- 3.6 Draw on the knowledge and skills of workers from my own and other professions and work in collaboration, particularly in integrated teams, holding onto and promoting my social work identity.
- 3.7 Recognise where there may be bias in decision making and address issues that arise from ethical dilemmas, conflicting information, or differing professional decisions.
- 3.8 Clarify where the accountability lies for delegated work and fulfil that responsibility when it lies with me.
- 3.9 Make sure that relevant colleagues and agencies are informed about identified risks and the outcomes and implications of assessments and decisions I make.
- 3.10 Establish and maintain skills in information and communication technology and adapt my practice to new ways of working, as appropriate.
- 3.11 Maintain clear, accurate, legible and up to date records, documenting how I arrive at my decisions.
- 3.12 Use my assessment skills to respond quickly to dangerous situations and take any necessary protective action.
- 3.13 Provide, or support people to access advice and services tailored to meet their needs, based on evidence, negotiating and challenging other professionals and organisations, as required.
- 3.14 Assess the influence of cultural and social factors over people and the effect of loss, change and uncertainty in the development of resilience.
- 3.15 Recognise and respond to behaviour that may indicate resistance to change, ambivalent or selective cooperation with services, and recognise when there is a need for immediate action.

4. Maintain my continuing professional development.

As a social worker, I will:

- 4.1 Incorporate feedback from a range of sources, including from people with lived experience of my social work practice.
- 4.2 Use supervision and feedback to critically reflect on, and identify my learning needs, including how I use research and evidence to inform my practice.
- 4.3 Keep my practice up to date and record how I use research, theories and frameworks to inform my practice and my professional judgement.
- 4.4 Demonstrate good subject knowledge on key aspects of social work practice and develop knowledge of current issues in society and social policies impacting on social work.
- 4.5 Contribute to an open and creative learning culture in the workplace to discuss, reflect on and share best practice.
- 4.6 Reflect on my learning activities and evidence what impact continuing professional development has on the quality of my practice.
- 4.7 Record my learning and reflection on a regular basis and in accordance with Social Work England's guidance on continuing professional development.
- 4.8 Reflect on my own values and challenge the impact they have on my practice.

5. Act safely, respectfully and with professional integrity.

As a social worker, I will not:

- 5.1 Abuse, neglect, discriminate, exploit or harm anyone, or condone this by others.
- 5.2 Behave in a way that would bring into question my suitability to work as a social worker while at work, or outside of work.
- 5.3 Falsify records or condone this by others.
- 5.4 Ask for, or accept any money, gifts or hospitality which may affect or appear to affect my professional judgement.
- 5.5 Treat someone differently because they've raised a complaint.
- 5.6 Use technology, social media or other forms of electronic communication unlawfully, unethically, or in a way that brings the profession into disrepute.

6. Promote ethical practice and report concerns.

As a social worker, I will:

- 6.1 Report allegations of harm and challenge and report exploitation and any dangerous, abusive or discriminatory behaviour or practice.
- 6.2 Reflect on my working environment and where necessary challenge practices, systems and processes to uphold Social Work England's professional standards.
- 6.3 Inform people of the right to complain and provide them with the support to do it, and record and act on concerns raised to me.
- 6.4 Take appropriate action when a professional's practice may be impaired.
- 6.5 Raise concerns about organisational wrongdoing and cultures of inappropriate and unsafe practice.
- 6.6 Declare to the appropriate authority and Social Work England anything that might affect my ability to do my job competently or may affect my fitness to practise, or if I am subject to criminal proceedings or a regulatory finding is made against me, anywhere in the world.
- 6.7 Cooperate with any investigations by my employer, Social Work England, or another agency, into my fitness to practise or the fitness to practise of others.

Other relevant frameworks and standards

The Quality Assurance Agency (QAA) for Higher Education Subject Benchmark Statement for Social Work provides guidance for course providers on how to articulate learning outcomes for qualifying programmes and modules. They enable HEIs to provide students with clarity in terms of approaches to academic teaching, learning and assessment. They represent a tool for education providers to deliver the requirements of the Regulatory Professional Standards, the PCF and the KSS for Adults and the KSS for Children as part of an academic degree. We have not included them as part of this mapping but if you are interested in how they are applied please ask your education provider. You may also see how they are applied if you take part in any reviews of programmes as a student or stakeholder. The statement can be found here:

www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-social-work.pdf?sfvrsn=5c35c881_6

Similarly, the Apprenticeship Standards help to support the key skills and knowledge requirements for those pursuing an apprenticeship route within social work. We have not included them as part of this mapping document, but further information can be found here:

www.instituteforapprenticeships.org/apprenticeship-standards/social-worker-degree

BASW England

The professional association for
social work and social workers



Cite as: BASW (2020) Mapping the PCF, KSS and Regulatory Standards in England: Mapping Guidance (Adults) and (Children & Families). BASW: Birmingham.

www.basw.co.uk