

NAAS Phase 2 Employee Handbook

(National Assessment and Accreditation System)



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Introduction

NAAS is about improving the quality of practice and the outcomes for vulnerable children:
NAAS is a:

- Voluntary accreditation system for child and family social workers and practice supervisors.
- National benchmark of good practice.
- Tool to encourage employers to embed the post qualifying practice standards (KSS) and improve their professional development offer.
- Improvement tool to enhance the expertise and knowledge of Social Workers.

Phase 2 of the NAAS pilot will end in March 2020. Participating in phase 2 is an opportunity to shape NAAS before the national roll out of NAAS which is planned to take place after March 2020. In taking part in NAAS, participants seek to be accredited against the Post Qualifying Practice Standards (previously called Knowledge & Skills Statements) for either Child and Family Social Worker or Practice Supervisor:

Post Qualifying Practice Standards (KSS)

Child and Family Social Worker

- 1) Relationships and effective direct work
- 2) Communication
- 3) Child development
- 4) Adult mental ill health, substance misuse, domestic abuse, physical ill health and disability
- 5) Abuse and neglect of children
- 6) Child and family assessment
- 7) Analysis, decision making, planning and review
- 8) The law and the family and youth justice systems
- 9) The role of supervision
- 10) Organisational context

Post Qualifying Practice Standards (KSS)

Practice Supervisor

- 1) Promote and govern excellent practice
- 2) Developing excellent practitioners
- 3) Shaping and influencing the practice system
- 4) Effective use of power and authority
- 5) Confident analysis and decision – making
- 6) Purposeful and effective social work
- 7) Emotionally intelligent practice supervision
- 8) Performance management and improvement



The Assessment

Take place at an external assessment centre.

- An online multiple choice knowledge assessment 30 questions, 60 minutes.
- Two practice simulations each last 15 minutes and 10 minutes to prepare for each.
- A 15 minute verbal reflection on the practice simulations, 30 minutes including preparation time.
- An online written assessment which is a written task based on one of the case scenarios, 30 minutes.

Results

Participants have the option of whether or not to share their results with the NAAS lead in Warwickshire. Whilst this is optional, participants are encouraged to share their results so we can further support their development.

Participants who wish to use NAAS accreditation to progress to be a level 3b Social Worker must share their results with the NAAS lead.

Results are available on the platform within 30 working days after the assessment they will be:

- Met or not met or near met for practitioners
- Met or not met for practice supervisors

Those who are near met receive additional information that explains their result may change following a standards review which will take place later in 2019.

Benefits

NAAS aims to raise the professional status of child and family social workers. It contributes to a clear career path as well as ensuring professionals have the knowledge and skills they need to practice effectively.

NAAS forms a key part of the Government's reforms to children's social work to ensure every child receive expert support and protection.

We believe NAAS can help us on our journey to provide the right support at the right time to the families we work with.

Regionally, NAAS will provide greater focus on workforce development.

Participants who attend the NAAS assessment during phase 2 can claim a one of payment of £400 (before tax) after attending the assessment. This payment acknowledges that participants are contributing to the development of NAAS and our learning locally. The payment will only be available until 31st March 2020 when the phase 2 pilot will end.

Social Workers who have at least 21 months practice experience can choose to be NAAS accredited instead of submitting an EPD Portfolio, to progress to level 3b. *For Social Workers who wish to do this, the Line Manager and Operations Manager Reports (Appendix D) must be completed and submitted with the endorsement form (Appendix C).*

Should there be any changes to NAAS after phase 2, participants who have been accredited in the phase 2 trial will not have to re-take the NAAS assessment.

Candidate Journey

1: Support and Development by the Employer

2: Practice Endorsement – *Does the candidate display the right knowledge and skills against the Post Qualifying Standards (KSS)?*

3: External Assessment

- Knowledge assessment
- Simulated observation
- Reflective assessment
- Written assessment

4: Accreditation

5: Feedback

How will we achieve this in Warwickshire?

Register your interest in NAAS by emailing Jaynekirk@warwickshire.gov.uk at the same time as discussing your interest with your line manager.

Complete the self assessment tool (appendix A for Social Workers appendix B for Practice Supervisors) and discuss during supervision. This will indicate how confident you feel to undertake NAAS and what type of support your manager thinks is appropriate.

Together, you will decide which of the three options in the flow chart below best meets your development needs. Coaching and Masterclasses, KSS workshops or by accessing some of the wider training that is available for Social Workers and Practice Supervisors.

Once you and your manager feel you are ready for NAAS, please complete the endorsement form (appendix C) and email this to Jaynekirk@warwickshire.gov.uk If you wish to use NAAS accreditation to progress to be a level 3b Social Worker, you must also send the Line Manager and Operations Manager reports (appendix D) with the endorsement form. Once received you will be registered on the NAAS platform. You will receive an email with your login details where you can gain access to further preparation material and you can book your assessment.

Once you have completed your assessment the results will be available by accessing your NAAS account after 30 days. If you have opted to share your results the NAAS Lead (Jayne Kirk) will be notified.



The Process

Candidate takes the self -assessment and discusses with their line manager

Candidate is ready to take NAAS. Endorsement form is emailed to jaynekirke@warwickshire.gov.uk

Candidate attends KSS coaching session (1hr) and Masterclass (4 hours)

Candidate books their assessment

Candidate completes NAAS assessment

Candidate receives results, further CPD and support needs are identified.

Candidate is **almost** ready to take NAAS

Candidate attends KSS workshops for those KSS they are not confident against

Candidate is ready to take NAAS. Endorsement form is emailed to jaynekirke@warwickshire.gov.uk

Candidate books their assessment

Candidate completes NAAS assessment

Candidate receives results, further CPD and support needs are identified.

Candidate is **not** ready to take NAAS

Candidate attends in house training and gains practice experience relevant to their learning and development needs

Candidate re-takes the self-assessment and discuss with their manager

Candidate is **almost** ready to take NAAS

Candidate attends KSS workshops for those KSS they are not confident against

Candidate is ready to take NAAS. Endorsement form is emailed to jaynekirke@warwickshire.gov.uk

Candidate attends KSS coaching session (1hr) and Masterclass (4 hours)

Candidate books their assessment

Candidate completes NAAS assessment

Candidate receives results, further CPD and support needs are identified.



Assessment Day

Assessment centres can accommodate between 9-18 candidates per day so you can sign up with colleagues. Your local centres are located at West Bromwich Albion Football Club, Sixways Stadium Worcester and Jury's Inn Nottingham. However, you are able to attend assessment at any location if you cannot attend on the dates available locally. Travel expenses will be reimbursed from the NAAS budget.

The assessment lasts approximately 4.5 hours. There are regular breaks, refreshments, snacks and lunch are provided.

The day runs with 3 groups starting at different times during the day (9.30am, 11.30am and 1.30pm)

You must bring:

- A form of photo ID
- Confirmation of your HCPC number

What to expect

You cannot take any electronic devices into the assessment including mobile phones, tablets, laptops, smart watches.

A facilitator will ask you to turn off your devices and hand them in for safekeeping. Your devices will be held securely and returned to you after the assessment. You are able to check your mobile phone in between parts of the assessment if you need to.

You are able to make notes throughout the day and are provided with pens and paper for each part of the assessment. ***Please do not bring your own notebook.***

Behavioural guidelines

You may be asked to leave the assessment for:

- Suspected cheating
- Disrupting another candidate's assessment
- Other concerning behaviour, even if it's not disrupting other candidates.

Who will be present

Assessors: Assessors will be registered child and family social workers. They'll have recent and relevant practice experience.

Actors: Actors will be present for the simulated practice part of the assessment

Facilitators: Facilitators ensure the organisation and running of the day. They will check you in, explain the stages and be available during the breaks.

Post Qualifying Standards (KSS) Workshops for Social Workers

Available to book on Your HR

8th October 2019	KSS 5 & 6
10th October 2019	KSS 7 & 8
11th October 2019	KSS 9 & 10
14th October 2019	KSS 1 & 2
15th October 2019	KSS 3 & 4
4th November 2019	KSS 5 & 6
6th November 2019	KSS 7 & 8
7th November 2019	KSS 9 & 10
12th November 2019	KSS 1 & 2
14th November 2019	KSS 3 & 4
18th November 2019	KSS 5 & 6
19th November 2019	KSS 7 & 8
25th November 2019	KSS 9 & 10
26th November 2019	KSS 1 & 2
3rd December 2019	KSS 3 & 4
6th December 2019	KSS 5 & 6
9th December 2019	KSS 7 & 8
10th December 2019	KSS 9 & 10

2020 dates will be published on Your HR

KSS Coaching Sessions

Available to book on Your HR

These sessions last for 1 hour. They are designed to help candidates familiarise themselves with the KSS and link theory and legislation. They are suitable for Social Workers and Practice Supervisors.

7th November 2019

3rd December 2019

14th January 2020

5th March 2020

12th March 2020

KSS Masterclasses

Available to book on Your HR

These 4 hour Masterclasses are available for Social Workers and Practice Supervisors. They are intended to replicate as closely as possible what candidates will experience at the assessment centres.

24th October 2019

6th November 2019

12th November 2019

28th November 2019

7th January 2020

9th January 2020

4th February 2020

6th February 2020

11th March 2020

FAQ's

What is the met / not met mark for the assessment? Do I need to meet all the elements of the assessment in order to meet the standard?

You will need to demonstrate satisfactory performance across all elements of the assessment. However you may achieve up to two 'near met results and still receive an overall 'met' and become accredited.

What form will me results be in?

You will receive a results letter via your online NAAS account. The first page will show your overall assessment result and the second a breakdown of the results.

What happens if I do not meet the standard of the assessment?

If an individual receives a 'not met' outcome, the feedback will show which part(s) of the assessment the candidate was unsuccessful in. Candidates will be supported to reflect on the assessment experience and improve their knowledge and skills in those areas. If an individual receives a 'not met' outcome, they will be able to retake the assessment.

Will I be able to retake my assessment and if so, how many times can I retake?

Yes, you will be able to retake the assessment. DfE have committed to pay for one retake during the phase 2 pilot. It is important to discuss with your line manager the best time to do this and look at whether you would like to pursue further training or development prior to doing so.

What are the simulated practice assessments assessing?

The simulated practice assessments assess practice and ability to apply and demonstrate the post qualifying standards (KSS). Candidates are expected to approach these simulations as they might do in their day to day practice. Social workers will be briefed on the day of the assessment about who they will meet and the situation they will encounter. They will also be informed which post qualifying standards (KSS) they are being assessed against in their simulated practice assessment. All situations have been derived from the practice experience of Social Workers and then tested and validated by other Social Workers. They might for example, involve a meeting between a Social Worker and a family member, professional or young person. Feedback from candidates involved in the earlier stages of the NAAS pilot was that the simulated practice assessments included realistic social work practice examples.

What criteria are being assessed against?

The assessment and accreditation system is based on the Knowledge and Skills Statements for child and family Social Workers which describes what social workers should know and be able to do. The assessment for practice supervisors is based on the Knowledge and Skills Statements for Practice Supervisors. The Knowledge and Skills Statements are now called the Post Qualifying Standards.

I have only worked in one area: will I be able to meet the standards?

Most of the assessment is testing generic skills and knowledge. Updates about the law, policy and practice guidance will be briefed at KSS workshops available to book through Your HR. Candidates can attend the training available to all social work employees, if there are particular areas of child and family social work where they need to develop their knowledge. This training has been mapped against the KSS (appendix E). Coaching and the Masterclasses should prepare most candidates for accreditation. The NAAS Lead (Jayne Kirk) is available to help candidates identify and meet their preparation needs. This could involve delivering 'bespoke' workshops to candidates from particular teams, especially if teams would like to prepare as a cohort.

Will there be preparation and support for practice supervisors?

Practice supervisors are able to attend the training available for managers which has been mapped against the KSS (appendix F) to plug gaps in knowledge before attending the assessment. Practice Supervisors will be able to attend the KSS coaching sessions and Masterclasses, which will be adapted to meet the needs of those taking the practice supervisor assessment.

When will I receive the £400 participation payment?

When the NAAS lead has received confirmation that you attended and completed all parts of the assessment, you will be sent instructions as to how to claim the payment. The payment will be subject to tax and will be processed through finance so paid with your salary.

Appendix A

Knowledge and Skills Statements for Child and Family Social Work Self-Assessment

This self assessment is to assist you in reviewing your practice against the KSS. It forms the basis of discussions with your line manager that can inform your learning and development plan. It should lead to a discussion about your readiness to undergo assessment for NAAS accreditation as a child and family social worker. It is your manager's decision whether or not to endorse you for NAAS assessment.

Social Worker Name: _____

Team: _____

Line Manager: _____

Date of Self Assessment: _____

Please rate yourself against a number of statements using the following ranked scale with **A** being the highest and **D** being the lowest:

- A.** Performing **confidently** and effectively in this area
- B.** Performing quite **effectively** but could still improve certain aspects in this area
- C.** Performing **satisfactorily** but there are significant ways in which I could improve in this area
- D.** Not performing effectively in this area and I **need to develop** my knowledge, skills and/or aptitudes.

Circle the most appropriate number for each area on the scale.

1. Relationships and Effective Direct work	Conf	Effec	Satis	Devel
Build effective relationships with children and young people	A	B	C	D
Build effective relationships with adults	A	B	C	D
Be authoritative in my practice working in partnership with children, families and professionals	A	B	C	D
Have a clear understanding of the importance of child protection	A	B	C	D
Make judgements based on evidence to address risk	A	B	C	D
Negotiate with and challenge other professionals and organisations to provide help	A	B	C	D
Ensure children and families receive the support to which they are entitled	A	B	C	D
Identify and recognise the issues relating to transition and support children and families through this	A	B	C	D
Help children separate from and sustain multiple relationships recognising the impact of loss and change	A	B	C	D

2. Communication	Conf	Effec	Satis	Devel
Communicate clearly and sensitively with children and families of different ages and abilities	A	B	C	D
Create immediate rapport with people	A	B	C	D
Work effectively with people who are angry, hostile and resistant to change	A	B	C	D
Show persistence, determination and professional confidence	A	B	C	D
Listen to wishes, feelings and views of children and families	A	B	C	D
Help parents and carers understand the ways in which children communicate through behaviour	A	B	C	D
Help parents and carers understand how they might communicate more effectively with their children	A	B	C	D
Promote speech, language and communication support, identifying those children and adults are experiencing difficulties expressing themselves	A	B	C	D
Produce written case notes and reports which are well argued, focussed and jargon free	A	B	C	D
Present clear analysis and a sound rationale for conclusions reached	A	B	C	D

3. Child Development	Conf	Effec	Satis	Devel
Observe and talk to children in a variety of settings in order to understand the physical and emotional world in which they live	A	B	C	D
Identify the pattern of development and be alert to signs that the child is not meeting key developmental milestones	A	B	C	D
Have a good understanding of typical age related physical, cognitive, social and emotional and behavioural development over time	A	B	C	D
Assess the influence of cultural and social factors, parenting styles, the effect of loss, change and uncertainty on child development	A	B	C	D
Explore the extent to which emotional and behavioural development may also be a result of communication difficulties, ill health or disability	A	B	C	D
Seek advice from relevant professionals to fully understand a child's development and behaviour	A	B	C	D

4. Adult Mental ill health, substance misuse, domestic abuse, physical ill health and disability	Conf	Effec	Satis	Devel
Identify the impact of mental ill health on family functioning, social circumstances and the effect on children	A	B	C	D
Identify the impact of substance misuse on family functioning, social circumstances and the effect on children	A	B	C	D
Identify the impact of domestic abuse on family functioning, social circumstances and the effect on children	A	B	C	D
Identify the impact of physical ill health and disability on family functioning, social circumstances and the effect on children	A	B	C	D
Identify the needs of young carers	A	B	C	D
Access the help of other professionals in identification and prevention of adult social need and risk	A	B	C	D
Coordinate emergency and routine services and synthesise multi-disciplinary judgements as part of an ongoing social work assessment	A	B	C	D
Use a range of strategies to help families facing these difficulties	A	B	C	D
Identify concerning adult behaviours that may indicate risk or increasing risk to children	A	B	C	D
Assess the likely impact on and inter-relationship between, parenting and child development	A	B	C	D
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	A	B	C	D

5. Abuse and Neglect of Children	Conf	Effec	Satis	Devel
Exchange information with partner agencies about children and adults where there is concern about the safety and welfare of children	A	B	C	D
Triangulate evidence to ensure robust conclusions are drawn	A	B	C	D
Recognise harm and the risk indicators of different forms of harm to children relating to sexual, physical, emotional abuse and neglect	A	B	C	D
Take into account the long term effects of cumulative harm, particularly in relation to early indicators of neglect	A	B	C	D
Consider the possibility of and understand the issues relating to child sexual exploitation	A	B	C	D
Consider the possibility of and understand the issues relating to Forced marriage and Female genital mutilation	A	B	C	D
Consider the possibility of and understand the issues relating to grooming (on and off line)	A	B	C	D
Consider the possibility of and understand the issues relating to children as perpetrators of abuse	A	B	C	D
Lead investigation of allegations of significant harm to children in consultation with other professionals and practice supervisors	A	B	C	D
Draw one's own conclusions about the likelihood of harm occurring and the extent to which the injury is consistent with the explanation offered	A	B	C	D
Obtain a second professional opinion and take legal advice where necessary	A	B	C	D

6. Child and Family Assessment	Conf	Effec	Satis	Devel
Carry out in depth assessment of social need and risk to children with emphasis on parental capacity and capability to change	A	B	C	D
Use professional curiosity and authority while maintaining a position of partnership involving all key family members, including fathers	A	B	C	D
Acknowledge any conflict between parent and children's interests, prioritising the protection of children as set out in legislation	A	B	C	D
Use child observation, genograms, Eco maps, chronologies and other evidence based tools ensuring active child and family participation in the process	A	B	C	D
Incorporate the contributions that other professional disciplines make to social work assessments	A	B	C	D
Hold an empathic position about difficult social circumstances experienced by children and families	A	B	C	D
Take into account individual and child and family history and how this may affect the ability of adults and children to engage with services	A	B	C	D
Recognise and address behaviour that may indicate resistance to change, ambivalent or selective cooperation with services	A	B	C	D
Recognise when there is a need for immediate action and what other steps can be taken to protect children	A	B	C	D

7. Analysis, decision making, planning and review	Conf	Effec	Satis	Devel
Establish the seriousness that different risks present and harm already suffered by a child balanced with family strengths and potential solutions	A	B	C	D
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	A	B	C	D
Prioritise children's needs for emotional warmth, stability and sense of belonging	A	B	C	D
Ensure active participation and positive engagement of the child and family	A	B	C	D
Test multiple hypotheses about what is happening in families and to children using evidence and professional judgement to reach timely conclusions	A	B	C	D
Challenge any prevailing professional conclusions in the light of new evidence or practice reflection	A	B	C	D
Make realistic, child centred plans within a review timeline which will manage and reduce identified risks and meet the needs of the child	A	B	C	D
Ensure sufficient multi-disciplinary input into the process at all stages	A	B	C	D
Apply twin and triple track planning to minimise chances of drift or delay, being alert to the effectiveness or otherwise of current support plans	A	B	C	D

8. The law and the family and youth justice systems	Conf	Effec	Satis	Devel
Navigate the family and youth justice systems in England using legal powers and duties to support families, to protect children and look after children in the public care system	A	B	C	D
Navigate the regulatory frameworks that support the full range of permanence options	A	B	C	D
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	A	B	C	D
Seek advice and second opinion as required in relation to the wide range of legal issues which face children and families involved in statutory services including immigration, housing, welfare benefits, mental health and learning disability assessment, education and support for children with learning difficulties	A	B	C	D
Use the law, regulatory and statutory guidance to inform practice decisions	A	B	C	D
Take into account the complex relationships between professional ethics, the application of the law and the impact of social policy on both	A	B	C	D

9. The role of supervision	Conf	Effec	Satis	Devel
Recognise one's own professional limitations and how and when to seek advice from a range of sources	A	B	C	D
Discuss, debate and reflect upon and test hypotheses about what is happening within families, and with children	A	B	C	D
Explore the potential for bias in decision making and resolve tensions emerging from ethical dilemmas, conflicting information or differing professional positions	A	B	C	D
Identify which methods will of help for a specific child or family and the limitations of different approaches	A	B	C	D
Make use of the best evidence from research to inform the complex judgements and decisions needed to support families and protect children	A	B	C	D
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	A	B	C	D
Identify strategies to build professional resilience and management of self	A	B	C	D

10. Organisational Context	Conf	Effec	Satis	Devel
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	A	B	C	D
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	A	B	C	D
Act in ways that protect the reputation of the employer organisation and the social work profession	A	B	C	D
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	A	B	C	D
Contribute to the organisation's role as corporate parent to children in public care	A	B	C	D

Now collate the information from above and use this to inform your learning and development plan

Areas for development (mainly rated C & D)	What is needed to address this	Time scales/dates and evaluation method

Appendix B

Knowledge and Skills Statements for Practice Supervisors Self-Assessment

This self assessment is to assist you in reviewing your practice against the KSS. It forms the basis of discussions with your line manager that can inform your learning and development plan. It should lead to a discussion about your readiness to undergo assessment for NAAS accreditation as a practice supervisor.

Name of Worker: _____

Role: _____

Team: _____

Line Manager: _____

Date of Self Assessment: _____

Please rate yourself against a number of statements using the following ranked scale with **A** being the highest and **D** being the lowest:

- A.** Performing **confidently** and effectively in this area
- B.** Performing quite **effectively** but could still improve certain aspects in this area
- C.** Performing **satisfactorily** but there are significant ways in which I could improve in this area
- D.** Not performing effectively in this area and I **need to develop** my knowledge, skills and/or aptitudes.

1. Promote and Govern Excellent Practice	Conf	Effec	Satis	Devel
<p>Establish and maintain a highly valued position of influence within the organisation, and be recognised for extensive knowledge and skill in the profession of child and family social work. Help shape and influence an environment which enables excellent practice by setting high standards and motivating others to do the same. Demonstrate optimistic behaviour, and build positive relationships with children and families and other professionals. Lead by example, showing integrity, creativity, resilience and clarity of purpose. Be visible and accessible to all staff, children and families. Be accountable for ensuring the highest professional standards and professional conduct. Design and implement measures to assure the quality of practice and the effective throughput of work. Interrogate decisions, ensuring they are underpinned by theory and the best evidence and that they will contribute to the goals of the family and their social work plan, whilst ensuring that the safety of children remains the highest priority. Closely monitor the wellbeing of children in public care, ensuring that they grow up in homes in which they are happy and thriving, holding high ambitions for their futures.</p>	A	B	C	D

Reasons for Self Evaluation
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2. Developing Excellent Practitioners	Conf	Effec	Satis	Devel
<p>Recognise, respect and value the expertise of practitioners and provide a practice framework, underpinned by theory and the best evidence, within which they can work effectively. Explain and champion the framework to practitioners, other professionals, children and families and set an expectation that this framework will be applied to practice. Facilitate use of the best evidence to devise effective interventions, which are most likely to support family welfare and reduce risk to children. Secure excellent practice through an analytical understanding of different patterns of family functioning, matched with service responses which are most likely to effect change for families, as well as support children in public care and young people leaving care. Recognise the strengths and development needs of practitioners, and use practice observation, reflection and feedback mechanisms, including the views of children and families, to develop practice. Develop a culture of learning and improvement, where staff are sufficiently stretched and mentored to meet their aspirations. Gauge different learning styles and recognise when the role of the practice supervisor is to teach and when it would be more effective to draw on practitioners' own knowledge. Invest available resource into staff and service development, drawing on the expertise of children and families.</p>	A	B	C	D

Reasons for Self Evaluation
Empty space for self-evaluation

3. Shaping and Influencing the Practice System	Conf	Effec	Satis	Devel
<p>Provide a safe, calm and well-ordered environment for all staff, ensuring that processes are fit for purpose and efficient. Create an ethos within which staff are motivated and supported to be ambitious on behalf of children and families. Use resources, including those that lie within families and communities, to the best effect. Facilitate constant reflective thinking about the welfare of families and the safety of children. Build and develop influential and respectful partnerships between practitioners and partner agencies. Pay attention to different structures, pressures, priorities and levers for influencing and shaping the thinking of others. Share practice knowledge and expertise and influence the wider organisation and national system to function to the best effect. Offer constructive advice and creative, strengths-based solutions to difficulties.</p>	A	B	C	D

Reasons for Self Evaluation
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4. Effective Use of Power and Authority	Conf	Effec	Satis	Devel
<p>Apply a proportionate and ethical approach to the exercise of authority, which develops and maintains relationships with families and professionals and ensures the protection of children. Maximise opportunities for children and families to make informed choices. Secure an up to date, working knowledge of relevant legislation and case law. Exercise statutory powers where social work assessment shows that families require help and support and children are at risk of significant harm, ensuring that actions are proportionate to risk. Support practitioners to always communicate clearly, honestly and respectfully the purpose and content of the social work plan.</p>	A	B	C	D

Reasons for Self Evaluation

5. Confident Analysis and Decision Making	Conf	Effec	Satis	Devel
<p>Create a culture of focused thinking which consistently explores a wide range of contexts (including family and professional stories, the chronology of critical events, social and economic circumstances). Generate multiple hypotheses which make sense of the complexity in which children and families are living. Help practitioners to make decisions based on observations and analyses, taking account of the wishes and feelings of children and families. Ensure that practitioners are ambitious for children and families and that the long-term and life-long consequences of decisions are fully considered at all stages of planning and review, and in consultation with children and families. Build relevant relationships with children and families and professionals to test current hypotheses and dominant perspectives. Ensure that children and young people's expectations are met where possible and any disappointment sensitively acknowledged and sufficiently addressed. Establish recording processes, provide the full analysis underpinning decisions, making sure the rationale for why and how decisions have been made is comprehensive and well expressed.</p>	A	B	C	D

Reasons for Self Evaluation
Empty space for self-evaluation

6. Purposeful and Effective Social Work	Conf	Effec	Satis	Devel
<p>Ensure practitioners adopt an approach to practice which is proportionate to identified risk and need. Use supervision processes to challenge the balance of authoritative intervention and collaborative engagement to determine how current practice is achieving the best long-term outcomes for children and families. Use focused questioning with practitioners to clarify the direction of work, and identify whether practitioners need to adopt a more reflective and curious approach, or respond with greater pace and assertion. Ensure that family narratives are sought and listened to, that all relevant family members, including fathers, are engaged in shaping plans and supported to carry these out, and that practice empowers families to make positive changes. Ensure methods and tools used are based on the best evidence, that progress is frequently reviewed and that the social work plan is adjusted accordingly. Reflect upon and review the welfare and support needs of children and families and be alert to evidence of actual or likely significant harm ensuring that identified risks are managed and new risks identified, assessed and addressed. Implement effective strategies for ensuring throughput of work. Frequently review the requirement for continued involvement so that cases are closed in a timely manner and that families have an appropriate and long-term support plan where that is required, and ensure that no child or family is left unnoticed in the system.</p>	A	B	C	D

Reasons for Self Evaluation
Empty space for self-evaluation

7. Emotionally Intelligent Practice Supervision	Conf	Effec	Satis	Devel
<p>Recognise how different relationships evoke different emotional responses, which impact upon the effectiveness of social work practice and provide responsive, high quality individual supervision. Use mechanisms such as peer supervision and group case consultation to help identify bias, shift thinking and the approach to case work in order to generate better outcomes for children and families.</p> <p>Recognise and articulate the dilemmas and challenges faced by practitioners and use this expertise and experience to guide, assist and support the provision of services. Identify emotional barriers affecting practice and recognise when to step in and proactively support individuals. Promote reflective thinking to drive more effective discussions so that reasoned and timely decision-making can take place. Demonstrate a high level of resilience within pressured environments, be attuned to the effect of high emotion and stress and respond in calm, measured and pragmatic ways. Reflect upon the confidence of practitioners and adapt management and leadership style according to the needs of individuals and the organisation.</p> <p>Protect practitioners from unnecessary bureaucratic or hierarchical pressures and have in place strategies to help manage the root causes of stress and anxiety. Continually energise and reaffirm commitment to support families and protect children.</p>	A	B	C	D

Reasons for Self Evaluation

8. Performance Management and Improvement	Conf	Effec	Satis	Devel
<p>Explain to practitioners the full legal, regulatory, procedural and performance framework within which they operate and be accountable for their work within it. Provide opportunities for staff to give and receive constructive feedback on performance. Recognise and commend hard work and excellent practice and build social workers' confidence in their practice. Challenge complacency with a commitment to continued improvement and confidently hold poor practice to account. Establish available capacity so that work is allocated appropriately across the staff group and ensure best use is made of resource, ability, interests and ambitions. Devise and implement systems which both demonstrate effective practice and trigger immediate corrective action where necessary. Produce and utilise data to understand current demand, historical patterns and likely future trends. Scrutinise system performance and devise and implement effective and timely improvement plans. Strike a balance between employing a managerial, task-focussed approach and an enabling, reflective leadership style to achieve efficient day-to-day functioning. Develop a strategy for future improvements and contribute to similar within the wider organisational system. Draw on and share best practice within local and national contexts. Implement communication channels with children, young people, families and other professionals inviting feedback and ideas for improvement. Respond thoughtfully and proactively to complaints and mistakes, creating learning opportunities for self, staff and the organisation.</p>	A	B	C	D

Reasons for Self Evaluation
Empty space for self-evaluation reasons

Collate the information from above and use this to inform your learning and development plan

Areas for development (mainly rated C & D)	What is needed to address this	Time scales/dates and evaluation method

Appendix C

NAAS Endorsement Form

Please complete and email this form to Jaynekirk@warwickshire.gov.uk including your line manager in the email.

Name of NAAS candidate: _____

HCPC Number: _____

Team: _____

Are you applying for NAAS accreditation as a Social Worker or Practice Supervisor? _____

Name of Line Manager: _____

To be completed by candidate's line manager:

I confirm that the candidate has satisfactory knowledge and skills against the post qualifying standards and endorse them to go forward for NAAS accreditation.

Signed: _____ (line manager)

Date: _____

Appendix D

Progress to Level 3b Social Worker

If you wish to use the NAAS assessment to progress to Level 3b, the following reports must be completed by your line and operations managers and submitted with the endorsement form.

LINE MANAGER REPORT

Name of EPD Social Worker: _____

Please comment on how the social worker has met the **PCF Domains**

Please provide evidence to demonstrate that the EPD social worker has met the 9 domains of the PCF.

Professionalism, Professional Leadership (Domains 1,9) Values & Ethics, Diversity, Rights, Justice & Economic Wellbeing (Domains 2,3,4) Knowledge, Critical Reflection & Analysis, Intervention & Skills (Domains 5,6,7) Contexts & Organisations (Domain 8)

[Empty rectangular box for content]

Line Managers' Signature: _____ **Print Name:** _____

Date: _____

OPERATIONS MANAGER REPORT

Name of EPD Social Worker: _____

Comments:

Please include a brief overview of your appraisal of the skills and abilities of the EPD social worker in meeting the 9 domains of the PCF

I have read the line managers' report and endorse their comments.

I agree that (name of EPD social worker) _____
has met the required standards of the EPD programme and the nine domains of the Professional Capabilities Framework and, upon their NAAS accreditation, has maintained their practice to continue to meet the Knowledge and Skills Statements and is ready to progress to Level 3b.

Name: _____ **Signed:** _____

Date: _____

Appendix E

Learning and Development for Social Workers Mapped to the KSS

K&S		Learning and Development Activities	Training
1	Relationships and effective direct work	<ul style="list-style-type: none"> • Private Study/Reading • Own Appraisal process • Feedback from other professionals • Undertaking direct work with children • Use of direct work tools • Undertaking direct work with parents / carers 	<ul style="list-style-type: none"> • Communicating effectively with children and young people • Building professional relationships with parents • Attachment separation bereavement and loss • Advanced CSE
2	Communication	<ul style="list-style-type: none"> • Private Study/Reading • Specific activities within your role • Sharing of reports and assessments with children and families • Communicating with non verbal children • Communicating effectively with children and adults with additional learning needs • Feedback from children and families 	<ul style="list-style-type: none"> • Undertaking effective s47 enquiries • Building professional relationships with parents • Attachment separation bereavement and loss
3	Child development	<ul style="list-style-type: none"> • Private Study/Reading • Application of child development knowledge to assessments • Application of child development knowledge to court statements and professional reports • Observations of children • Supervising and recording family time • Recording observations of child development in statutory visits • Accessing assessment / opinion of other professionals during assessment / CiN / core group meetings 	<ul style="list-style-type: none"> • Child protection refresher • Attachment separation bereavement and loss • Domestic abuse awareness e-learning • Hidden harm the impact of parental substance misuse on children and young people • Assessing parenting capacity

K&S		Learning and Development Activities	Training
4	Adult mental ill health, substance misuse, domestic abuse, physical ill health and disability	<ul style="list-style-type: none"> • Private Study/Reading • Varied case load, working with these presenting issues • Ability to identify these factors as significant enough to be considered in assessment 	<ul style="list-style-type: none"> • Hidden harm the impact of parental substance misuse on children and young people • Assessing parenting capacity. • Domestic abuse awareness e-learning • Domestic abuse risk assessment
5	Abuse and neglect of children	<ul style="list-style-type: none"> • Private study / reading • Strategy meetings • Undertaking s47 inquiries • Contributing to child protection conferences • Respond to CSE concerns • CSE assessment 	<ul style="list-style-type: none"> • Hidden harm the impact of parental substance misuse on children and young people • Assessing parenting capacity. • Domestic abuse awareness e-learning • Domestic abuse risk assessment • Safeguarding adults and children introduction e learning • Safeguarding children universal e-learning • Undertaking effective S47 inquiries • Advanced CSE
6	Child and family assessment	<ul style="list-style-type: none"> • Undertaking single assessments, of increasing complexity • Using tools to engage families in assessments • Using pathway to change and / or other tools to inform understanding, test hypothesis and generate analysis • Feedback from service users • Feedback from manager • Use of supervision to contribute to assessment 	<ul style="list-style-type: none"> • Hidden harm the impact of parental substance misuse on children and young people • Assessing parenting capacity. • Domestic abuse awareness e-learning • Child protection refresher • Undertaking effective S47 inquiries • Advanced CSE

K&S		Learning and Development Activities	Training
7	Analysis decision making planning and review	<ul style="list-style-type: none"> • Private Study/Reading • Application of theory and research to analysis • Using pathway to change and / or other tools to inform understanding, test hypothesis and generate analysis • Feedback from service users • Feedback from manager • Use of supervision to contribute to assessment • Contributing professional opinion to multi agency forums like child protection and looked after child conferences • Completion and review of care plans • Monitoring progress of child protection plan through core group and other processes • Feedback from other professionals 	<ul style="list-style-type: none"> • Child protection refresher • Looked after children, care planning, processes and decision making • Adoptions decisions making toolkit • Undertaking effective s47 inquires • Advanced CSE
8	The law and the family and youth justice systems	<ul style="list-style-type: none"> • Private study / reading • PLO meetings • Working through care proceedings • Completion of private law reports 	<ul style="list-style-type: none"> • Undertaking effective S47 inquiries • Corporate parenting e-learning • Court skills beginners • Looked after children care planning processes and placement arrangements • Safeguarding children universal e-learning • Child protection refresher • Assessment of parenting capacity • Advanced CSE

K&S		Learning and Development Activities	Training
9	The role of supervision	<ul style="list-style-type: none"> • Be prepared for and engage in supervision • Access group supervision • Attend reflective learning sets • Feedback from manager about use of supervision 	<ul style="list-style-type: none"> • Developing emotional resilience
10	Organisational context	<ul style="list-style-type: none"> • Multi agency working • Representing the local authority in formal arenas such as court • Modelling restorative approaches to other professionals • Fulfilling duties of corporate parent • Feedback from other professionals 	<ul style="list-style-type: none"> • Child protection refresher • Domestic abuse awareness e-learning • Adoption decision making toolkit • Corporate parent e-learning • Advanced CSE

Appendix F

Learning and Development for Practice Supervisors Mapped to the KSS

K&S		Learning and Development Activities	Training
1	Promote and govern excellent practice	<ul style="list-style-type: none"> • Private Study/Reading • Own Appraisal process • Feedback from other professionals • Assess Student or NQSW • Specialist training events such as RiP • Audit of work (Supervision Records, Decision Making, Plans) with developmental feedback 	<ul style="list-style-type: none"> • Practice Education Module • Step up to Management in children and families • Restorative practice sessions managers • Systemic practice • ASYE Supervisors: supporting the development of reflective practice e-learning • ASYE line manager workshop
2	Developing excellent practitioners	<ul style="list-style-type: none"> • Private Study/Reading • Own Appraisal • Specific activities within your role • Feedback from children and families • Assess Student or NQSW • Audit of Supervision Records with developmental feedback • Completing case file audits with workers • Assessing ASYE and EPD workers 	<ul style="list-style-type: none"> • Practice Education Module • ASYE Supervisors: supporting the development of reflective practice e-learning • Step up to Management in children and families • Restorative practice sessions managers • Systemic practice • ASYE line manager workshop
3	Shaping and influencing the practice system	<ul style="list-style-type: none"> • Private Study/Reading • Specific activities involving taking responsibility within your role • Feedback from other professionals • Contributing to training • Contribute to service improvement and delivery groups 	<ul style="list-style-type: none"> • Restorative practice sessions managers • Systemic practice

K&S		Learning and Development Activities	Training
4	Effective use of power and authority	<ul style="list-style-type: none"> • Private Study • Specific activities within your role • Specialist training events such as MRC • Audit of supervision records • Feedback from social workers 	<ul style="list-style-type: none"> • Handling challenging conversations as a manager • Restorative practice sessions managers • Step up to Management in children and families • Practice Education module
5	Confident analysis and decision-making	<ul style="list-style-type: none"> • Private Study • Specific activities within your role • Understanding Recording standards • Local Practice Groups LSCB • Minutes of Unit Meetings • Assessing ASYE and EPD workers • Audit of Supervision recording with developmental feedback 	<ul style="list-style-type: none"> • Systemic Practice • Restorative practice sessions managers • Practice education module
6	Purposeful and effective social work	<ul style="list-style-type: none"> • Private Study/Reading • Specific activities within your role • Specialist training events • Feedback from children and families • Feedback from other professionals • Feedback from social workers 	<ul style="list-style-type: none"> • Systemic training • Step up to management in children and families • Restorative practice sessions managers
7	Emotionally intelligent practice supervision	<ul style="list-style-type: none"> • Group or Peer supervision • Private Study/Reading • Specific activities within your role • Assessing ASYE or EPD social worker • Specialist training events - RiP 	<ul style="list-style-type: none"> • Step up to Management in children and families • ASYE Supervisors: supporting the development of reflective practice e-learning • Developing emotional resilience • Handling challenging conversations as a manager
8	Performance management and improvement	<ul style="list-style-type: none"> • Understanding Ofsted framework • Best practice groups / steering groups • Understanding Complaints process • Observation of social worker practice with constructive feedback • Sharing success stories • Identifying learning and development needs of workers • Addressing issues identified in audits 	<ul style="list-style-type: none"> • Handling challenging conversations as a manager • Step up to management in children and families • Absence management surgery • ASYE line manager workshop

