

# **Somerset Social Work Competency Framework**

## **Social Worker**

## **Introduction.**

The Somerset Competency Framework sets out 'levels of practice' rather than specific job roles. It illustrates the knowledge, skills and behaviours required for good performance at each level of practice as well as evidencing readiness for progression to the next level. Individuals are expected to have learning and development needs on entry to each level of practice. Completion of learning and development activities and the provision of evidence for each competency is expected to take at least one to two years at each level. Newly Qualified Social Workers will complete the ASYE programme prior to commencing work on the competency framework for social workers.

## **Development goals.**

Individuals and line managers/supervisors should agree development goals, learning activities and review evidence of competency within the supervision process. Manageable development goals should be recorded in the PDP (within the Supervision, Development and Achievement Plan). There is also a Learning Plan and CPD Record at the end of this document to record your training.

## **Carrying out the assessment of competency.**

It is suggested that line managers/supervisors assess competency using a range of methods including direct observation of practice, discussion and critical reflection in supervision and audits. Evidence should be recorded in the final column and signed off by the line manager/supervisor when competency has been completed.

Authors:

Carolyn Smith, Principal Social Worker, Strategic Lead Safeguarding and DOLS

Paulette Baker, Principal Occupational Therapist, Strategic Lead Prevention and Independence

April 2023

# Career Development Steps - Social Work

**Adult Social Care Practitioner**  
Social Work Integrated Degree Apprenticeship

**Social Worker**  
Newly Qualified Programme - Assessed and Supported  
Year in Employment

**Social Worker**  
Best Interest Assessment (Graduate / Post Graduate)  
Developing Professional Specialist Practice (Graduate / Post  
Graduate) / Approved Mental Health Professional (Post Graduate)  
Practice Educator Professional Standard Stage 1 & 2 (In-house)

**Advanced Practitioner / Practice Development Lead**  
Initial Leadership Programme (ILM) Level 3  
Post Qualifying Standards for Practice Supervisors  
Post Graduate / Masters module

**Service Manager**  
Leadership Programme (ILM) Level 3 /4 /5 /6  
Post Graduate Diploma / Masters / PhD

**Strategic Manager**  
Leadership Programme (ILM) Level 3 /4 /5 /6  
Post Graduate Diploma / Masters / PhD

# Job Specific Training and Support Social Worker

## Support

- Supervision
- Learning and Development input from Practice Development Leads
- Peer Support Groups (ASYE / PEPs/AMHP)

## Training

- Achieving Good Outcomes in Self Neglect
- Culture and Identity
- Dementia: the Facts
- Induction
- Introduction to Homelessness Law
- Mental Capacity Act
- Oliver McGowen Mandatory Training
- Safeguarding
- Sexual Activity and Mental Capacity Act
- Understanding Hoarding Behaviours
- Writing Witness Statements for Court

Please see Learning Plan for more detail

## CPD

- Monthly CPD workshops (Operations, MCA/DoLs, AMHP pathway and Commissioning)
- Access to a suite of e-Learning modules
- Making Research Count

## Social Worker Competency Framework

Competence	Development goals to meet and evidence competence	What I am going to do and when	Evidence and supervisor sign off
<b>Professional standards</b>			
I practice within Social Work England Professional Standards, the BASW PCF – Social Worker Capabilities Framework and the BASW Code of Ethics.			
<b>Practice</b>			
Co-production, strengths-based, relationship-based, and systemic practice are central to my practice and are evidenced in ‘every conversation’.			
I use creativity and professional curiosity in practice and enable service users and carers to explore options to overcome dilemmas and problems.			
I have knowledge of and apply relevant legal and policy frameworks, and guidance.			
I apply legal reasoning and know when to seek advice and guidance.			
I have a critical knowledge of theories, models of intervention and research and apply this in practice.			
I draw on a wide range of sources of evidence and apply critical reflection to inform decision-making.			
I demonstrate professional curiosity in my work.			
I communicate my professional recommendations, and the rationale for			

recommendations, to others including in multi-disciplinary contexts.			
My record keeping and reports are timely, clear, accurate and defensible and meet the requirements of ASC and my regulator.			
I have knowledge of policy, procedures and legislation that supports Adult Safeguarding activity including The Care Act 2014 and statutory guidance, multi-agency policies and procedures, the Human Rights Act and Deprivation of Liberty Safeguards.			
I know when an IMCA needs to be instructed and when an application to the Court of Protection is required.			
I have the skills and knowledge to undertake an adult safeguarding enquiry.			
Making Safeguarding Personal informs my practice. The outcomes identified by citizens are evidenced in my work.			
I have evidenced competency at Level 3 of the Somerset Mental Capacity Act Competency Framework.  <a href="#">Somerset Mental Capacity Act Competency.pdf</a>  <a href="#">Mental Capacity Act 2005 Self-assessment Tool.docx</a>			
I manage my day-to-day workload independently, seeking support and suggesting solutions for workload and demand issues.			
I maintain effective personal and professional boundaries.			
I promote self-care and wellbeing at work for myself and others.			

I am aware of my professional limitations and knowledge gaps and seek to address them.			
I use skilled use of self as part of my interventions.			
I can have difficult conversations.			
I communicate with compassion and authority in challenging situations and can understand and work effectively with negative responses.			
I take responsibility for obtaining regular, effective supervision from my supervisor to ensure effective practice, reflection and continuing professional development.			
I recognise the complexity of identity and diversity of experience, discriminatory practices and inequality, and challenge discrimination. Anti-oppressive practice is central to my practice.			
I obtain and reflect on feedback from service users, carers, professionals and others.			
<b>Leadership</b>			
I acknowledge the emotional component of social work and know when to seek support from others, including from my supervisor.			
I provide supervision to non-registered colleagues or students that includes the 4 functions of supervision: <ul style="list-style-type: none"> <li>• Management</li> <li>• Development</li> <li>• Support</li> <li>• Mediation</li> </ul>			
I assess and manage the work of social work students.			

Within the 4 functions of supervision, my approach is relationship-based, strengths-based, and integrates critical reflection, legal literacy, theory and research.			
I contribute to and promote excellent practice taking the initiative to test and evaluate new and existing approaches.			
I contribute to the learning and development of others.			
I contribute to professional leadership through participating in or initiating purposeful peer support, and/or engaging in social work meetings and groups within or external to ASC.			
I contribute to audits and assurance activities.			
I contribute to and promote the development of practice, taking the initiative to test and evaluate new and existing approaches.			
I work in partnership with colleagues from other organisations, can influence and challenge constructively, and advocate for people who use services, carers and families.			
I contribute to co-producing and supporting neighbourhood groups and networks for the benefit of people using services, carers and families.			
<b>Organisational</b>			
I am confident about my role my team, work positively with others and contribute to team working.			
I identify and communicate to supervisors and managers how service and organisational developments can support			



excellent social work practice and contribute to better outcomes for citizens.			
I provide learning opportunities, including shadowing and joint working, to students and new members of the team.			
I understand my responsibilities in relation to HR policies including sickness and annual leave policies.			
I assume professional accountability for my practice and escalate risks and concerns appropriately using the line management structure.			
I respond constructively and promptly to queries and complaints.			
I participate in local learning reviews and integrate new learning into my practice.			
I have knowledge and understanding of the performance of the team and team objectives.			
I keep up to date with the changing policy context at local and national level and take account of this in my practice.			
I keep myself up to date with knowledge about organisational and service changes and contribute to discussions and consultations.			
I have knowledge of the ASC, service and team budget.			

# Learning Plan and CPD Record

## Social Worker

### Core

Title	Date completed
Adult Social Care Induction - Core Days (x2)	
Applying the MCA (2005) in Everyday Practice	
Applying the MCA (2005) in Everyday Practice – Annual Update	
Best Interest Assessor – Practice Update	
CHC Checklist	
CHC professionals' course (to be confirmed)	
Culture and Identity	
Dementia: the Facts	
Education and SEND Information session	
Introduction to Homelessness Law	
Legal Literacy and Defensible Decision-making for Practitioners (TBC)	
Motivational Interviewing (Under Review)	
Multi-agency Risk Assessment Conference Representative Training	
Oliver McGowen – Mandatory Training – Level 2	
Refresher - Multi-agency Risk Assessment Conference Representative Training	
Safeguarding - Making Safeguarding Enquiries	
Safeguarding – Making Safeguarding Personal	
Safeguarding – Achieving Good Outcomes in Self-neglect	
Sexual Activity and Mental Capacity Act	
Transitions to Adults information session	

Understanding Hoarding Behaviours	
Writing Witness Statements for Court	

## Specialist

Title	Date completed
Dementia and Sensory Loss	
Optima Low Vision Refresher	
Level 3 Autism Qualification	

## Qualifications<sup>1</sup>

### Core

Title	Date completed
Developing Professional Specialist Practice (precursor to AMHP training)	
BIA to Approved Mental Capacity Professional (AMCP) conversion	
British Sign Language (Stage 1 and/or 2)	
Practice Education Stage 1	
Practice Education Stage 2	

### Specialist

Title	Date completed
Advanced Practice in Adults at Risk (Safeguarding Adults)	
Apprenticeships offered by Organisational Development	
Approved Mental Health Practitioner Training	
End of Life Care	
Evidencing Work Based Learning	

**e-Learning available via The Learning Centre**

<b>Title</b>	<b>Date completed</b>
Autism Awareness	
Autism – Intermediate Knowledge and Skills	
Black Lives Matter	
Care Act – Section within The Learning Centre	
Continuing Health Care	
Corporate e-induction (including Health & Safety)	
Dementia	
Dementia – Becoming a Dementia Friend	
Dementia – The Open Dementia Programme (Multiple Modules) SCIE	
Deprivation of Liberty Safeguards	
Dignity and Respect	
Domestic Abuse Awareness (via Somerset Survivors website)	
Down’s Syndrome Awareness	
Drugs and Alcohol Awareness	
End of Life Care	
Fire Safety (2021)	
Fire Warden Training	
GDPR 2022	
Introduction to Health and Safety	
Leadership - What is Leadership?	
Leadership Styles and Theories	

Legislation and Partnership Working	
Making Every Contact Count	
Mental Health Awareness	
Oral Health (Adults)	
Personalisation	
Prevent	
Preventing Falls	
Reablement	
Recording Skills	
Safeguarding and Child Protection for Non-Children's Service Workers	
Safeguarding for Adult Service Workers	
Self-neglect	
Strokes	
Supervision for Supervisees	
Supervision for Supervisors	
Supporting a Student in ASC	
The Care Act 2014	
The Equality Act 2010	
The Mental Capacity Act 2005	
Trans Awareness	

## Electronic Resource

<b>Title</b>	<b>Date completed</b>
Community Care Inform Adults (TBC)	
Making Research Count	

### Continuing Professional Development (CPD)

Some of the job specific courses will not be relevant to the employee so we suggest you record N/A (not applicable) next to these in the date completed column.